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### Bowdoin College Course Guide (2015-2016)

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# **Bowdoin College Course Guide**

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Information as of Sep 3, 2015 - Subject to change

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## Africana Studies

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### AFRS 1010 b. Racism. H. Partridge. Every Fall. Fall 2015

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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 SOC 1010)

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### AFRS 1012 c. Affirmative Action and United States History. Brian Purnell. Every Fall. Fall 2015

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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.

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### AFRS 1026 c. Fictions of Freedom. Tess Chakkalal. Non-Standard Rotation. Fall 2015

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Explores the ways in which the idea of American freedom has been defined both with and against slavery through readings of legal and literary texts. Students come to terms with the intersections between the political, literary, and historical concept of freedom and its relation to competing definitions of American citizenship. (Same as ENGL 1026)

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### AFRS 1034 b. Black Women's Political Activism. Brittany Lewis. New Course. Fall 2015

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Examines Black women's distinct forms of political resistance to long-standing practices of segregation, marginalization, and surveillance in the U.S. How did early Black women such as Ida B. Wells enter politics in the era of segregation? How did Black women like Fannie Lou Hamer, Angela Davis, and Ntozake Shange wrestle with the politics of racial solidarity during the civil rights/Black power era? How has the contemporary political and economic climate of the post-industrial city compelled working class Black women to develop new modes of resistance? Uses books, film, and performance art to expand our understanding of women’s political history through the lens of Black women's experiences in and outside major resistance movements in the twentieth and twenty-first centuries. (Same as GWS 1035)

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**AFRS 1041 c. Congo in Word and Image. David Gordon. Every Other Fall. Fall 2015**


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Introduces Congo as part of a global discussion about humanity through text, film, music, and art. Studies novels that condemned colonial and post-colonial exploitation of Congolese resources, appreciates staggering Congo art that inspired European artists, analyzes Congo politics that produced liberators and dictators, and reviews Congo rhythms that danced across the continent. Concludes by considering ongoing humanitarian interventions in Congo against child soldiering, genocide, and rape. By placing words and images developed by outsiders alongside those of Congolese peoples, explores both the Congo and how the Congo has been conjured as a subject of a global imagination. (Same as HIST 1041)

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**AFRS 1101 c-ESD. Introduction to Africana Studies. Judith Casselberry. Every Fall. Fall 2015**


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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.

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**AFRS 1108 c. Introduction to Black Women's Literature. Guy Mark Foster. Non-Standard Rotation. Fall 2015**


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Examines the twin themes of love and sex as they relate to poems, stories, novels, and plays written by African American women from the nineteenth century to the contemporary era. Explores such issues as Reconstruction, the Great Migration, motherhood, sexism, group loyalty, racial authenticity, intra- and interracial desire, homosexuality, the intertextual unfolding of a literary tradition of black female writing, and how these writings relate to canonical African American male-authored texts and European American literary traditions. Students are expected to read texts closely, critically, and appreciatively. Possible authors: Harriet Jacobs, Frances Harper, Nella Larsen, Jessie Faucet, Ann Petry, Ntozake Shange, Suzan-Lori Parks, Alice Walker, Toni Morrison, Gayle Jones, Jamaica Kincaid, Terry McMillan, Sapphire, Lizzette Carter. (Same as ENGL 1108, GWS 1104)

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**AFRS 1300 c. Black Lives. Tess Chakkalalal. New Course. Spring 2016**


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Introduces students to the genre of African American biography that examines the form from its first inception in the eighteenth century with biographical sketches of important black figures such as Crispus Attucks, Phillis Wheatley, Frederick Douglass and Benjamin Banneker to the contemporary African American biopic feature film of figures such as Jackie Robinson, Mohammad Ali, and Nina Simone. (Same as ENGL 1300)

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**AFRS 1320 c. Racial and Ethnic Conflict in American Cities. Brian Purnell. Every Other Year. Spring 2016**

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American cities have been historic cauldrons of racial and ethnic conflict. Concentrates on urban violence in American cities since 1898. Students will also study moments of conflict during the early Republic and the 19th century. Subjects the course examines include the post-Reconstruction pogroms that overturned interracial democracy; the “Red Summer” and its historical memory; the ways race and ethnicity shaped urban residential space; the effects of immigration on urban political economy and society, and the conflicts over space, labor and social relations that arose; and the waves of urban violence that spread across the country in the mid-1960s. (Same as HIST 1320)

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**AFRS 1460 c-ESD, IP. Apartheid's Voices: South African History, 1948 to 1994. David Gordon. Every Other Fall. Fall 2015**

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The study of apartheid in South Africa, the system of racial and ethnic segregation that began in 1948 and ended with the first democratic election of Nelson Mandela in 1994. Explores the many different aspects of apartheid: how and why it emerged; its social and economic impacts; its relationship to other forms of segregation and racial-based governance; and how people lived under, resisted, and collaborated with apartheid. The readings, lectures, and class discussions focus on personal South African voices and explore their diverse gendered, ethnic, and racial perspectives. (Same as HIST 1460)

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**AFRS 1581 c-VPA. History of Jazz I. Tracy McMullen. Every Other Spring. Spring 2016**

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A socio-cultural, historical, and analytical introduction to jazz music from the turn of the 20th century to around 1950. Includes some concert attendance. (Same as MUS 1281)

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**AFRS 2053 b. Black Politics. Cory Gooding. New Course. Fall 2015**

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Traces and examines the political efforts of black Americans to gain full and equitable inclusion into the American polity. Key topics include identity, ideology, movement politics, electoral participation, institutions and public policy. (Same as GOV 2053)

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**AFRS 2141 c-ESD. The History of African Americans from 1865 to the Present. Patrick Rael. Every Other Spring. Spring 2016**

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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 HIST 2141)

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**AFRS 2201 c-ESD, VPA. Black Women, Politics, Music, and the Divine. Judith Casselberry. Every Fall. Fall 2015**

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Seminar. 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 GWS 2207 , MUS 2291, REL 2201)

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**AFRS 2228 c-ESD, VPA. Protest Music. Judith Casselberry. Non-Standard Rotation. Spring 2016**

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Focuses on the ways black people have experienced twentieth-century events. Examines social, economic, and political catalysts for processes of protest music production across genres including gospel, blues, folk, soul, funk, rock, reggae, and rap. Analysis of musical and extra-musical elements' style, form, production, lyrics, intent, reception, commodification, mass-media, and the Internet. Explores ways in which people experience, identify, and propose solutions to poverty, segregation, oppressive working conditions, incarceration, sexual exploitation, violence, and war. (Same as ANTH 2227, MUS 2292)

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**AFRS 2240 c. Civil Rights and Black Power Movements in the Making of Modern America. Brian Purnell. Non-Standard Rotation. Fall 2015**

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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 a central component. Using biographies, speeches, and community and organization studies, students 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 HIST 2220)

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**AFRS 2271 c-ESD. Spirit Come Down: Religion, Race, and Gender in America. Judith Casselberry. Every Spring. Spring 2016**

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Examines the ways religion, race, and gender shape people's lives from the nineteenth century into contemporary times in America, with particular focus on black communities. Explores issues of self-representation, memory, material culture, embodiment, and civic and political engagement through autobiographical, historical, literary, anthropological, cinematic, and musical texts. (Same as GWS 2270, REL 2271)

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**AFRS 2294 c. Issues in Hip-Hop II. Tracy McMullen. Every Other Fall. Fall 2015**

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Traces the history of hip hop culture (with a focus on rap music) from the 1990s to the present day. Explores how ideas of race, gender, class, and sexuality are constructed and maintained in hip hop's production, promotion, and consumption, and how these constructions have changed and/or coalesced over time. Investigates hip hop as a global phenomenon and the strategies and practices of hip hop artists outside of the United States. Artists investigated range from Iggy Azalea to Jay-Z, Miz Korona to Ibn Thabit. (Same as GWS 2294, MUS 2294)

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PREREQUISITE: MUS 1292 (same as AFRS 1592 and GWS 1592)

**AFRS 2364 c-ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880. David Gordon. Every Spring. Spring 2016**

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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 HIST 2364)

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**AFRS 2380 c-IP. Christianity and Islam in West Africa. Olufemi Vaughan. Every Fall. Fall 2015**

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Explores how Christianity, Islam, and indigenous African religious beliefs shaped the formation of West African states from the nineteenth century Islamic reformist movements and mission Christianity, to the formation of modern nation-states in the twentieth century. While the course provides a broad regional West African overview, we will focus careful attention on how religious themes shaped the communities of the Nigerian region--a critical West African region where Christianity and Islam converged to transform a modern state and society. Drawing on primary and secondary historical texts as well as Africanist works in sociology and comparative politics, this Nigerian experience will illuminate broader West African, African, and global perspectives that underscore the historical significance of religion in politics and society, especially in non-Western contexts. (Same as HIST 2380)

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**AFRS 2407 c-ESD, IP. Francophone Cultures. Hanetha Vete-Congolo. Every Fall. Fall 2015**

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An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, and the arts of the Francophone world, principally Africa and the Caribbean. Increases cultural understanding prior to study abroad in French-speaking regions. (Same as FREN 2407, LAS 2407)

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PREREQUISITE: FREN 2305 or higher or Placement in FREN 2400 level

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**AFRS 2411 c-ESD, IP. Introduction to the Study and Criticism of Francophone Literature. Hanetha Vete-Congolo. Every Spring. Spring 2016**

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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. (Same as FREN 2411, LAS 2211)

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PREREQUISITE: FREN 2305 or higher or Placement in FREN 2400 level

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**AFRS 2502 c-ESD, VPA. Introduction to Black Performance Studies. Christina Knight. Non-Standard Rotation. Fall 2015**

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What does it mean to say that we “perform” our identities? What role can performance play in the fight for racial and social justice? As a people long denied access to literacy, what role has performance played in shaping the history of black Americans? Performance studies--an interdisciplinary field devoted to the study of a range of aesthetic practices--offers us insight into such questions. In this course, we will investigate various performances including contemporary plays, movies and television, dance, and social media. We will query the relationship between identities like race, gender, class, and performance as well as the connection between performance onstage and everyday life. (Same as DANC 2503, THTR 2503)

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**AFRS 2530 b-IP. Politics and Societies in Africa. Ericka Albaugh. Non-Standard Rotation. Fall 2015**

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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 GOV 2530)

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**AFRS 2652 c. African American Writers and Autobiography. Guy Mark Foster. Non-Standard Rotation. Spring 2016**

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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.

Note: This course fulfills the literature of the Americas requirement for English majors.  
(Same as ENGL 2013)

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**AFRS 2822 c-IP. Warlords and Child Soldiers in African History. David Gordon. Every Other Spring. Spring 2016**

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Seminar. Examines how gender, age, religion, and race have informed ideologies of violence by considering various historical incarnations of the African warrior across modern history, including the military slave, the mercenary, the revolutionary, the warlord, the religious warrior, and the child soldier. Analyzes the nature of warfare in modern African history and 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 HIST 2822)

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**AFRS 2840 c. Transnational Africa and Globalization. Olufemi Vaughan. Every Fall. Fall 2015**

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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 HIST 2840)

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## **AFRS 2841 c. History of African and African Diasporic Political Thought. Olufemi Vaughan. Every Other Spring. Spring 2016**

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Seminar. Critically discusses 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 divided into three major historic moments. The first explores major themes on Atlantic slavery and Western thought, notably slavery and racial representation, slavery and capitalism, and slavery and democracy. The second focuses 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, and 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 HIST 2841)

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## **AFRS 2870 c. The Rise and Fall of New World Slavery. Patrick Rael. Non-Standard Rotation. Fall 2015**

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Seminar. The form of slavery pioneered by Europeans who brought Africans to the New World occupies a unique place in the institution's long story. Examines the rise and demise of New World slavery: its founding, central practices, and long-term consequences. Just as New World slavery deserves to be considered a unique historical practice, so too do the impulses and transformations that led to its ending. Explores slavery as it rose and fell throughout the Atlantic basin, focusing particularly on Brazil, the Caribbean, and mainland North America. Our investigation will traverse a range of issues: 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. (Same as HIST 2870)

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## **AFRS 3011 c. African American Film. Elizabeth Muther. Non-Standard Rotation. Fall 2015**

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Explores a spectrum of films produced since 1950 that engage African American cultural experience. Topics may include black-white buddy movies, the L.A. Rebellion, blaxploitation, the hood genre, cult classics, comedy and cross-dressing, and romance dramas. Of special interest will be the documentary impulse in contemporary African American film; gender, sexuality, and cultural images; the politics of interpretation—writers, filmmakers, critics, and audiences; and the urban context and the economics of alienation. Extensive readings in film and cultural theory and criticism. Note: Fulfills the film theory requirement for Cinema Studies minors. (Same as CINE 3011, ENGL 3011)

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PREREQUISITE: ENGL 1000 or higher or AFRS 1000 or higher or FILM 1000 or higher or CINE 1000 or higher

## **AFRS 3140 c. Research in Nineteenth-Century United States History. Patrick Rael. Non-Standard Rotation. Spring 2016**

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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 HIST 3140)

PREREQUISITE: HIST 1000 or higher

## **AFRS 3201 c. Voices of Women, Voices of the People. Hanetha Vete-Congolo. Non-Standard Rotation. Fall 2015**

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Focuses on texts written by women from French-speaking West African, Central African and Caribbean countries. Themes treated—woman and/in colonization and slavery, memory, alienation, womanhood, individual and collective identity, gender relationships, women and tradition, women and modernism—are approached from historical, anthropological, political, sociological, and gender perspectives. Readings by Tanella Boni (Côte d'Ivoire), Marie-Léontine Tsibinda (Congo-Brazzaville), Maryse Condé (Guadeloupe), Fabienne Kanor (Martinique), Marie-Célie Agnant (Haïti). (Same as FREN 3201, GWS 3323, LAS 3222)

PREREQUISITE: Two of: || either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher || and either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher

## **AFRS 3230 c. Research in Modern United States Metropolitan History. Brian Purnell. Every Other Year. Spring 2016**

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Provides students an opportunity to complete a semester-long research project in United States Metropolitan history. During the first few weeks of the course, students will learn about some of the major research methodologies historians use when researching and writing history of U.S. metropolises. Pays close attention to how historians use demography, spatial theory and histories of LGBT communities; financial, political, and cultural institutions; electoral politics; public policies; popular culture; African Americans; immigrants; women; workers and capitalists to uncover the ways cities and suburbs change over time. Students will design a topic, research primary historical sources, locate a historical problem relating to your topic from secondary historical sources, and develop a hypothesis which addresses your question. The end result will be a paper of at least twenty-five pages. You may choose any feasible topic on the history of modern U.S. cities and suburbs that takes place during the twentieth century. Open to all students. 3000-level research course that fulfills the capstone requirement for the Africana Studies and History majors. The coursework involved will be of a high level, but the greatest challenge in the course will be the need for self-direction. (Same as HIST 3230)

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## Arabic

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### ARBC 1101 c. Elementary Arabic I. Russell Hopley. Every Fall. Fall 2015

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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.

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### ARBC 1102 c. Elementary Arabic II. Russell Hopley. Every Spring. Spring 2016

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A continuation of Elementary Arabic I, focuses on further developing students' skills in speaking, listening, comprehending, writing, and reading Modern Standard Arabic.

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PREREQUISITE: ARBC 1101

### ARBC 2203 c. Intermediate Arabic I. Russell Hopley. Every Fall. Fall 2015

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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.

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PREREQUISITE: ARBC 1102

### ARBC 2204 c. Intermediate Arabic II. Russell Hopley. Every Spring. Spring 2016

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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.

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PREREQUISITE: ARBC 2203

## Art

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### **ARTH 1011 c. Why Architecture Matters. Jill Pearlman. Non-Standard Rotation. Fall 2015**

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Architecture is unavoidable: we spend our lives in and around buildings and in spaces and landscapes defined by them. Too often we take the built environment for granted, oblivious of how it affects us and shapes our lives. This seminar aims to explore architecture's critical role in creating a sense of place, settings for community, symbols of our aspirations and fears, cultural icons and political ideals. As we investigate the fundamental principles of architecture, we will study closely some of history's great buildings and spaces. Students will learn how to talk about architecture and write about it. (Same as ENVS 1011)

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### **ARTH 1026 c. Public Art and Social Engagement. Natasha Goldman. Every Other Fall. Fall 2015**

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Examines public art that generates conversations about identity, disenfranchisement, and belonging, 1960 - present. Topics include but are not limited to: borders and immigration (Emily Jacir, Border Film Project), minority identities (Rick Lowe, Suzanne Lacy), queer subjectivity (Gran Fury, Felix González-Torres), environmental activism (Natalie Jeremijenko, Chris Drury), and memorials to tragedy (Ground Zero). Theories of memory and the public sphere help us to analyze works studied. Students work in groups to commission, design and jury a hypothetical work of public art.

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### **ARTH 1100 c-VPA. Introduction to Art History. Dana Byrd. Stephen Perkinson. Peggy Wang. Every Fall. Fall 2015**

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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.

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### **ARTH 1300 c-IP, VPA. Introduction to the Arts of Ancient Mexico and Peru. Susan Wegner. Non-Standard Rotation. Spring 2016**

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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 LAS 1300)

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**ARTH 2090 c-VPA. Greek Archaeology. James Higginbotham. Every Other Fall. Fall 2015**

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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 ARCH 1101)

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**ARTH 2130 c-VPA. Art of Three Faiths: Christian, Jewish, and Islamic Art and Architecture, Third to Twelfth Century. Stephen Perkinson. Non-Standard Rotation. Fall 2015**

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Examines ways images, objects, and buildings shaped the experiences and expressed the beliefs of members of three major religious traditions (Christianity, Judaism, and Islam) in Europe and the Mediterranean region. Deals with artworks spanning the third century through the twelfth century from Europe, the Middle East, North Africa, and the Byzantine Empire. Includes thematic sessions, dealing with issues that cut across geographic and chronological boundaries. Topics include the embrace or rejection of a classical artistic heritage; the sponsorship of religious art by powerful figures; the use of images and architecture to define community and to reject those defined as outsiders; forms of iconoclasm and criticism of the use of images among the three religions; theological justifications for the use of images; and the role of images in efforts to convert or conquer members of another faith.

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PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

**ARTH 2140 c-VPA. The Gothic World. Stephen Perkinson. Non-Standard Rotation. Spring 2016**

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Introduces students to art produced in Europe and the Mediterranean from the twelfth through the early fifteenth century. Following a general chronological sequence, investigates the key artistic monuments of this period in a variety of media, including architecture, painting, manuscript illumination, stained glass, sculpture, and the decorative arts. Explores a particular theme in each class meeting through the close analysis of a single monument or closely related set of monuments as well as those that students may encounter in their future studies.

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PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

**ARTH 2190 c-IP, VPA. Culture and Crisis in Modern and Contemporary Japanese Art. Peggy Wang. Non-Standard Rotation. Fall 2015**

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In the late nineteenth and throughout the twentieth century, as Japan transitioned from a feudal society to a modern nation-state, Japanese art was mobilized by the avant-gardes and government alike. Examines the wide variety of formats and mediums encompassed in competing claims for modernization, including ink painting, oil painting, photography, ceramics, woodblock prints, and performance art. Interrogates art's complicit role in ultra-nationalism, Pan-Asianism, Orientalism, colonial ambitions, US military occupation, and post-war reconstruction. Themes to be covered include: reinventions of tradition, East-West relations, colonialism, trauma, and renewal. (Same as ASNS 2330)

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**ARTH 2230 c-VPA. The Arts of Venice. Susan Wegner. Non-Standard Rotation. Spring 2016**

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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.

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**ARTH 2240 c-VPA. Mannerism. Susan Wegner. Non-Standard Rotation. Fall 2015**

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Mannerism in art and literature. Artists include Michelangelo, Pontormo, Rosso, Bronzino, El Greco. Themes include fantasy and imagination, ideal beauty (male and female), the erotic and grotesque, and the challenging of High Renaissance values. Readings include artists' biographies, scientific writings on the senses, formulas for ideal beauty, and description of court life and manners. Uses the Bowdoin College Museum of Art's collection of sixteenth-century drawings, prints and medals.

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**ARTH 2430 c-VPA. Modern Architecture: 1750 to 2000. Jill Pearlman. Non-Standard Rotation. Spring 2016**

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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 ENVS 2431)

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## **ARTH 2450 c-VPA. American Furniture by Design. Dana Byrd. Non-Standard Rotation. Fall 2015**

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A scholarly inquiry into furniture produced and used in the United States from the seventeenth century through the twentieth century. Students learn traditional woodworking skills and build their own objects. Through hands-on examination of American furniture in local collections, students develop the language, methodology, and interpretive skills for object analysis. Both typical and exceptional forms of furniture from each era are studied and historicized, including those for domestic, ecclesiastical, and presentation purposes.

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## **ARTH 3240 c-VPA. The Art and Life of Michelangelo. Susan Wegner. Non-Standard Rotation. Fall 2015**

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Examines painting, sculpture, drawings, and poetry of Michelangelo in light of fifteenth- and sixteenth-century Italian society. Topics include color, meaning, and recent restoration of the Sistine Chapel Ceiling and Last Judgment; the heroic male figure in sculpture and drawings; religion and politics in relation to patrons; artistic rivalries with Leonard, Raphael, and Titian. Readings include English translations of sixteenth-century biographies, art theory, and poetry.

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PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

## **VART 1101 c-VPA. Drawing I. The Department. Every Semester. Fall 2015**

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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.

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## **VART 1201 c-VPA. Printmaking I. Carrie Scanga. Every Semester. Fall 2015**

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

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## **VART 1301 c. Painting I. Mary Hart. Every Semester. Fall 2015**

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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.

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PREREQUISITE: VART 1101

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## **VART 1401 c-VPA. Photography I. Michael Kolster. Every Semester. Fall 2015**

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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.

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## **VART 1601 c-VPA. Sculpture I. The Department. Every Semester. Fall 2015**

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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, wood, and other media.

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## **VART 1701 c-VPA. Digital Media I. Erin Johnson. New Course. Fall 2015**

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A studio class designed to introduce students to digital photography, sound, and video. Students learn the basic skills necessary to work with these three media, including recording, editing, and installation. In addition, students learn about the history of these media and the ways they inform and expand upon each other.

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## **VART 2101 c. Drawing II. Mary Hart. Every Spring. Spring 2016**

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A continuation of the principles introduced in Visual Arts 1101 {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.

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PREREQUISITE: VART 1101

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## **VART 2201 c. Printmaking II. Carrie Scanga. Non-Standard Rotation. Spring 2016**

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A continuation of the principles introduced in Visual Arts 1201 {170}, with particular emphasis on independent projects.

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PREREQUISITE: VART 1201

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## **VART 2301 c. Painting II. Mark Wethli. Non-Standard Rotation. Fall 2015**

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A continuation of the principles introduced in Visual Arts 1301, with studio problems based on direct experience.

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PREREQUISITE: VART 1301

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## **VART 2401 c. Large Format Photography. Michael Kolster. Non-Standard Rotation. Fall 2015**

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Review and expansion of concepts and techniques fundamental to black-and-white photography, with exploration of image-making potentials of different formats such as 35mm and view cameras. Seminar discussions and field and laboratory work. Students must provide their own non-automatic 35mm camera.

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PREREQUISITE: VART 1401

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## **VART 2601 c. Sculpture II. Jackie Marie Brown. Non-Standard Rotation. Spring 2016**

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A continuation of principles introduced in Visual Arts 1601 (195), with particular emphasis on independent projects.

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PREREQUISITE: VART 1601

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## **VART 3800 c. Art and Time. John Bisbee. Non-Standard Rotation. Fall 2015**

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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. Not open to students who have credit for Visual Arts 2801.

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PREREQUISITE: Two of: | VART 1100 - 2969 | and VART 1100 - 2969

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## **VART 3801 c. Narrative Structures. Carrie Scanga. Non-Standard Rotation. Fall 2015**

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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.

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PREREQUISITE: Two of: | VART 1100 - 2969 | and VART 1100 - 2969

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## **VART 3902 c. Senior Studio. Jackie Marie Brown. Every Spring. Spring 2016**

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Concentrates on strengthening critical and formal skills as students start developing 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.

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PREREQUISITE: VART 3000 or higher

## Asian Studies

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### ASNS 1020 c. Japanese Animation: History, Culture, Society. Vyjayanthi Selinger. Non-Standard Rotation. Fall 2015

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Animation is a dominant cultural force in Japan, and perhaps its most important cultural export. Examines the ways Japanese animation represents Japan's history and society and the diverse ways in which it is consumed abroad. How does animation showcase Japanese views of childhood, sexuality, national identity, and gender roles? How does its mode of story-telling build upon traditional pictorial forms in Japan? Focuses on the aesthetic, thematic, social and historical characteristics of Japanese animation films, provides a broad survey of the place of animation in twentieth-century Japan. Films include *Grave of Fireflies*, *Spirited Away*, *Ghost in the Shell*, *Akira*, and *Princess Kaguya*.

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### ASNS 1035 c. Globalizing India. Rachel Sturman. Non-Standard Rotation. Fall 2015

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Interrogates contemporary globalization by examining how Indians have interacted with and been shaped by the broader world, with a focus on the last two centuries. Topics include the place of India in the European imagination and vice versa; India's role in the rise of modern global capitalism and imperialism; and the distinctive features of contemporary globalization. (Same as HIST 1038)

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### ASNS 1046 b. Global Media and Politics. Henry Laurence. Every Fall. Fall 2015

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Examines the impact of media including the Internet, newspapers, and television, on politics and society in cross-national perspective. Asks how differences in the ownership and regulation of media affect how news is selected and presented, and looks at various forms of government censorship and commercial self-censorship. Also considers the role of the media and "pop culture" in creating national identities, perpetuating ethnic stereotypes, and providing regime legitimation; and explores the impact of satellite television and the Internet on rural societies and authoritarian governments. (Same as GOV 1026)

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### ASNS 2050 c-ESD, IP. Writing China from Afar. Belinda Kong. Every Other Fall. Fall 2015

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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 (1937–1945), the Cultural Revolution (1966–1976), 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 ENGL 2752)

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## **ASNS 2060 b-IP. Contemporary Chinese Politics. Christopher Heurlin. Non-Standard Rotation. Spring 2016**

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Examines the history and politics of China in the context of a prolonged revolution. Begins by examining the end of imperial rule, the development of Modern China, socialist transformations and the establishment of the PRC. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. Topics include political participation and civil society, urban and rural China, gender in China, and the affects of post-Mao economic reform (Same as GOV 2440)

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## **ASNS 2071 c-IP. Visual Culture of Modern China: Urbanization via Art and Architecture. Shu-chin Tsui. Non-Standard Rotation. Fall 2015**

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Explores visual cultural trends in modern China with socialist and post-socialist conditions as the contextual setting and visual cultural studies the theoretical framework. Discussion topics include but not limited to the following: architecture, from the Imperial Palace to the Bird's Nest stadium; art, from socialist realism to post-socialist experiment; advertising, from Shanghai modern to global consumerism; and digital media, from the Internet to bloggers. Questions central to the course ask how visual cultural trends reflect and react to China's social-economic transitions, and how the state apparatus and the people participate in cultural production and consumption. This is a research-oriented course. Students gain knowledge about contemporary Chinese culture as well as skills in the critical analysis of cultural artifacts and trends.

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## **ASNS 2072 c-IP, VPA. Topics in Chinese Cinema: History through Film. Shu-chin Tsui. Every Other Fall. Fall 2015**

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Introduces students to films produced in the People's Republic of China, Taiwan, and Hong Kong. Places national cinema in a transnational framework and explores how cinema as a sign system constructs sociocultural and aesthetic meanings. Students will benefit most by bringing both an open mind toward non-Western cultural texts, and a critical eye for visual art. Note: Fulfills the film theory requirement and the non-US cinema requirement for Cinema Studies minors. (Same as CINE 2254)

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## **ASNS 2230 c-ESD, IP. Imperialism, Nationalism, and Human Rights. Rachel Sturman. Every Other Spring. Spring 2016**

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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 HIST 2344)

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**ASNS 2252 c-ESD, IP. Pacific Passages: Japan in the Early Modern World, 1500-1800. Sakura Christmas. Every Other Fall. Fall 2015**

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In 1635, the shogun of Japan closed off the country so no foreigner could enter, nor could any Japanese leave, on penalty of death. Save for a few ports, Japan retreated from a world becoming rapidly connected through commerce and colonialism. Or so it seemed. Situates Japan in the Pacific as the flow of ideas, people, and goods between continents increased. How did Japan interact with this early modern world? How did it imagine itself in these turbulent times? Focusing on networks--be it commodity flows of silver and seals or migratory patterns of pirates and priests--lectures emphasize the significance of the Pacific in shaping Japan as it emerged out of the medieval age. (Same as HIST 2420)

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**ASNS 2270 c-IP. The Fantastic and Demonic in Japanese Literature. Vyjayanthi Selinger. Non-Standard Rotation. Spring 2016**

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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. (Same as GWS 2236)

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**ASNS 2310 c-ESD, IP. The Japanese Empire and World War II. Sakura Christmas. Every Other Fall. Fall 2015**

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Seminar. Charts the sudden rise and demise of the Japanese empire in the making of modern East Asia. Once stretching from the Mongolian steppe to the South Seas mandate, the Japanese empire continues to evoke controversy to this day. Discussions call attention to competing imperial visions, which challenged the coherence of the project as a whole. Primary sources introduce the lived experience of various individuals—emperors and coolies alike—who both conquered and capitulated to the imperial regime. Topics covered include settler colonialism, independence movements, transnational labor, fascist ideology, environmental warfare, the conundrum of collaboration, and war trials. (Same as HIST 2890)

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**ASNS 2320 b-ESD, IP. Japanese Politics and Society. Henry Laurence. Every Fall. Fall 2015**

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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 GOV 2450)

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**ASNS 2330 c-IP, VPA. Culture and Crisis in Modern and Contemporary Japanese Art. Peggy Wang. Non-Standard Rotation. Fall 2015**

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In the late nineteenth and throughout the twentieth century, as Japan transitioned from a feudal society to a modern nation-state, Japanese art was mobilized by the avant-gardes and government alike. Examines the wide variety of formats and mediums encompassed in competing claims for modernization, including ink painting, oil painting, photography, ceramics, woodblock prints, and performance art. Interrogates art's complicit role in ultra-nationalism, Pan-Asianism, Orientalism, colonial ambitions, US military occupation, and post-war reconstruction. Themes to be covered include: reinventions of tradition, East-West relations, colonialism, trauma, and renewal. (Same as ARTH 2190)

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**ASNS 2553 c-IP. Hindu Cultures. John Holt. Every Other Fall. Fall 2015**

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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 2220 is recommended as a previous course. (Same as REL 2221)

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**ASNS 2554 c-ESD, IP. Theravada Buddhism. John Holt. Every Fall. Fall 2015**

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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 REL 2222)

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**ASNS 2555 c-IP. Religious Culture and Politics in Southeast Asia. John Holt. Every Other Spring. Spring 2016**

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An examination of the ways in which changes in political economies and societies of Sri Lanka, Burma, Thailand, Laos and Cambodia have fostered changes in the predominantly Theravada Buddhist religious cultures of modern Southeast Asia. Focuses include how civil wars in Sri Lanka and Burma, revolutions in Laos and Cambodia, and the ideology of kingship in Thailand have elicited changes in the public practice of religion. Previous credit in Religion 2222 {222} (same as Asian Studies 2554 {242}) is highly recommended. (Same as REL 2288)

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**ASNS 2581 c-ESD, IP. The Making of Modern India and Pakistan. Rachel Sturman. Every Other Fall. Fall 2015**

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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, democracy, and inequality that have shaped post-colonial Indian society. (Same as HIST 2342)

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**ASNS 2583 c-ESD, IP. Sex and the Politics of the Body in India. Rachel Sturman. Every Other Spring. Spring 2016**

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Seminar. Examines the politics of sexuality as well as other forms of ascribed bodily difference (e.g. caste, gender, religion) in shaping social and political life in modern India from the nineteenth century to the present day. Topics include: modern conjugality: histories of prostitution; love and intimate life; the emergence of a contemporary lesbian/gay/queer movement; the sexual forms of caste and religious violence. (Same as GWS 2259, HIST 2801)

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PREREQUISITE: HIST 1000 or higher

**ASNS 2651 Relig & Ecofeminism in India. Sree Holt. Every Other Fall. Fall 2015**

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Focuses on environmental predicaments faced by disadvantaged people (especially rural women and the agrarian and tribal poor) in contemporary India and Sri Lanka. Students will read and discuss case studies that illustrate how various Hindu and Buddhist religious concepts, as well as various political discourses about nationhood, have been deployed by various actors (government, business, political organizations, environmental activists, and the disadvantaged themselves) in order to legitimate or critique the exploitation and alienation of natural resources (rivers, forests, and farm lands). Students will write three short essays aimed at gaining an understanding of how issues germane to environmental degradation, economic development and eco-feminism are understood specifically within contemporary South Asian social, cultural and political contexts. This one-half credit course will meet from September 2 thru October 26. (Same as ENVS 2451 , GWS 2300, REL 2284)

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**ASNS 2803 c-ESD, IP. Forbidden Capital: Contemporary Chinese and Chinese Diaspora Fiction. Belinda Kong. Non-Standard Rotation. Spring 2016**

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“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 post-Tiananmen fiction from Mainland China as well as the diaspora that responds to, struggles with, and/or satirizes the paradoxes of socialist capitalism. Critical issues include representations of the Communist Party and the intertwined tropes of corruption and consumption, and sometimes cannibalism; debates on the democratizing promise of capital, with attention to the resurgence of nationalism and the geopolitics of the Beijing Olympics; and the new identities made possible but also problematic by this era’s massive transformations of social life, along the axes of sexuality, gender, and class. (Same as ENGL 2756)

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**ASNS 2807 c-ESD. Early Asian American Literature. Belinda Kong. New Course. Spring 2016**

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What kinds of literature did authors of Asian descent in the U.S. write before there was a category called “Asian American literature”? How did they represent the relations among America, Asia, themselves, and racial others in the decades before the civil rights movement? This course examines Asian American writing from early to mid-twentieth century, before the rise of Asian American studies as a field. We will study a number of literary firsts: the first Asian American memoir, novel, and short story collection; the first poetry by Asian immigrants in the U.S.; and the first full-length works published by writers of specific ethnic groups within Asian America. Authors may include Yan Phou Lee, Yung Wing, Sui Sin Far (Edith Maude Eaton), Onoto Watanna (Winnifred Eaton), Lin Yutang, Younghill Kang, Helena Kuo, Santha Rama Rau, Carlos Bulosan, Toshio Mori, John Okada, Louis Chu, and the Angel Island poets. (Same as ENGL 2759)

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**ASNS 2830 b-IP. Topics on Asian Economies. Yao Tang. Non-Standard Rotation. Spring 2016**

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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 ECON 2239)

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PREREQUISITE: Two of: | either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level | | and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level

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**ASNS 2880 c-ESD. Asian American History, 1850 to the Present. Connie Chiang. Every Other Fall. Fall 2015**

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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. (Same as HIST 2161)

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**ASNS 3060 b. Advanced Seminar in Chinese Politics. Christopher Heurlin. Non-Standard Rotation. Spring 2016**

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Seminar. Asks the question: Why was China not only able to survive the collapse of international communism after the Cold War but become an economic superpower? Drawing on evidence from the past twenty years, examines the sources of strength and fragility in the regime. Areas of focus include elite politics and the Communist Party, reform of the state-owned sector, the rise of private entrepreneurs, social protest, religion, and corruption. Class is discussion-based and assignments include short writing responses and a research paper. (Same as GOV 3410)

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## **ASNS 3300 b. Advanced Seminar in Japanese Politics. Henry Laurence. Every Other Spring. Spring 2016**

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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 GOV 3400)

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PREREQUISITE: ASNS 2320 (same as GOV 2450) or GOV 2450

## **CHIN 1101 c. Elementary Chinese I. Lisa Ahnert. Every Fall. Fall 2015**

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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 (simplified version). Develops rudimentary communicative skills. No prerequisite. Followed by Chinese 1102.

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## **CHIN 1102 c. Elementary Chinese II. Lisa Ahnert. Every Spring. Spring 2016**

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A continuation of Chinese 1101 (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 (simplified version), use of Chinese-English dictionary. Followed by Chinese 2203 (203).

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PREREQUISITE: CHIN 1101 or Placement in CHIN 1102

## **CHIN 1103 c. Advanced Elementary Chinese I. Xiaoke Jia. Every Fall. Fall 2015**

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An accelerated course for elementary Chinese designed for heritage speakers and for students who have had some background in Chinese language. Emphasis on improvement of pronunciation, consolidation of basic Chinese grammar, vocabulary enhancement, reading comprehension, and writing. Five hours of class per week and individual tutorials. Followed by Chinese 1104. Students should consult with the program about appropriate placement.

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## **CHIN 1104 c. Advanced Elementary Chinese II. Xiaoke Jia. Every Spring. Spring 2016**

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A continuation of Chinese 1103 (103). Five hours of class per week. An all-around upgrade of communicative skills with an emphasis on accuracy and fluency. Covers more than 1,000 Chinese characters together with Chinese 1103 (103). Propels those with sufficient competence directly to Advanced-Intermediate Chinese [2205 (205) and 2206 (206)] after a year of intensive training while prepares others to move up to Intermediate (second-year) Chinese language course. Followed by Chinese 2203 (203) or 2205 (205) with instructor's approval.

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PREREQUISITE: CHIN 1103

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## CHIN 2203 c. Intermediate Chinese I. Xiaoke Jia. Every Fall. Fall 2015

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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 2204.

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PREREQUISITE: CHIN 1102 or CHIN 1104 or Placement in CHIN 2203

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## CHIN 2204 c. Intermediate Chinese II. Xiaoke Jia. Every Spring. Spring 2016

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A continuation of Chinese 2203 (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 2205 (205).

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PREREQUISITE: CHIN 2203

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## CHIN 2205 c. Advanced-Intermediate Chinese I. Lisa Ahnert. Every Fall. Fall 2015

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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 2206.

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PREREQUISITE: CHIN 2204 or Placement in CHIN 2205

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## CHIN 2206 c. Advanced-Intermediate Chinese II. Lisa Ahnert. Every Spring. Spring 2016

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A continuation of Chinese 2205 (205). Three hours of class per week. Further enhances students' ability in the three modes of communication: interpretive, interpersonal, and presentative. Focuses on the improvement of reading comprehension and speed, and essay writing skills of expository and argumentative essays. Deals particularly with edited and/or authentic materials from Chinese mass media such as newspapers and the Internet. Followed by Chinese 3307 (307).

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PREREQUISITE: CHIN 2205

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## CHIN 3307 c. Advanced Chinese I. Lisa Ahnert. Every Fall. Fall 2015

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An advanced course in modern Chinese. Three hours of class per week. 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. Repeatable when contents are different.

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PREREQUISITE: CHIN 2206 or Placement in CHIN 3307

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## CHIN 3308 c. Advanced Chinese II. Xiaoke Jia. Every Spring. Spring 2016

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An advanced course in modern Chinese. Three hours of class per week. Study authentic materials, which may vary from semester to semester, depending on the instructor and students' interest and need. Prepare students to make a successful transition linguistically and culturally from "textbook Chinese" to the "real world," through independent reading, formal critique, and group discussion. Further enhances the accuracy, complexity, and fluency of students' expressions. Repeatable when contents are different.

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PREREQUISITE: CHIN 2206

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## JPN 1101 c. Elementary Japanese I. Hiroo Aridome. Every Fall. Fall 2015

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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, as well as reading, and listening comprehension. Context-oriented conversation drills are complemented by audio materials. Basic cultural information will also be presented. The two kana syllabaries and 60 commonly used kanji are introduced. No prerequisite. Followed by Japanese 1102.

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## JPN 1102 c. Elementary Japanese II. Hiroo Aridome. Every Spring. Spring 2016

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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.

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PREREQUISITE: JPN 1101 or Placement in JPN 1102

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## JPN 2203 c. Intermediate Japanese I. Vyjayanthi Selinger. Every Fall. Fall 2015

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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 sociocultural context. Introduces an additional 100 kanji.

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PREREQUISITE: JPN 1102 or Placement in JPN 2203

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## JPN 2204 c. Intermediate Japanese II. Vyjayanthi Selinger. Every Spring. Spring 2016

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A continuation of Japanese 2203 (203) with the introduction of more advanced grammatical structures, vocabulary, and characters.

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PREREQUISITE: JPN 2203

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**JPN 2205 c. Advanced-Intermediate Japanese I. Hiroo Aridome. Every Fall. Fall 2015**

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Building on the fundamentals of Elementary and Intermediate Japanese, students will increase their proficiency in both the spoken and written language. A variety of written and audiovisual Japanese language materials (essays, movies, manga, etc.) are used to consolidate and expand mastery of more advanced grammatical structures and vocabulary. Students will read or watch relevant materials, discuss in class, and then write and/or present on selected Japan-related topics.

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PREREQUISITE: JPN 2204 or Placement in JPN 2205

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**JPN 2206 c. Advanced-Intermediate Japanese II. Hiroo Aridome. Every Spring. Spring 2016**

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A continuation and progression of materials used in Japanese 2205 (205).

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PREREQUISITE: JPN 2205

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**JPN 3307 c. Advanced Japanese I. Hiroo Aridome. Every Fall. Fall 2015**

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An advanced course in modern Japanese designed to develop mastery of the spoken and written language. A variety of written and audiovisual Japanese language materials (essays, movies, manga, etc.) are used. This is a project-oriented class and students will learn to express complex thoughts and feelings as well as how to properly conduct oneself in a formal Japanese job interview situation.

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PREREQUISITE: JPN 2206 or Placement in JPN 3307

## Biology

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### **BIOL 1053 a-INS. The Biochemistry of Health and Disease. Payal Ray. Non-Standard Rotation. Fall 2015**

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Examines the biochemical basis for human health and selected diseases. Explores the features of the major molecules of living organisms and examples of health-related issues, such as, why we require vitamins in our diet, the global distribution and molecular mechanism of lactose intolerance, and the role of microbes in health and well-being. Also investigates the biochemical bases of chronic conditions such as obesity and hypertension. Involves hands-on laboratory activities, group discussions and case-studies.

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### **BIOL 1090 a-INS. Understanding Climate Change. David Carlon. Non-Standard Rotation. Spring 2016**

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Why is the global climate changing and how will biological systems respond? This course includes sections on climate systems and climate change, reconstructing ancient climates and past biological responses, predicting future climates and biological responses, climate policy, the energy crisis, and potential solutions. Includes a few field trips and laboratories designed to illustrate approaches to climate change science at the cellular, physiological, and ecological levels. (Same as ENVS 1090)

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### **BIOL 1091 a-INS. Bird Song. Nathaniel Thoreau Wheelwright. Non-Standard Rotation. Spring 2016**

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A study of the biology of birdsong, including the mechanics, anatomy, neurobiology, endocrinology, ecology and evolution of sound production and recognition in birds. Students learn to recognize the songs and calls of common Maine birds and analyze them using sonograms. Also explores the sounds produced by other animals, particularly insects and frogs, and explores the relationships between “music” in humans and birds. Required field trips, research project, and anatomy laboratories. Although no biology (or music) experience is required or presumed, students should have a strong interest in learning about birds. Weekly one-hour lab. Not open to students who have credit for a biology course. (Same as ENVS 1091)

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### **BIOL 1101 a-MCSR, INS. Biological Principles I. Anne McBride. Every Fall. Fall 2015**

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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. To ensure proper placement, students must take the biology placement examination and must be recommended for placement in Biology 1101. Students continuing in biology will take Biology 1102, not Biology 1109, as their next biology course.

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PREREQUISITE: Placement in BIOL 1101

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## **BIOL 1102 a-MCSR, INS. Biological Principles II. Amy Johnson. Every Spring. Spring 2016**

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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.

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PREREQUISITE: BIOL 1101

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## **BIOL 1109 a-MCSR, INS. Scientific Reasoning in Biology. The Department. Every Semester. Fall 2015**

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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 used in the biological science by requiring students to design and conduct their own experiments. Lecture and weekly laboratory/discussion groups. To ensure proper placement, students must take the biology placement examination and must be recommended for placement in Biology 1109.

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PREREQUISITE: Placement in BIOL 1109

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## **BIOL 1158 a-MCSR, INS. Perspectives in Environmental Science. Phil Camill. Dharni Vasudevan. Every Spring. Spring 2016**

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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 CHEM 1105, ENVS 2201)

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PREREQUISITE: BIOL 1100 or higher or CHEM 1100 or higher or EOS 1100 or higher or PHYS 1100 or higher

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## **BIOL 1174 a-MCSR. Biomathematics. Christopher Chong. Every Fall. Fall 2015**

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A study of mathematical modeling in biology, with a focus on translating back and forth between biological questions and their mathematical representation. Biological questions are drawn from a broad range of topics, including disease, ecology, genetics, population dynamics, and neurobiology. Mathematical methods include discrete and continuous (ODE) models and simulation, box models, linearization, stability analysis, attractors, oscillations, limiting behavior, feedback, and multiple time-scales. Three hours of class meetings and 1.5 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 MATH 1808)

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PREREQUISITE: MATH 1600 or higher or Placement in MATH 1808 {2108} or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH 2000 level (MATH.)

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**BIOL 2112 a-MCSR, INS. Genetics and Molecular Biology. Payal Ray. Every Spring. Spring 2016**

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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.

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PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

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**BIOL 2118 a-INS. Microbiology. Anne McBride. Every Spring. Spring 2016**

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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 2250 {225} is recommended.

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PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

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**BIOL 2124 a-MCSR, INS. Biochemistry and Cell Biology. Bruce Kohorn. Every Fall. Fall 2015**

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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. Not open to students who have credit for Biology 2423 (223).

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PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

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**BIOL 2135 a-MCSR, INS. Neurobiology. Hadley Horch. Every Fall. Fall 2015**

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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.

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PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level



## **BIOL 2175 a-MCSR, INS. Developmental Biology. William Jackman. Every Fall. Fall 2015**

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: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

## **BIOL 2210 a-MCSR, INS. Plant Ecophysiology. Barry Logan. Every Fall. Fall 2015**

Examines the functional attributes of plants and the manner in which they vary across the plant kingdom by the processes of evolution and acclimation. Topics of focus include photosynthesis and protection against high-light stress, the acquisition and distribution of water and mineral nutrients, and environmental and hormonal control of development. Special topics discussed may include plant parasitism, carnivory, the origins and present state of agriculture, plant responses to global climate change, plant life in extreme environments, and the impacts of local land-use history on plant communities. Contemporary research instrumentation is used in weekly laboratories, some conducted in the field, to enable first-hand exploration of phenomena discussed in lecture. Includes an optional excursion to three of the North American deserts of the Southwest (the Sonoran and Mojave Deserts and the Great Interior Basin) during Thanksgiving vacation. (Same as ENV 2223)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

## **BIOL 2214 a-MCSR, INS. Comparative Physiology. Patsy Dickinson. Every Spring. Spring 2016**

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: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

## **BIOL 2232 a-MCSR, INS. Benthic Ecology. David Carlon. Non-Standard Rotation. Fall 2015**

The principles of ecology emphasizing the hard- and soft-bottom communities of Casco Bay and Harpswell Sound. Field trips and field exercises demonstrate the quantitative principles of marine ecological research, including good practices in sampling designs and field experiments. A class field project will design and implement a long-term study based at the Bowdoin Marine Laboratory, to monitor and detect changes in community structure driven by climate change in the 21st Century. Assumes a basic knowledge of biological statistics. Taught in residence at the Bowdoin Marine Laboratory, Biology 2232/Environmental Studies 2232 is a course-module in the Bowdoin Marine Science Semester. Biology 2501 (same as Environmental Studies 2231), Biology 2330 (same as Environmental Studies 2233), and English 2802 (same as Environmental Studies 2802) are co-requisites of this course. (Same as ENV 2232)

PREREQUISITE: Two of: | either BIOL 1102 or BIOL 1109 | | and MATH 1000 or higher

## **BIOL 2315 a-MCSR, INS. Behavioral Ecology and Population Biology. Nathaniel Thoreau Wheelwright. Every Fall. Fall 2015**

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 ENVS 2224)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

## **BIOL 2316 a-MCSR, INS. Evolution. Michael Palopoli. Every Spring. Spring 2016**

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: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

## **BIOL 2319 a-MCSR, INS. Biology of Marine Organisms. Amy Johnson. Every Fall. Fall 2015**

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 four hours of laboratory or field trip per week. One weekend field trip included. (Same as ENVS 2229)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

## **BIOL 2330 a-MCSR, INS. Marine Molecular Ecology and Evolution. Sarah Kingston. Non-Standard Rotation. Fall 2015**

Features the application of molecular data to ecological and evolutionary problems in the sea. Hands on laboratory work will introduce students to sampling, generation, and analysis of molecular data sets with Sanger-based technology and Next Generation Sequencing. Lectures, discussions, and computer-based simulations will demonstrate the relevant theoretical principles of population genetics and phylogenetics. A class project will begin a long-term sampling program that uses DNA barcoding to understand temporal and spatial change in the ocean. Taught in residence at the Bowdoin Marine Laboratory, Biology 2330/Environmental Studies 2233 is a course-module in the Bowdoin Marine Science Semester. Biology 2232 (same as Environmental Studies 2232), Biology 2501 (same as Environmental Studies 2231), and English 2802 (same as Environmental Studies 2802) are co-requisites of this course. (Same as ENVS 2233)

PREREQUISITE: Two of: || either BIOL 1102 or BIOL 1109 || and MATH 1000 or higher

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## **BIOL 2423 a. Biochemistry of Cellular Processes. Bruce Kohorn. Non-Standard Rotation. Spring 2016**

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This course does NOT satisfy a requirement for the biochemistry major and is not open to students who have credit for Biology 2124 (224). Students who intend to enroll in Biology 2124 (224) should not register for Biology 2423 (223). Explores the biochemical mechanisms that underlie the basis of life. Starts with the chemistry of proteins, DNA, lipids, and carbohydrates to build the main elements of a cell. Moves on to the process of gene organization and expression, emphasizing the biochemical mechanisms that regulate these events. Explores next the organization of the cell, with emphasis on genetic and biochemical regulation. Finishes with specific examples of multicellular interactions, including development, cancer, and perception of the environment.

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PREREQUISITE: Two of: | either BIOL 1102 or BIOL 1109 or BIOL 2100 or higher | | and either CHEM 1102 or CHEM 1109

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## **BIOL 2501 a-INS. Biological Oceanography. Bobbie Lyon. Non-Standard Rotation. Fall 2015**

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Features classroom, laboratory, and fieldwork emphasizing fundamental biological processes operating in pelagic environments. It includes a hybrid of topics traditionally taught in physical and biological oceanography courses: major ocean current systems, physical structure of the water column, patterns and process of primary production, structure and function of pelagic food webs. Field trips to Casco Bay and Harpswell Sound will introduce students to the methods and data structures of biological oceanography. Taught in residence at the Bowdoin Marine Laboratory, Biology 2501/Environmental Studies 2231 is a course-module in the Bowdoin Marine Science Semester. Biology 2232 (same as Environmental Studies 2232), Biology 2330 (same as Environmental Studies 2233), and English 2802 (same as Environmental Studies 2802) are co-requisites of this course. (Same as ENVS 2231)

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PREREQUISITE: Two of: | either BIOL 1102 or BIOL 1109 | | and MATH 1000 or higher

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## **BIOL 2553 a-INS. Neurophysiology. Patsy Dickinson. Every Fall. Fall 2015**

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A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the mechanism that underlie both action potentials and patterns of spontaneous activity in individual nerve cells, interactions between neurons, and the organization of neurons into larger functional units. Lectures and four hours of laboratory work per week.

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PREREQUISITE: Two of: | either BIOL 1102 or BIOL 1109 | | and either BIOL 2135 or BIOL 2214 or PSYC 2050

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## **BIOL 2554 a-MCSR, INS. Biomechanics. Amy Johnson. Every Spring. Spring 2016**

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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, problem sets, and individual research projects emphasize (1) the analysis of morphology, including analyses of the shape of individual organisms, different modes of locomotion and the mechanical and molecular organization of the 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.

This year students can choose to participate in an optional research field trip to the Mount Desert Island Biological Laboratory for 10 days during spring break. One research project at MDIBL will be on lobster heart neuromechanics in collaboration with Neuroscience Professor Patsy Dickinson. Biomechanics will count as a neuroscience elective if the student does a neuro-related project at MDIBL. Other projects are possible depending on student interest. If students opt not to participate, they will work on other research projects, typically literature-based. Participation in the field trip is not required and will not impact students' performance in this course. Introductory physics and calculus are strongly recommended.

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PREREQUISITE: BIOL 1102 or BIOL 1109 or BIOL 2100 or higher or CHEM 1100 or higher or EOS 1100 or higher or MATH 1100 or higher or PHYS 1100 or higher

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## **BIOL 2557 a-INS. Immunology. Anne McBride. Non-Standard Rotation. Fall 2015**

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Covers the development of the immune response, the cell biology of the immune system, the nature of antigens, antibodies, B and T cells, and the complement system. The nature of natural immunity, transplantation immunology, and tumor immunology also considered.

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PREREQUISITE: BIOL 2112 or BIOL 2118 or BIOL 2124 or BIOL 2175

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## **BIOL 2561 a-INS. Genetics of Human Disease. Payal Ray. New Course. Fall 2015**

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Explores the molecular basis of common and complex-trait genetic disorders. Examines how mutations affect biological processes and lead to disease phenotypes. Draws upon Mendelian genetics, cytogenetics, and molecular genetics in the study of diseases such as cystic fibrosis, sickle cell anemia, Duchenne muscular dystrophy, and Huntington's disease. In addition, students read and discuss primary literature that reports recent therapeutic developments related to selected disorders.

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PREREQUISITE: BIOL 2112 or BIOL 2118 or BIOL 2124 or BIOL 2175 or BIOL 2316

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## **BIOL 2566 a-INS. Molecular Neurobiology. Hadley Horch. Every Spring. Spring 2016**

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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.

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PREREQUISITE: Two of: | either BIOL 1102 or BIOL 1109 | | and either BIOL 2112 or BIOL 2124 or BIOL 2135 or BIOL 2553 or PSYC 2050

## **BIOL 2574 a-MCSR, INS. Marine Conservation Biology. Damon Gannon. Every Other Fall. Fall 2015**

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Introduces key biological concepts that are essential for understanding conservation issues. Explores biodiversity in the world's major marine ecosystems; the mechanisms of biodiversity loss at the genetic, species, and ecosystem levels; and the properties of marine systems that pose unique conservation challenges. Investigates the theory and practice of marine biodiversity conservation, focusing on the interactions among ecology, economics, and public policy. Consists of lecture/discussion, lab, field trips, guest seminars by professionals working in the field, and student-selected case studies. (Same as ENVS 2274)

PREREQUISITE: BIOL 1154 (same as ENVS 1154) or BIOL 2315 (same as ENVS 2224) or BIOL 2319 (same as ENVS 2229) or BIOL 2325 (same as ENVS 2225) or ENVS 1101 or ENVS 2201 (same as BIOL 1158 and CHEM 1105)

## **BIOL 3307 a-INS. Evolutionary Developmental Biology. William Jackman. Every Spring. Spring 2016**

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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: BIOL 2175 or BIOL 2316

## **BIOL 3317 a-INS. Molecular Evolution. Michael Palopoli. Every Spring. Spring 2016**

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Examines the dynamics of evolutionary change at the molecular level. 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: BIOL 2112 or BIOL 2118 or BIOL 2124 or BIOL 2175 or BIOL 2316

## **BIOL 3325 a-INS. Topics in Neuroscience. Patsy Dickinson. Every Spring. Spring 2016**

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An advanced seminar focusing on one or more aspects of neuroscience, such as neuronal regeneration and development, modulation of neuronal activity, or the neural basis of behavior. Students read and discuss original papers from the literature.

PREREQUISITE: BIOL 2135 or BIOL 2553 or BIOL 2566 or PSYC 2750 - 2751

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**BIOL 3333 a-INS. Advanced Cell and Molecular Biology. Bruce Kohorn. Every Spring. Spring 2016**

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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.

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PREREQUISITE: BIOL 2124 or CHEM 2310 or BIOL 2423

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**BIOL 3381 a. Ecological Genetics. Vladimir Douhovnikoff. Every Other Spring. Spring 2016**

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Covers the principles of population and quantitative genetics from an ecological perspective. Focuses on key concepts in the evolution of natural and managed populations, including subjects such as the heritability of ecologically important traits, inbreeding effects, and random genetic drift. Discusses various field and lab methods using genetic information in the study of ecology.

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PREREQUISITE: BIOL 2315 or BIOL 2319 (same as ENVS 2229) or BIOL 2325 (same as ENVS 2225) or BIOL 2571 or BIOL 2580 - 2581

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**BIOL 3399 a-INS. Advanced Winter Field Ecology. Nathaniel Thoreau Wheelwright. Non-Standard Rotation. Spring 2016**

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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 under the ice, estimation of mammal population densities, winter flocking behavior in birds). Students learn to identify local winter flora and fauna, critically evaluate readings from the primary literature, analyze data from field research projects, and present their results each week in a research seminar. Required field trip to the Bowdoin Scientific Station on Kent Island. (Same as ENVS 3997)

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PREREQUISITE: BIOL 2315 (same as ENVS 2224) or BIOL 2558 (same as ENVS 2558) or ENVS 2224

## Chemistry

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### **CHEM 1091 a-INS. Introductory Chemistry and Quantitative Reasoning I. Michael Danahy. New Course. Fall 2015**

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The first course in a two-semester introductory college chemistry sequence covering the same content as Chemistry 1101/1102 with additional instruction focused on developing quantitative reasoning and problem-solving skills in the context of learning chemistry. Topics include the properties of matter, atomic and molecular structure, quantum and periodic trends, chemical bonding, intermolecular forces, stoichiometry, and aqueous solutions. Three hours of lecture, mandatory one-hour problem-solving session, and three hours of laboratory work per week. To ensure proper placement, students must take the chemistry placement examination prior to registration and must be recommended for placement in Chemistry 1091. Not open to students who have taken Chemistry 1101, 1102, or 1109. Students continuing in chemistry will take Chemistry 1092 as their next chemistry course.

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PREREQUISITE: Placement in CHEM 1091

### **CHEM 1092 a-MCSR, INS. Introductory Chemistry and Quantitative Reasoning II. Michael Danahy. New Course. Spring 2016**

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The second course in a two-semester introductory college chemistry sequence that follows Chemistry 1091. Incorporates additional instruction focused on developing quantitative reasoning and problem-solving skills in the context of learning chemistry. Topics include gases, properties of solutions, thermodynamics and thermochemistry, kinetics, equilibrium, electrochemistry, and acid-base chemistry. Three hours of lecture, mandatory one-hour problem-solving session, and four hours of laboratory work per week.

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PREREQUISITE: CHEM 1091

### **CHEM 1101 a-INS. Introductory Chemistry I. The Department. Every Fall. Fall 2015**

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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 1101. Students continuing in chemistry will take Chemistry 1102, not Chemistry 1109, as their next chemistry course.

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PREREQUISITE: Placement in CHEM 1101 or Placement in CHEM 1109/1101



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**CHEM 1102 a-MCSR, INS. Introductory Chemistry II. The Department. Every Spring. Spring 2016**

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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. Students who have taken Chemistry 1109 (109) may not take Chemistry 1102 (102) for credit.

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PREREQUISITE: CHEM 1101

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**CHEM 1105 a-MCSR, INS. Perspectives in Environmental Science. Phil Camill. Dharni Vasudevan. Every Spring. Spring 2016**

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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 BIOL 1158, ENVS 2201)

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PREREQUISITE: BIOL 1100 or higher or CHEM 1100 or higher or EOS 1100 or higher or PHYS 1100 or higher

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**CHEM 1109 a-MCSR, INS. General Chemistry. Danielle Dube. Every Semester. Fall 2015**

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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. Students who have taken Chemistry 1102 may not take Chemistry 1109 for credit. To ensure proper placement, students must take the chemistry placement examination and must be recommended for placement in Chemistry 1109.

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PREREQUISITE: Placement in CHEM 1109/1101 or Placement in CHEM 1109 or Placement in 2000/1109 or Placement in CHEM 2000 level

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**CHEM 2050 a-INS. Environmental Chemistry. Dharni Vasudevan. Every Spring. Spring 2016**

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Focuses on two key processes that influence human and wildlife exposure to potentially harmful substances—chemical speciation and transformation. Equilibrium principles as applied to acid-base, complexation, precipitation, and dissolution reactions are used to explore organic and inorganic compound speciation in natural and polluted waters; quantitative approaches are emphasized. Weekly laboratory sections are concerned with the detection and quantification of organic and inorganic compounds in air, water, and soils/sediments. (Same as ENVS 2255, EOS 2325)

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PREREQUISITE: CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109



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**CHEM 2100 a-MCSR, INS. Chemical Analysis. Elizabeth Stemmler. Every Fall. Fall 2015**

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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: CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109

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**CHEM 2250 a. Organic Chemistry I. The Department. Every Fall. Fall 2015**

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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: CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109

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**CHEM 2260 a. Organic Chemistry II. The Department. Every Spring. Spring 2016**

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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. Lectures, review sessions, and four hours of laboratory work per week.

PREREQUISITE: CHEM 2250

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**CHEM 2320 a-MCSR. Biochemistry. Danielle Dube. Every Spring. Spring 2016**

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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. Lectures and four hours of laboratory work per week. This course satisfies a requirement for the biochemistry major.

PREREQUISITE: CHEM 2260

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**CHEM 2400 a-MCSR, INS. Inorganic Chemistry. Jeffrey Nagle. Every Spring. Spring 2016**

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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: CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109

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**CHEM 2510 a-MCSR, INS. Chemical Thermodynamics and Kinetics. Kana Takematsu. Every Fall. Fall 2015**

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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 1800 is recommended.

PREREQUISITE: Three of: || either CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109 || and MATH 1700 or higher or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH 2000 level (MATH.) || and PHYS 1140

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**CHEM 2520 a-MCSR, INS. Quantum Chemistry and Spectroscopy. Simbarashe Nkomo. Every Spring. Spring 2016**

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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 1800 (181) is recommended.

Note: Chemistry 2510 (251) is not a prerequisite for Chemistry 2520 (252).

PREREQUISITE: Three of: || either CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109 || and MATH 1700 or higher or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH 2000 level (MATH.) || and PHYS 1140

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**CHEM 3050 a-INS. Environmental Fate of Organic Chemicals. Dharni Vasudevan. Non-Standard Rotation. Fall 2015**

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More than 100,000 synthetic chemicals are currently in daily use. In order to determine the risk posed to humans and ecosystems, we need to understand and anticipate the extent and routes of chemical exposure. Addresses the fate of organic chemicals following their intentional or unintentional release into the environment. Why do these chemicals either persist or break down, and how are they distributed between surface water, ground water, soil, sediments, biota, and air? Analysis of chemical structure used to gain insight into molecular interactions that determine the various chemical transfer and transformation processes, while emphasizing the quantitative description of these processes. (Same as ENVS 3905)

PREREQUISITE: CHEM 2250

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**CHEM 3100 a. Instrumental Analysis. Elizabeth Stemmler. Non-Standard Rotation. Spring 2016**

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Theoretical and practical aspects of instrumental techniques, including nuclear magnetic resonance spectroscopy, infrared spectroscopy, Raman spectroscopy, and mass spectrometry are covered, in conjunction with advanced chromatographic methods. Applications of instrumental techniques to the analysis of biological and environmental samples are covered. Lectures and two hours of laboratory work per week.

PREREQUISITE: CHEM 2100

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**CHEM 3200 a. Advanced Organic Chemistry: Organometallic Chemistry. Richard Broene. Non-Standard Rotation. Fall 2015**

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In-depth study of compounds containing metal-carbon bonds and their reactions, with emphasis on synthesis and spectroscopy. A mechanistic approach is used to discover how these species act as catalysts or intermediates in synthetic organic reactions. Special techniques for handling these often sensitive molecules are introduced.

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PREREQUISITE: Two of: || CHEM 2260 || and CHEM 2400

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**CHEM 3310 a. Chemical Biology. Danielle Dube. Non-Standard Rotation. Spring 2016**

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The power of organic synthesis has had a tremendous impact on our understanding of biological systems. Examines case studies in which synthetically derived small molecules have been used as tools to tease out answers to questions of biological significance. Topics include synthetic strategies that have been used to make derivatives of the major classes of biomolecules (nucleic acids, proteins, carbohydrates, and lipids) and the experimental breakthroughs these molecules have enabled (e.g., polymerase-chain reaction, DNA sequencing, microarray technology). Emphasis on current literature, experimental design, and critical review of manuscripts.

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PREREQUISITE: CHEM 2320

## Cinema Studies

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### **CINE 1005 c. Genius, Tragedy, Sentiment: The Musical Biopic. Mary Hunter. New Course. Fall 2015**

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Biopics (biographical movies) of musicians usually bear a complicated relation to the documented historical truth of a musician's life. Studies films from approximately 1960 onwards--about both classical and popular musicians, composers, and performers; men and women--and compares them to the documentable, biographical facts about these musicians. This evaluation allows for consideration of the films' depictions of genius, their sense of the place of the musician in society, the narrative arc of an artist's life, and the nature of truth in biography. Films studied may include *Amadeus* (Mozart), *Impromptu* (Chopin), *What's Love Got to Do with It* (Tina Turner), and *Ray* (Ray Charles). (Same as MUS 1016)

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### **CINE 1025 c. Crime Film. Tricia Welsch. Non-Standard Rotation. Fall 2015**

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Considers gangster films in depth, exploring how popular narrative film manages the threat posed by the criminal's racial, ethnic, or gender difference. Examines shifts in the genre's popularity and assesses the implications of considering genre entertainment art. Weekly writing, extensive reading, and mandatory attendance at evening film screenings.

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### **CINE 1029 c. Comediennes, Historians, and Storytellers: Women Filmmakers in the German-Speaking Countries. Birgit Tautz. Non-Standard Rotation. Fall 2015**

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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. Note: Fulfills the film theory requirement and the non-US cinema requirement for Cinema Studies minors. (Same as GER 1029 , GLS 1029, GWS 1029)

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### **CINE 1101 c-VPA. Film Narrative. Sarah Childress. Non-Standard Rotation. Fall 2015**

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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.

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## **CINE 1115 c-VPA. Shakespeare on Film. Aaron Kitch. Non-Standard Rotation. Fall 2015**

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Considers some of Shakespeare's major plays in conjunction with their cinematic representation. How does film as a medium transform Shakespearean drama? What aesthetic decisions shape the translation into film? How does the technology of moving images help to redefine Shakespeare for a modern age? Topics include film form, historical and political context of both staged and screened productions, and the role that Shakespeare's works played in the development of the American film industry. Plays include *Romeo and Juliet*, *Titus Andronicus*, *Richard III*, *Henry IV*, *Henry V*, *Hamlet*, *Twelfth Night*, *King Lear* and *The Tempest*. Films include the work of Laurence Olivier, Kenneth Branagh, Trevor Nunn, Baz Luhrmann, and Julie Taymor. Students are discouraged from enrolling in this course concurrently with English 1003 - (Shakespeare's Afterlives). (Same as ENGL 1115)

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## **CINE 2202 c-VPA. Film History II, 1935 to 1975. Tricia Welsch. Non-Standard Rotation. Fall 2015**

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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.

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## **CINE 2222 c. Images of America in Film. Tricia Welsch. Non-Standard Rotation. Spring 2016**

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Explores American culture and history by looking at studio- and independently-produced films. Topics include sex and race relations; ethnicity and the American Dream; work and money and their role in self-definition; war and nostalgia; and celebrity and the role of Hollywood in the national imagination. Attendance at weekly evening screenings is required.

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PREREQUISITE: CINE 1101 or FILM 1101 or CINE 2201 or FILM 2201 or CINE 2202 or FILM 2202

## **CINE 2230 c-VPA. The Reality Effect: Documentary Film. Sarah Childress. Non-Standard Rotation. Spring 2016**

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Examines documentary history, theory, criticism, and practice. From the "actuality" films of the Lumière 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.

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**CINE 2254 c-IP, VPA. Topics in Chinese Cinema: History through Film. Shu-chin Tsui. Every Other Fall. Fall 2015**

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Introduces students to films produced in the People's Republic of China, Taiwan, and Hong Kong. Places national cinema in a transnational framework and explores how cinema as a sign system constructs sociocultural and aesthetic meanings. Students will benefit most by bringing both an open mind toward non-Western cultural texts, and a critical eye for visual art. Note: Fulfills the film theory requirement and the non-US cinema requirement for Cinema Studies minors.

(Same as ASNS 2072)

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**CINE 2426 c. The Horror Film in Context. Aviva Briefel. Non-Standard Rotation. Fall 2015**

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Examines the genre of the horror film in a range of cultural, theoretical, and literary contexts. Considers the ways in which horror films represent violence, fear, and paranoia; their creation of identity categories; their intersection with contemporary politics; and their participation in such major literary and cinematic genres as the gothic, comedy, and family drama. Texts may include works by Craven, Cronenberg, De Palma, Freud, Hitchcock, Kristeva, Kubrick, Poe, Romero, and Shelley.

Note: Fulfills the film theory requirement for Cinema Studies minors. (Same as ENGL 2426 , GLS 2426, GWS 2426)

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**CINE 2860 c. Character, Plot, Scene, Theme, Dream: The Fundamentals of Screenwriting. Anthony Walton. Non-Standard Rotation. Fall 2015**

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Introduction to the basic practices of writing for the screen, including concepts, techniques, and predictable problems. Students study and analyze films and scripts from the perspective of the screenwriter and complete a writing project of their own. (Same as ENGL 2860)

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**CINE 3011 c. African American Film. Elizabeth Muther. Non-Standard Rotation. Fall 2015**

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Explores a spectrum of films produced since 1950 that engage African American cultural experience. Topics may include black-white buddy movies, the L.A. Rebellion, blaxploitation, the hood genre, cult classics, comedy and cross-dressing, and romance dramas. Of special interest will be the documentary impulse in contemporary African American film; gender, sexuality, and cultural images; the politics of interpretation—writers, filmmakers, critics, and audiences; and the urban context and the economics of alienation. Extensive readings in film and cultural theory and criticism. Note: Fulfills the film theory requirement for Cinema Studies minors. (Same as AFRS 3011, ENGL 3011)

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PREREQUISITE: ENGL 1000 or higher or AFRS 1000 or higher or FILM 1000 or higher or CINE 1000 or higher

## CINE 3310 c. Gay and Lesbian Cinema. Tricia Welsch. Non-Standard Rotation. Spring 2016

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Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; the AIDS imperative. Writing intensive; attendance at evening film screenings is required. (Same as GLS 3310, GWS 3310)

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PREREQUISITE: CINE 1000 or higher or FILM 1000 or higher

## Classics

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### **ARCH 1101 c-VPA. Greek Archaeology. James Higginbotham. Every Other Fall. Fall 2015**

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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 ARTH 2090)

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### **ARCH 2208 c-IP. The Archaeology of Troy. Cynthia Shelmerdine. Non-Standard Rotation. Spring 2016**

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The city of Troy acts as the backdrop for the three greatest epics of the ancient world, Homer’s Iliad and Odyssey, and Virgil’s Aeneid. Examines the physical remains of Troy and investigates the problems associated with the archaeology of Aegean prehistory using literary, historical, and archaeological evidence. Also looks at the role that Troy and the Trojan legends played during the height of Greek and Roman power and the continuing legacy of Troy in the modern world.

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### **CLAS 1011 c. Shame, Honor, and Responsibility. Jennifer B. Clarke Kosak. Non-Standard Rotation. Fall 2015**

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Examines Greek and Roman notions of responsibility to family, state, and self, and the social ideals and pressures that shaped ancient attitudes towards duty, shame, and honor. Readings may include works by Homer, Sophocles, Euripides, Virgil, Ovid, and Petronius.

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### **CLAS 1101 c-ESD, IP. Classical Mythology. Michael Nerdahl. Every Other Spring. Spring 2016**

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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.

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## **CLAS 1111 c-ESD, IP. History of Ancient Greece: From Homer to Alexander the Great. Ryan McConnell. Every Other Fall. Fall 2015**

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Surveys the history of Greek-speaking peoples from the Bronze Age (ca. 3000-1100 BCE) to the death of Alexander the Great in 323 BCE. 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. Note: This course fulfills the pre-modern requirement for history majors. (Same as HIST 1111)

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## **CLAS 3306 c. Plutarch. Michael Nerdahl. Non-Standard Rotation. Fall 2015**

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“One cannot read Plutarch without a tingling of the blood.” Emerson’s quotation about the great Greek moralist, philosopher, and biographer of the late first and early second century echoes the sentiments of politicians, educators, and free-thinkers from antiquity to the modern day. Plutarch, the Greek moralist, philosopher, and biographer of the late first and early second century, produced dynamic writings on such topics as education, self-improvement, the nature of the soul, the virtues of women, music, natural science, vegetarianism, and love. His eclectic philosophical thought culminated in his greatest work, *Parallel Lives*, a collection of moral essays designed to present examples from Greco-Roman history—like Alexander the Great, Julius Caesar, and Antony and Cleopatra—to serve as mirrors for ethical self-reflection. *Lives* most effectively lays the groundwork for every reader to realize the endless benefits that come from heeding that timeless Delphic maxim: “know thyself.” Discusses the context of Plutarch’s philosophy and literary presentation and how it relates to modern leadership, ethical behavior, multi-cultural understanding, and the utility of moral instruction. Readings likely include works of Plato and selections from Plutarch’s *Moralia* and *Parallel Lives*. All readings in English. Research seminar.

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PREREQUISITE: CLAS 1100 - 1999 or ARCH 1100 - 1999 or GRK 1100 - 1999 or LATN 1100 - 1999 or CLAS 2000 - 2969 or ARCH 2000 - 2969 or GRK 2000 - 2969 or LATN 2000 - 2969

## **GRK 1101 c. Elementary Greek I. Jennifer B. Clarke Kosak. Every Spring. Spring 2016**

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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.

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## **GRK 1102 c. Elementary Greek II. Jennifer B. Clarke Kosak. Every Fall. Fall 2015**

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A continuation of Greek 1101; 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.

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**GRK 2203 c. Intermediate Greek for Reading. Robert Sobak. Every Spring. Spring 2016**

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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 1102 (102) or two to three years of high school Greek is required.

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**GRK 2204 c-IP. Homer. Michael Nerdahl. Every Fall. Fall 2015**

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An introduction to the poetry of Homer. Focuses both on reading and on interpreting Homeric epic. All materials and coursework in Greek.

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PREREQUISITE: GRK 2203 or Placement in GRK 2204

**LATN 1101 c. Elementary Latin I. Michael Nerdahl. Every Fall. Fall 2015**

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A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.

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**LATN 1102 c. Elementary Latin II. Michael Nerdahl. Every Spring. Spring 2016**

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A continuation of Latin 1101 (101). During this term, readings are based on unaltered passages of classical Latin.

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**LATN 2203 c. Intermediate Latin for Reading. Ryan McConnell. Every Fall. Fall 2015**

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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 1102, or two to three years of high school Latin is required.

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**LATN 2204 c-IP. Studies in Latin Literature. Robert Sobak. Every Spring. Spring 2016**

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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 2203 (203) or three to four years of high school Latin is required.

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## **LATN 3392 c. Horace: The Career of an Augustan Poet. Peter Aicher. Non-Standard Rotation. Fall 2015**

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Focuses on the varied poetic works of Quintus Horatius Flaccus (65-8 BCE). Students read selections from a ll of his extant works, including Epodes, Satires, Odes and Epistles; special attention is paid to the reflection of contemporary life and politics in Horace's work, and to Horace's literary relationship to other poets.

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## Computer Science

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### **CSCI 1101 a-MCSR. Introduction to Computer Science. The Department. Every Semester. Fall 2015**

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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 programming. 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. Final examination grade must be C or better to serve as a prerequisite for Computer Science 2101.

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### **CSCI 2101 a-MCSR. Data Structures. The Department. Every Semester. Fall 2015**

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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 2101 are required to pass the computer science placement examination with a grade of C or better before class starts.

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PREREQUISITE: CSCI 1101 or Placement in above CSCI 1101

### **CSCI 2200 a-MCSR. Algorithms. The Department. Every Semester. Fall 2015**

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An introductory course on the design and analysis of algorithms. 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.

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PREREQUISITE: CSCI 2101

### **CSCI 2310 a-MCSR. Operating Systems. Sean Barker. Every Year. Fall 2015**

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Explores the design and implementation of computer operating systems, which provide a well-known, convenient, and efficient interface between user programs and the underlying computer hardware. The operating system is responsible for allowing resources such as disks, memory, and processors to be shared and providing common services needed by many different programs. Topics include historical aspects of operating systems development, process and thread scheduling, synchronization, memory management, I/O and file systems, and virtual machines. Programming projects have students implement key components of operating systems and provide exposure to design principles used in many different types of computer systems.

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PREREQUISITE: CSCI 2101

## CSCI 2325 a-MCSR. Principles of Programming Languages. The Department. Every Year. Fall 2015

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Focuses on different paradigms for solving problems, and their representation in programming languages. These paradigms correspond to distinct ways of thinking about problems. For example, “functional” languages (such as Haskell) focus attention on the behavioral aspects of the real-world phenomena being modeled; “logic programming” languages (such as Prolog) focus attention on the declarative aspects of problem-solving. Covers principles of language design and implementation including syntax, semantics, type systems, control structures, and compilers.

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PREREQUISITE: CSCI 2101

## CSCI 3225 a. GIS Algorithms and Data Structures. The Department. Every Year. Fall 2015

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Geographic information systems (GIS) handle geographical data such as boundaries of countries; course of rivers; height of mountains; and location of cities, roads, railways, and power lines. GIS can help determine the closest public hospital, find 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. Because GIS deal with large datasets, making it important to process data efficiently, they provide a rich source of problems in computer science. Topics covered include data representation, triangulation, range searching, point location, map overlay, meshes and quadtrees, terrain simplification, and visualization.

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PREREQUISITE: Two of: || CSCI 2101 || and CSCI 2200

## CSCI 3400 a. Cognitive Architecture. Eric Chown. Non-Standard Rotation. Fall 2015

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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.

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PREREQUISITE: CSCI 2101 or BIOL 2135 or PSYC 2040 or PSYC 2740

## CSCI 3455 a. Machine Learning. Clare Bates Congdon. New Course. Fall 2015

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Machine learning is the study of computer programs that are able to improve their performance with experience. The term refers to programs that infer patterns in data (often called data mining), as well as programs that adapt over time (such as non-player characters in a video game). Primarily addresses the data mining paradigm and explores a variety of machine learning approaches. Briefly surveys a number of these approaches (incorporating hands-on experience) and provides in-depth programming and investigatory experiences. Emphasis is on machine learning as an experimental science, and on learning to conduct research in machine learning. Students not only write and run programs, but also learn to ask meaningful questions about how to compare two systems, how to process simple statistics that enable useful comparisons of the performance of different systems on the same task, and how to report results to others. As a final project, students investigate a realistic research problem using the machine learning approach of their choosing.

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PREREQUISITE: CSCI 2101

## Earth and Oceanographic Sci

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### EOS 1105 a-INS. Investigating Earth. Rachel Beane. Every Fall. Fall 2015

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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 laboratories explore rocks exposed along the Maine coast. During the course, students complete a research project on Maine geology.

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### EOS 1305 a-MCSR, INS. Environmental Geology and Hydrology. Peter Lea. Every Spring. Spring 2016

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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/or landslides. Weekly labs and fieldwork examine local environmental problems affecting Maine's rivers, lakes, and coast. Students complete a community-based research project. (Same as ENVS 1104)

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### EOS 1505 a-INS. Oceanography. Michele LaVigne. Every Spring. Spring 2016

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The fundamentals of geological, physical, chemical, and biological oceanography. Topics include tectonic evolution of the ocean basins; deep sea sedimentation as a record of ocean history; global ocean circulation, waves, and tides; chemical cycles; ocean ecosystems and productivity; and the oceans' role in climate change. Weekly labs and fieldwork demonstrate these principles in the setting of Casco Bay and the Gulf of Maine. Students complete a field-based research project on coastal oceanography. (Same as ENVS 1102)

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### EOS 2005 a. Biogeochemistry: An Analysis of Global Change. Phil Camill. Every Fall. Fall 2015

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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. Lectures and three hours of laboratory or fieldwork per week. (Same as ENVS 2221)

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PREREQUISITE: EOS 1100 - 1999 or BIOL 1102 or BIOL 1109 or CHEM 1102 or CHEM 1109 or ENVS 1102 or ENVS 1104 or ENVS 1515

## **EOS 2115 a-INS. Volcanology. Christian Schrader. Non-Standard Rotation. Spring 2016**

Volcanism is responsible for the crusts and atmospheres of all the rocky planets (and some of the icy ones as well) and also affects human civilization. Survey of volcanic rocks and landforms and the impacts of volcanism on human and Earth history and climate. Volcanism serves as a probe into planetary interiors and allows comparison across the solar system. During weekly laboratory sessions students will examine volcanic rocks in hand sample and thin section, volcanic deposits in the field and in maps and photos, and investigate the links between a magma's eruptive style and its composition. Not open to students with credit in Earth and Oceanographic Science 2110 (211).

PREREQUISITE: EOS 1105 or EOS 1305 (same as ENVS 1104) or EOS 1505 (same as ENVS 1102) or EOS 1515 or ENVS 1102 or ENVS 1104 or ENVS 1515 or EOS 2005 (same as ENVS 2221) or ENVS 2221

## **EOS 2125 a-MCSR, INS. Field Studies in Structural Geology. Christian Schrader. Non-Standard Rotation. Fall 2015**

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: EOS 1100 - 1999 or EOS 2005 (same as ENVS 2221) or ENVS 1102 or ENVS 1104 or ENVS 1515 or ENVS 2221

## **EOS 2325 a-INS. Environmental Chemistry. Dharni Vasudevan. Every Spring. Spring 2016**

Focuses on two key processes that influence human and wildlife exposure to potentially harmful substances—chemical speciation and transformation. Equilibrium principles as applied to acid-base, complexation, precipitation, and dissolution reactions are used to explore organic and inorganic compound speciation in natural and polluted waters; quantitative approaches are emphasized. Weekly laboratory sections are concerned with the detection and quantification of organic and inorganic compounds in air, water, and soils/sediments. (Same as CHEM 2050, ENVS 2255)

PREREQUISITE: CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109

## **EOS 2335 a-INS. Sedimentary Systems. Peter Lea. Every Other Fall. Fall 2015**

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: EOS 1100 - 1999 or EOS 2005 (same as ENVS 2221) or ENVS 1102 or ENVS 1104 or ENVS 1515 or ENVS 2221

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## EOS 2365 a. Coastal Processes and Environments. Peter Lea. Every Fall. Fall 2015

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Coasts are among the most densely populated and dynamic components of the earth system, with forms that reflect the interplay among sediment delivery, reshaping by waves and coastal currents, changes in land subsidence and/or sea levels, and human interventions. Understanding these processes and how they may change is a first step toward reducing risk and developing resilient coastal communities. Examines coastal environments (e.g., deltas, barrier islands, beaches, salt marshes), the processes that shape them, and underlying controls. Considers impacts of climate change and sea-level rise on coastal erosion and flooding, and trade-offs involved in human responses to such “wicked problems.”

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PREREQUISITE: EOS 2005 (same as ENVS 2221) or ENVS 2221

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## EOS 2525 a. Marine Biogeochemistry. Michele LaVigne. Non-Standard Rotation. Fall 2015

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Oceanic cycles of carbon, oxygen, and nutrients play a key role in linking global climate change, marine primary productivity, and ocean acidification. Fundamental concepts of marine biogeochemistry used to assess potential consequences of future climate scenarios on chemical cycling in the ocean. Past climate transitions evaluated as potential analogs for future change using select case studies of published paleoceanographic proxy records derived from corals, ice cores, and deep-sea sediments. Weekly laboratory sections and student research projects focus on creating and interpreting new geochemical paleoclimate records from marine archives and predicting future impacts of climate change and ocean acidification on marine calcifiers. (Same as ENVS 2251)

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PREREQUISITE: Two of: | EOS 1100 - 1999 or either ENVS 1102 or ENVS 1104 or ENVS 1515 | | and EOS 2005 (same as ENVS 2221)

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## EOS 2535 a. Paleo Perspectives on Ocean Acidification. Meredith White. Non-Standard Rotation. Spring 2016

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Recent trends of carbon emissions and subsequent acidification of the surface ocean raises concerns over the potential impacts on marine ecosystems. Similar events from the geologic record may provide insight on current and future ocean conditions. Earth history (past ~300 million years) of ocean acidification and rapid carbon perturbations. Evidence and indications of past intervals of ocean acidification and the associated biotic responses. Laboratory component focuses on the fundamentals of carbonate chemistry and evidence from paleoceanographic sediment archives.

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PREREQUISITE: Two of: | EOS 1100 - 1999 or either ENVS 1102 or ENVS 1104 or ENVS 1515 | | and EOS 2005 (same as ENVS 2221)

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## EOS 2540 a-INS. Equatorial Oceanography. Michele LaVigne. Non-Standard Rotation. Fall 2015

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The equatorial ocean is a region with virtually no seasonal variability, and yet undergoes the strongest interannual to decadal climate variations of any oceanographic province. This key region constitutes one of the most important yet highly variable natural sources of carbon dioxide (CO<sub>2</sub>) to the atmosphere. Explores how circulation, upwelling, biological activity, biogeochemistry, and CO<sub>2</sub> flux in this key region vary in response to rapid changes in climate. Particular emphasis on past, present, and future dynamics of the El Niño Southern Oscillation. In-class discussions are focused on the primary scientific literature.

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PREREQUISITE: EOS 1105 - 1515 or EOS 2005 (same as ENVS 2221)



## **EOS 2810 a-MCSR, INS. Atmospheric and Ocean Dynamics. Mark Battle. Every Other Fall. Fall 2015**

A mathematically rigorous analysis of the motions of the atmosphere and oceans on a variety of spatial and temporal scales. Covers fluid dynamics in inertial and rotating reference frames, as well as global and local energy balance, applied to the coupled ocean-atmosphere system. (Same as ENVS 2253, PHYS 2810)

PREREQUISITE: PHYS 1140

## **EOS 3020 a. Earth Climate History. Phil Camill. Every Year. Spring 2016**

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 CO<sub>2</sub>, and disturbance to examine several issues: long-term carbon cycling and climate, major extinction events, the rise of C<sub>4</sub> 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.

(Same as ENVS 3902)

PREREQUISITE: EOS 2005 (same as ENVS 2221) or ENVS 2221

## **EOS 3115 a. Research in Mineral Science. Rachel Beane. Every Year. Spring 2016**

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, 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 examined using hand-specimens, crystal structures, chemistry, and microscopy. Class projects emphasize mineral-based research.

PREREQUISITE: EOS 2005 (same as ENVS 2221) or ENVS 2221

## **EOS 3140 a. Tectonics and Climate. Christian Schrader. Every Spring. Spring 2016**

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 include: the rise of continents, the evolution of plate tectonics on Earth over the last 4.5 billion years, ancient mountain belts, supercontinents, the record of earth system processes preserved in the geologic record, predictions of how the modern earth system will be recorded in the future rock record, the topographic growth of mountain belts, and Cenozoic climate change.

PREREQUISITE: EOS 2005 (same as ENVS 2221) or ENVS 2221

## **EOS 3625 a. Research in Oceanography: Physical and Biological Controls in Estuaries. Meredith White. New Course. Fall 2015**

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Survey of estuarine systems considers the geomorphological and chemical constraints on phytoplankton communities and the impacts of phytoplankton communities on estuarine chemistry. Further investigates the abiotic and biotic controls on biogeochemical and nutrient cycling in estuarine systems. Weekly laboratory sessions dedicated to both field observations and laboratory analyses in preparation for student research projects. Field observations highlight the variety of Maine estuaries and emphasize their chemical and biological differences through sampling from docks or small boats. Students may opt to participate in the department weekend field seminar to Acadia National Park, which includes an opportunity to make observations in Somes Sound, the only fjord-like estuarine system on the East Coast.

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PREREQUISITE: EOS 2005 (same as ENVS 2221) or ENVS 2221

## Economics

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### **ECON 1050 b-MCSR. Introductory Microeconomics and Quantitative Reasoning. Rachel Connelly. Non-Standard Rotation. Fall 2015**

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A quantitative reasoning supported introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. Covers the same content as Economics 1101 with added instruction in the quantitative skills used in modern microeconomics, providing a firm foundation for further coursework in economics. Students desiring a comprehensive introduction to economic reasoning should take both this course (or Economics 1101) and 1102 . To ensure proper placement, students must fill out economics department placement form and must be recommended for placement in Economics 1050. Not open to students have taken Economics 1101.

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PREREQUISITE: MATH 1050 or Placement in ECON 1050

### **ECON 1101 b-MCSR. Principles of Microeconomics. The Department. Every Semester. Fall 2015**

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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 1101 and 1102 . For proper placement students should fill out the economics placement request form and must be recommended for placement in Economics 1101. Not open to students who have taken Economics 1050.

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PREREQUISITE: MATH 1050 or Placement in ECON 1101

### **ECON 1102 b-MCSR. Principles of Macroeconomics. The Department. Every Semester. Fall 2015**

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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.

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PREREQUISITE: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101

## **ECON 2143 b. Political Economy of the United States from Revolution to Reconstruction. Patrick Rael. Stephen Meardon. Jeffrey Selinger. New Course. Fall 2015**

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An interdisciplinary study of the first hundred years of the United States. Students will explore a range of topics through the lenses of economics, politics, and history: the formation of the American system of governance, the implications of a growing market economy and the territory it encompassed, the politics and economics of slavery, notions of civic inclusion and exclusion, and the shifting intellectual bases of American economic and political life. (Same as GOV 2090, HIST 2143)

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PREREQUISITE: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101

## **ECON 2210 b. Economics of the Public Sector. John Fitzgerald. Non-Standard Rotation. Spring 2016**

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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 3510 {310}.

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PREREQUISITE: Two of: | | ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level | | and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level

## **ECON 2212 b-MCSR. Labor and Human Resource Economics. Rachel Connelly. Non-Standard Rotation. Spring 2016**

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A study of labor market supply and demand, with special emphasis on human resource policies, human capital formation, and wage inequality.

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PREREQUISITE: ECON 1101 or ECON 1050 or Placement in earned ECON 1101 or Placement in ECON 2000 Level

## **ECON 2213 b. History of Economic Thought. Stephen Meardon. Non-Standard Rotation. Fall 2015**

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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.

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PREREQUISITE: Two of: | | either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level | | and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level

## **ECON 2221 b-MCSR, ESD. Marxian Political Economy. Jonathan Goldstein. Non-Standard Rotation. Fall 2015**

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 and globalization. Particular attention is paid to the neoliberal reorganization of the economy from 1980 on, the process of financialization and the financial crisis of 2008. The analysis of the modern economy is partially facilitated by a series of videos about the neoliberal era.

PREREQUISITE: ECON 1050 or ECON 1100 or ECON 1101 or Placement in earned ECON 1101

## **ECON 2239 b-IP. Topics on Asian Economies. Yao Tang. Non-Standard Rotation. Spring 2016**

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 ASNS 2830)

PREREQUISITE: Two of: || either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level || and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level

## **ECON 2301 b-MCSR. Financial Economics. Matthew Botsch. Every Fall. Fall 2015**

Provides an overview of issues in the economics of finance. Explores how financial markets are used to manage risk and allocate scarce resources over time and space. Topics covered may include: bond pricing, time and risk preferences, the capital asset pricing model, the efficient markets hypothesis, anomalies and proposed explanations in asset pricing, the Modigliani-Miller theorem, and agency issues within firms. Presentation of material will be grounded in economic theory. Mathematics 1600 is recommended.

PREREQUISITE: Two of: || ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level || and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level

## **ECON 2304 b-MCSR, IP. Economics of the European Union. Gonca Senel. Non-Standard Rotation. Fall 2015**

Focuses on the core economic aspects of the EU integration while taking into account historical and political influences. Major contemporary macroeconomic issues like monetary unification, fiscal policy in a monetary union, theory of customs unions, labor markets and migration, and financial markets and EU crises analyzed through theoretical approaches and empirical evidence.

PREREQUISITE: Two of: || ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level || and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level

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## ECON 2555 b-MCSR. Microeconomics. The Department. Every Semester. Fall 2015

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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.

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PREREQUISITE: Three of: | | ECON 1050 or either ECON 1101 or Placement in earned ECON 1101 | | and ECON 1102 or Placement in earned ECON 1102 | | and MATH 1600 or higher or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH 2000 level (MATH.)

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## ECON 2556 b-MCSR. Macroeconomics. Stephen Morris. Every Semester. Fall 2015

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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.

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PREREQUISITE: Three of: | | ECON 1050 or either ECON 1101 or Placement in earned ECON 1101 | | and ECON 1102 or Placement in earned ECON 1102 | | and MATH 1600 or higher or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH 2000 level (MATH.)

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## ECON 2557 b-MCSR. Economic Statistics. Jonathan Goldstein. Every Semester. Fall 2015

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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 2606 are encouraged to take Economics 3516 instead of this course.

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PREREQUISITE: Three of: | | ECON 1050 or either ECON 1101 or Placement in earned ECON 1101 | | and ECON 1102 or Placement in earned ECON 1102 | | and MATH 1600 or higher or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH 2000 level (MATH.)

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## ECON 3509 b. International Finance. Yao Tang. Non-Standard Rotation. Fall 2015

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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.

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PREREQUISITE: Two of: | | ECON 2556 | | and ECON 2557

## **ECON 3516 b. Econometrics. John Fitzgerald. Every Fall. Fall 2015**

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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: Two of: || ECON 2557 or MATH 2606 || and MATH 1600 or higher or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH 2000 level (MATH.)

## **ECON 3518 b. Environmental and Natural Resource Economics. Guillermo Herrera. Non-Standard Rotation. Spring 2016**

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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 during add/drop for students who have credit for Economics 2218 {218} (Same as ENVS 3918)

PREREQUISITE: Two of: || ECON 2555 || and ECON 2557

## **ECON 3521 b. The Economics of Land Use, Ecosystem Services, and Biodiversity. Erik Nelson. Non-Standard Rotation. Fall 2015**

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Seminar. Analysis of the economic forces that shape land-use patterns, the relationship between land-use patterns and ecosystem service provision and biodiversity persistence, and the economic value of ecosystem service provision. Investigates methods for increasing ecosystem service values on the landscape and the economic cost of these methods. Analysis of land-use externalities and the failure of land-use patterns to generate maximum societal net benefits; neoclassical economic theory on land-use; methods for estimating market value of land; methods of non-market valuation; efficient land-use patterns from a societal perspective; methods for finding efficient land-use patterns; and governmental and non-governmental organization land conservation programs. Permission of instructor required during add/drop for all students; required at all times for students who have credit for Economics 2218 (same as Environmental Studies 2302) or 2228 (same as Environmental Studies 2228). (Same as ENVS 3921)

PREREQUISITE: ECON 2555

## **ECON 3531 b. The Economics of the Family. Rachel Connelly. Non-Standard Rotation. Spring 2016**

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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 GWS 3302)

PREREQUISITE: Two of: || ECON 2555 || and ECON 2557

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**ECON 3535 b. Economics of Education. Rachel Connelly. Non-Standard Rotation. Fall 2015**

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Seminar. Examines the theoretical and empirical analysis of education decision making and the consequences of educational choices using an economic lens. Begins with the basic human capital model and then expands on it to consider signaling, the interplay between ability and human capital, modeling expectations, and the many challenges of measures the rate of return to educational investment. Educational policies from preschool to graduate studies will also be considered such as the public funding of education, class size, and outcome testing. Examples will be drawn from both developed and developing countries.

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PREREQUISITE: Two of: || ECON 2555 || and ECON 2557

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**ECON 3545 b. Macroeconomic Diagnostics for the Real World. Leslie Lipschitz. Non-Standard Rotation. Fall 2015**

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Seminar. When is an economy heading for a crisis? How can we assess its debt dynamics--both government debt and aggregate external debt--and the robustness of its financial institutions? When is an economy set for more rapid growth? Analytic answers to questions like these--which are critical to the work of the IMF, major investors and fund managers, and economic commentators--are the essence of the macroeconomic diagnostics that are covered in this seminar.

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PREREQUISITE: Two of: || ECON 2555 || and ECON 2556



## Education

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### **EDUC 1101 c-ESD. Contemporary American Education. Sarah Jessen. Every Semester. Fall 2015**

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What are the purposes of public education and what makes it “public”? Do schools serve an individual good or a collective good? Is America’s “system” of public education organized to serve these purposes? What is the public’s responsibility towards public education? How do current school reforms affect various stakeholders? The primary objective of this course is to examine the cultural, social, economic and institutional dilemmas confronting public schooling in the United States today. By approaching these dilemmas as unsolved puzzles instead of systematic failures, we will gain important insights into the challenges confronting a democratic society historically committed to the public provision of education. Considers which theories and purposes of education motivate current reform efforts. Likewise, examines who shapes public discourse about public education and by what strategies. Employs a mixed approach of reading, discussion, and class-based activities to explore important educational issues including school reform and finance, charter schools, busing, and vouchers, unequal educational opportunities and outcomes, and accountability, standardization and testing.

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### **EDUC 2203 c-ESD. Educating All Students. Erika Stump. Every Fall. Fall 2015**

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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 secondary school.

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PREREQUISITE: EDUC 1101

### **EDUC 2204 c. Educational Policy. Sarah Jessen. Non-Standard Rotation. Fall 2015**

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An examination of educational policy-making and implementation at the federal, state, and local levels. Particular attention is paid to the relationship between policy and school practice and the role practitioners play in policy-making. Policies explored include school choice, standards and accountability, No Child Left Behind, Race to the Top, the Common Core, and Proficiency-Based Instruction.

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PREREQUISITE: EDUC 1020 or EDUC 1101

### **EDUC 2206 b-ESD. Sociology of Education. Ingrid Nelson. Non-Standard Rotation. Spring 2016**

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Examines the ways that formal schooling influences individuals and the ways that social structures and processes affect educational institutions. Explores the manifest and latent functions of education in modern society; the role education plays in stratification and social reproduction; the relationship between education and cultural capital; the dynamics of race, class, and gender in education; and other topics. (Same as SOC 2206)

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PREREQUISITE: Two of: || SOC 1101 or ANTH 1101 || and SOC 2000 - 2969

## **EDUC 2251 c. Teaching Writing: Theory and Practice. Kathleen O'Connor. Every Fall. Fall 2015**

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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.

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## **EDUC 2285 c. The Ivory Tower: Higher Education in American History. Charles Dorn. Non-Standard Rotation. Spring 2016**

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What role do colleges and universities play in the United States today? What role have they played over time? Examines the social, political, and economic tensions that transformed American higher education from a collection of small, narrowly defined, post-secondary institutions in the eighteenth century into a vast, multipurpose educational enterprise in contemporary society.

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PREREQUISITE: EDUC 1020 or EDUC 1101 or HIST 1000 or higher

## **EDUC 3301 c. Teaching and Learning. Charles Dorn. Every Fall. Fall 2015**

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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 3302 must be taken concurrently with this course. In order to qualify for this course students must have Education 1101 and 2203; junior or senior standing; a concentration in a core secondary school subject area (English: four courses in English; foreign language: four courses in the language; life science: four courses in biology; mathematics: four courses in mathematics; physical science: three courses in chemistry, earth and oceanographic science, or physics and one course in one of the other departments listed; or social studies: three courses in history and one course in anthropology, economics, government, psychology, or sociology); and permission of the instructor.

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## **EDUC 3302 c. Curriculum Development. Charles Dorn. Every Fall. Fall 2015**

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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 3301 must be taken concurrently with this course. In order to qualify for this course, students must have Education 1101 and 2203; junior or senior standing; and a concentration in a core secondary school subject area (English: four courses in English; foreign language: four courses in the language; life science: four courses in biology; mathematics: four courses in mathematics; physical science: three courses in chemistry, earth and oceanographic science, or physics and one course in one of the other departments listed; or social studies: three courses in history and one course in anthropology, economics, government, psychology, or sociology).

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**EDUC 3303 c. Student Teaching Practicum. Alison Miller. Every Spring. Spring 2016**

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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 3304 (304) must be taken concurrently. Students must complete an application and interview. Students with the following are eligible for this course: Education 2203 (203), 3301 (301), and 3302 (303); junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in Education 3301 (301) and 3302 (303); and eight courses in a subject area that enables them to be certified by the State of Maine (English: eight courses in English; world language: eight courses in the language; life science: six courses in biology and two additional courses in biology, biochemistry, or neuroscience; mathematics: eight courses in mathematics; physical science: six courses in chemistry, earth and oceanographic science, or physics, and one course in each of the other departments listed; or social studies: six courses in history (at least two must be non-United States history) and one course each in two of the following departments: anthropology, economics, government, psychology, or sociology).

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**EDUC 3304 c. Bowdoin Teacher Scholars Seminar. Alison Miller. Every Spring. Spring 2016**

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Taken concurrently with Education 3303 (302), Student Teaching Practicum. Considers theoretical and practical issues related to effective classroom instruction. Students with the following are eligible for this course: Education 2203 (203), 3301 (301), and 3302 (303); junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in Education 3301 (301) and 3302 (303); and eight courses in a subject area that enables them to be certified by the State of Maine (English: eight courses in English; world language: eight courses in the language; life science: six courses in biology and two additional courses in biology, biochemistry, or neuroscience; mathematics: eight courses in mathematics; physical science: six courses in chemistry, earth and oceanographic science, or physics, and one course in each of the other departments listed; or social studies: six courses in history (at least two must be non-United States history) and one course each in two of the following departments: anthropology, economics, government, psychology, or sociology).

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## English

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### ENGL 1003 c. Shakespeare's Afterlives. Aaron Kitch. Non-Standard Rotation. Fall 2015

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Romeo and Juliet as garden gnomes, Richard III as Adolf Hitler, King Lear as aging patriarch of an Iowa family farm...these are some of the ways that Shakespeare's plays and characters have been adapted over the centuries. Reading plays from representative genres together with their adaptations, we examine the aesthetic, cultural, and political transformations of the Bard in prose, film, and other mediums. Readings include Oscar Wilde, Tom Stoppard, Jane Smiley, Marjorie Garber, and Arthur Philips, with a film by John Madden (Shakespeare in Love).

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### ENGL 1005 c. Victorian Monstrosity. Aviva Briefel. Non-Standard Rotation. Fall 2015

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Examines various monsters and creatures that emerge from the pages of Victorian narratives. What do these strange beings tell us about literary form, cultural fantasies, and anxieties, or about conceptions of selfhood and the body? How do they embody (or disembody) identities that subvert sexual, racial, and gendered norms? Authors may include Lewis Carroll, Richard Marsh, Robert Louis Stevenson, Bram Stoker, and H.G. Wells. (Same as GLS 1005)

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### ENGL 1007 c. Joan of Arc. Emma Maggie Solberg. Non-Standard Rotation. Fall 2015

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Explores the cultural history of Joan of Arc—heretic, witch, martyr, and saint—beginning with the historical records of her trial and execution and then moving through the many lies and legends that proliferated about her in the centuries after her death. Compares and contrasts the drastically different representations of her in texts, films, paintings, and songs ranging from the medieval to the modern.

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### ENGL 1019 c. Becoming Modern. Ann Kibbie. Non-Standard Rotation. Fall 2015

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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. This course is taught in association with another first-year seminar, GOV 1010. Both classes share a common syllabus and occasionally meet together for film viewings.

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### ENGL 1020 c. Modern American Poets. Celeste Goodridge. Non-Standard Rotation. Fall 2015

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Close analysis of the work of three seminal American poets: Robert Frost, William Carlos Williams, and Wallace Stevens.

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**ENGL 1026 c. Fictions of Freedom. Tess Chakkalal. Non-Standard Rotation. Fall 2015**

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Explores the ways in which the idea of American freedom has been defined both with and against slavery through readings of legal and literary texts. Students come to terms with the intersections between the political, literary, and historical concept of freedom and its relation to competing definitions of American citizenship. (Same as AFRS 1026)

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**ENGL 1027 c. The Real Life of Literature. Guy Mark Foster. Non-Standard Rotation. Fall 2015**

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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: Virginia Woolf, Octavia Butler, Yasmina Khadra, David Mura, Nicole Krause, Andrew Holleran, among others.

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**ENGL 1034 c. America in the World. Morten Hansen. Non-Standard Rotation. Fall 2015**

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Examines America as it is seen in literature from home and abroad. How have American authors described America's place in the world? How has America's present role as the sole global superpower affected how we view its past? What does America look like today from the perspective of the third world? Explores the way literature represents space and time, from current events to world history. Authors include Henry James, Ernest Hemingway, James Baldwin, Laila Lalami, Michelle Cliff, Chimamanda Ngozi Adichie.

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**ENGL 1043 c. Fact and Fiction. Brock Clarke. Non-Standard Rotation. Fall 2015**

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An introduction to the study and creation of various kinds of narrative forms (short story, travel essay, bildungsroman, detective fiction, environmental essay, satire, personal essay, etc.). Students write critical essays and use the readings in the class as models for their own short stories and works of creative nonfiction. Class members discuss a wide range of published canonical and contemporary narratives and workshop their own essays and stories. In doing so, the class dedicates itself to both the study of literature and the making of it.

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**ENGL 1046 c. After Kafka. Hilary Thompson. Non-Standard Rotation. Fall 2015**


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A look at contemporary global fiction with an eye for the influence of Franz Kafka (1883-1924). Investigates how and why current writers from around the world have acknowledged Kafka's work as they have engaged with themes of modern alienation, modes of magical realism, ideas of existence's absurdity, images of arbitrary authoritarian power, and questions of human/animal difference. Considers what it means for a writer to spawn an adjective as well as whether an international literary world grown ever more Kafka friendly is necessarily evidence of a world grown ever more Kafkaesque. Authors, in addition to Kafka, may include Jorge Luis Borges, Italo Calvino, Can Xue, J. M. Coetzee, Yiyun Li, Haruki Murakami, and Jonathan Tel.

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**ENGL 1060 c. English Composition. The Department. Every Semester. Fall 2015**


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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.

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**ENGL 1070 c. The Art of Rhetoric and Composition. Marilyn Reizbaum. Non-Standard Rotation. Spring 2016**


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Intended for confident writers who want to ensure that they leave college speaking and writing not just proficiently, but also magnificently and irresistibly. Learn the challenging art of rhetoric from the best, beginning with classics and moving to the current period: authors may include Philip Sydney, Jonathan Swift, Mark Twain, George Orwell, Jessica Mitford, and David Foster Wallace. Writing intensive.

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**ENGL 1106 c. Introduction to Drama. Emma Maggie Solberg. Non-Standard Rotation. Spring 2016**


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Traces the development of Western drama from Ancient Greece through the Renaissance to the present day, particularly on drama written in English. Focuses on Aristotle's concept of catharsis, exploring how plays across time have moved their audiences to laugh, cry, gasp, and sometimes even vomit. Authors include Euripides, Aristophanes, Marlowe, Shakespeare, Oscar Wilde, Samuel Beckett, Tennessee Williams, and Martin McDonagh. (Same as THTR 1806)

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**ENGL 1108 c. Introduction to Black Women's Literature. Guy Mark Foster. Non-Standard Rotation. Fall 2015**

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Examines the twin themes of love and sex as they relate to poems, stories, novels, and plays written by African American women from the nineteenth century to the contemporary era. Explores such issues as Reconstruction, the Great Migration, motherhood, sexism, group loyalty, racial authenticity, intra- and interracial desire, homosexuality, the intertextual unfolding of a literary tradition of black female writing, and how these writings relate to canonical African American male-authored texts and European American literary traditions. Students are expected to read texts closely, critically, and appreciatively. Possible authors: Harriet Jacobs, Frances Harper, Nella Larsen, Jessie Faucet, Ann Petry, Ntozake Shange, Suzan-Lori Parks, Alice Walker, Toni Morrison, Gayle Jones, Jamaica Kincaid, Terry McMillan, Sapphire, Lizzette Carter. (Same as AFRS 1108, GWS 1104)

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**ENGL 1115 c-VPA. Shakespeare on Film. Aaron Kitch. Non-Standard Rotation. Fall 2015**

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Considers some of Shakespeare's major plays in conjunction with their cinematic representation. How does film as a medium transform Shakespearean drama? What aesthetic decisions shape the translation into film? How does the technology of moving images help to redefine Shakespeare for a modern age? Topics include film form, historical and political context of both staged and screened productions, and the role that Shakespeare's works played in the development of the American film industry. Plays include *Romeo and Juliet*, *Titus Andronicus*, *Richard III*, *Henry IV*, *Henry V*, *Hamlet*, *Twelfth Night*, *King Lear* and *The Tempest*. Films include the work of Laurence Olivier, Kenneth Branagh, Trevor Nunn, Baz Luhrmann, and Julie Taymor. Students are discouraged from enrolling in this course concurrently with English 1003 - (Shakespeare's Afterlives). (Same as CINE 1115)

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**ENGL 1225 c. Introduction to Poetry Writing Workshop. Anthony Walton. Every Year. Fall 2015**

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Intensive study of the writing of poetry through the workshop method. Students expected to write in free verse and in form, and to read deeply from an assigned list of poets.

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**ENGL 1228 c. Introductory Fiction Workshop. Brock Clarke. Every Semester. Fall 2015**

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Introduces the beginning fiction writer to the craft of fiction writing, with an emphasis on the literary short story. Studies a wide range of published stories as well as examine student work. Critical writings on craft will introduce students to technical aspects of the form: character, dialogue, setting, point of view, scene, summary, etc. Exercises and short assignment will lead to longer works. Everyone will be expected to read, comment on, and discuss in depth each story that passes through the workshop, as well as to complete a major revision.

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## ENGL 1300 c. Black Lives. Tess Chakkalalal. New Course. Spring 2016

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Introduces students to the genre of African American biography that examines the form from its first inception in the eighteenth century with biographical sketches of important black figures such as Crispus Attucks, Phillis Wheatley, Frederick Douglass and Benjamin Banneker to the contemporary African American biopic feature film of figures such as Jackie Robinson, Mohammad Ali, and Nina Simone. (Same as AFRS 1300)

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## ENGL 2003 c. Trolls, Frogs, and Princesses: Fairy Tales and Retellings. Elizabeth Muther. Non-Standard Rotation. Spring 2016

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Seminar. Explores the resiliency of fairy tales across cultural boundaries and historical time. Traces the genealogical origins of the classic tales, as well as their metamorphoses in historical and contemporary variants, fractured tales, and adaptations in literature and film. Engages a spectrum of related texts in literary and cultural theory and criticism.

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## ENGL 2011 c. Science and Art of the Sex Photograph. Marilyn Reizbaum. Non-Standard Rotation. Fall 2015

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Seminar. An exploration of the way in which late nineteenth and early twentieth century scientific uses of the photograph to configure sexuality and gender were adjusted by modern visual arts and literary photographs (prose works using photographs and/or photographic techniques to construct character). Texts considered: scientific studies by Francis Galton, Magnus Hirschfeld, and Alfred Kinsey; contemporary theory of photography by Roland Barthes, Pierre Bourdieu, and Susan Sontag; photography by Andre Kertesz, Man Ray, Claude Cahun, and Cindy Sherman; film by Michelangelo Antonioni (Blowup); prose works by Virginia Woolf (Orlando), W.G. Sebald (The Emigrants), Claude Cahun (Disavowals). (Same as GLS 2011, GWS 2602)

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## ENGL 2012 c. Chaucer. Emma Maggie Solberg. Non-Standard Rotation. Spring 2016

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Introduces students to the major works of Geoffrey Chaucer, the father of English literature, focusing on his comic masterpiece, The Canterbury Tales. Explores Chaucer's work in the context of its sources (from Plato to Dante) as well as its early modern and post-modern descendants (from Shakespeare to the controversial Italian filmmaker Pier Paolo Pasolini).

Note: This course fulfills the pre-1800 requirement for English majors.

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### **ENGL 2013 c. African American Writers and Autobiography. Guy Mark Foster. Non-Standard Rotation. Spring 2016**

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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.

Note: This course fulfills the literature of the Americas requirement for English majors.  
(Same as AFRS 2652)

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### **ENGL 2290 c. Milton. Ann Kibbie. Non-Standard Rotation. Fall 2015**

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A critical study of Milton’s major works in poetry and prose, with special emphasis on Paradise Lost. Note: This course fulfills the pre-1800 literature requirement for English majors.

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### **ENGL 2304 c. Age of Satire. Ann Kibbie. Non-Standard Rotation. Spring 2016**

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Explores various forms of satire and parody in the prose, poetry, drama, and visual art of the Restoration and the Eighteenth Century, as well as the various attempts to censor or otherwise control satire. Works will include Alexander Pope’s Rape of the Lock, John Gay’s Beggar’s Opera, Jonathan Swift’s Gulliver’s Travels, Henry Fielding’s Tom Jones, and the paintings and prints of William Hogarth. Note: This course fulfills the pre-1800 literature requirement for English majors.

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### **ENGL 2405 c. Victorian Plots. Aviva Briefel. Non-Standard Rotation. Spring 2016**

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Focusing primarily on the novel, this course examines Victorian narrative form. We will consider whether there are certain types of plots that are peculiar to the period; the ways in which characters develop (or not) as stories unravel; and how literary elements such as description, dialogue, and setting emerge in Victorian texts. Along the way, we will analyze the economic, social, and cultural factors that determine aspects of the novel. Authors may include Emily Brontë, Wilkie Collins, Charles Dickens, George Eliot, Elizabeth Gaskell, and Anthony Trollope.

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**ENGL 2426 c. The Horror Film in Context. Aviva Briefel. Non-Standard Rotation.  
Fall 2015**

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Examines the genre of the horror film in a range of cultural, theoretical, and literary contexts. Considers the ways in which horror films represent violence, fear, and paranoia; their creation of identity categories; their intersection with contemporary politics; and their participation in such major literary and cinematic genres as the gothic, comedy, and family drama. Texts may include works by Craven, Cronenberg, De Palma, Freud, Hitchcock, Kristeva, Kubrick, Poe, Romero, and Shelley. Note: Fulfills the film theory requirement for Cinema Studies minors. (Same as CINE 2426 , GLS 2426, GWS 2426)

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**ENGL 2451 c. Modernism/Modernity. Marilyn Reizbaum. Non-Standard Rotation.  
Fall 2015**

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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/artists may include T. S. Eliot, James Joyce, D.H Lawrence, Virginia Woolf, Katherine Mansfield, Zadie Smith, J. M. Coetzee, Man Ray, Stanley Kubrick.

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**ENGL 2454 c. The Modern Novel. Marilyn Reizbaum. Non-Standard Rotation.  
Spring 2016**

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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.

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**ENGL 2504 c. Nineteenth-Century American Fiction. Tess Chakkalakal. Non-Standard Rotation. Spring 2016**

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Historical survey of nineteenth-century American fiction, including works by Washington Irving, Catherine Sedgwick, Herman Melville, Nathaniel Hawthorne, Frank Webb, Harriet Beecher Stowe, William Wells Brown, Mark Twain, Frank Norris, Henry James, John DeForest, Edith Wharton, William Dean Howells, and Charles Chesnutt. Note: This course fulfills the literature of the Americas requirement for English majors.

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## **ENGL 2505 c. American Literature to 1865. Tess Chakkalakkal. Non-Standard Rotation. Fall 2015**

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Surveys American literature from the colonial period to the Civil War. Studies accounts of early contact, narratives of captivity and slavery, sermons, autobiographies, poems, and novels. Authors include Winthrop, Rowlandson, Franklin, Douglass, Hawthorne, Melville, Stowe, Thoreau, Whitman, and Dickinson.

Note: Fulfills the pre-1800 requirement for English majors; fulfills the literature of the Americas requirement for English majors.

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## **ENGL 2544 c. The Great American Novel in the Twentieth Century. Morten Hansen. Non-Standard Rotation. Spring 2016**

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Examines the tradition of the great American novel across the twentieth century. Why are certain American novels considered “great,” and why does the genre of the novel invite aspirations to greatness? What makes the idea of the great American novel so resilient despite the many upheavals of the twentieth century, from the world wars through the revolutions of the 1960s to the invention of the internet? How does the inclusion of ethnic-American literature into the American canon change how the great American novel is viewed? Novels include Willa Cather’s *My Ántonia*, F. Scott Fitzgerald’s *The Great Gatsby*, Ralph Ellison’s *The Invisible Man*, Thomas Pynchon’s *The Crying of Lot 49*, Leslie Marmon Silko’s *Ceremony*, and Toni Morrison’s *Beloved*, as well as theoretical texts on the novel and the nation by Mikhail Bakhtin, Benedict Anderson, and Lawrence Buell.

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## **ENGL 2546 c. American Frontiers. Morten Hansen. Non-Standard Rotation. Fall 2015**

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Examines the cultural and political history of the American frontier from the nineteenth century through the present. What is it about the American wilderness that has so fascinated artists through the centuries? Why does the American frontier play such an important role in the nation’s cultural history, even in the twentieth and twenty-first centuries? Explores literary representations of space, the intersections between literature and geopolitics, and environmental literary criticism. Includes texts by Henry David Thoreau, Ralph Waldo Emerson, Willa Cather, Gary Snyder, Cormac McCarthy, and Toni Morrison and films by John Ford and Quentin Tarantino.

Note: Fulfills the literature of the Americas requirement for English majors. (Same as ENV5 2446)

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## **ENGL 2547 c. Topics in Twentieth-Century American Literature. Celeste Goodridge. Non-Standard Rotation. Spring 2016**

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Authors will include Cather, Fitzgerald, Hemingway, and Faulkner. Considers how these authors both reflect and subvert the dominant ideologies of the period. Note: Fulfills the literature of the Americas requirement for English majors.

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## **ENGL 2603 c-ESD. African American Fiction: Humor and Resistance. Elizabeth Muther. Non-Standard Rotation. Spring 2016**

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Explores rich traditions of African American humor in fiction, comics, graphic narratives, and film. Considers strategies of cultural survival and liberation, as well as folkloric sources, trickster storytellers, comic double-voicing, and the lampooning of racial ideologies. Close attention paid to modes of burlesque, satirical deformation, caricature, tragicomedy, and parody in historical and contemporary contexts, including such writers and performers as Charles Chesnutt, Bert Williams, Langston Hughes, Zora Neale Hurston, Richard Pryor, Ishmael Reed, Aaron McGruder, Dave Chappelle, and Suzan-Lori Parks. Note: This course fulfills the literature of the Americas requirement for English majors.

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## **ENGL 2705 c-ESD, IP. Literatures of Global English. Hilary Thompson. Non-Standard Rotation. Spring 2016**

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Explores modern and contemporary literature from around the world, considering modes of writing that have developed with the global spread of the English language and other languages' collision with English. Attention given to vernacular writing and the embrace of so-called "non-standard," "weird," or "rotten" English. Examines ways writers have engaged with the history of colonialism and the forces of globalization as well as their attempts to forge a new cosmopolitan literature.

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## **ENGL 2752 c-ESD, IP. Writing China from Afar. Belinda Kong. Every Other Fall. Fall 2015**

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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 (1937–1945), the Cultural Revolution (1966–1976), 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 ASNS 2050)

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## **ENGL 2756 c-ESD, IP. Forbidden Capital: Contemporary Chinese and Chinese Diaspora Fiction. Belinda Kong. Non-Standard Rotation. Spring 2016**

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"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 post-Tiananmen fiction from Mainland China as well as the diaspora that responds to, struggles with, and/or satirizes the paradoxes of socialist capitalism. Critical issues include representations of the Communist Party and the intertwined tropes of corruption and consumption, and sometimes cannibalism; debates on the democratizing promise of capital, with attention to the resurgence of nationalism and the geopolitics of the Beijing Olympics; and the new identities made possible but also problematic by this era's massive transformations of social life, along the axes of sexuality, gender, and class. (Same as ASNS 2803)

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## **ENGL 2759 c-ESD. Early Asian American Literature. Belinda Kong. New Course. Spring 2016**

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What kinds of literature did authors of Asian descent in the U.S. write before there was a category called “Asian American literature”? How did they represent the relations among America, Asia, themselves, and racial others in the decades before the civil rights movement? This course examines Asian American writing from early to mid-twentieth century, before the rise of Asian American studies as a field. We will study a number of literary firsts: the first Asian American memoir, novel, and short story collection; the first poetry by Asian immigrants in the U.S.; and the first full-length works published by writers of specific ethnic groups within Asian America. Authors may include Yan Phou Lee, Yung Wing, Sui Sin Far (Edith Maude Eaton), Onoto Watanna (Winnifred Eaton), Lin Yutang, Younghill Kang, Helena Kuo, Santha Rama Rau, Carlos Bulosan, Toshio Mori, John Okada, Louis Chu, and the Angel Island poets. (Same as ASNS 2807)

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## **ENGL 2801 c-VPA. Of Comics and Culture. Elizabeth Muther. Non-Standard Rotation. Fall 2015**

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An introduction to comics, graphic narratives, and “sequential art.” Explores elements of the history of the comics—especially in a United States cultural context—while examining the formal dimensions of this hybrid art. Considers the cultural functions of this work in theoretical terms, as well as the sociology of its reception. Examines comics as personal narrative, social criticism, political commentary, fantasy, and science fiction, among other modes. Special focus on the functions of humor, irony, pathos, and outrage, as deployed in historical and contemporary comic forms.

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## **ENGL 2802 c. Writing about the Coastal Environment. Russell Rymer. Non-Standard Rotation. Fall 2015**

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A creative writing course whose subject is environmental science. Students spend a month in a concentrated writing program involving intensive reading and composition. The reading emphasizes the work of science journalists and of scientists writing for lay publications. Analyzes the readings to explore what makes a worthy (or flawed) translation of complicated science concepts into layman’s language. Considerations of accuracy, complexity, readability, and style are applied directly to students’ writing projects, which include daily blog posts, short assignments, and a longer opus requiring more extensive research and reporting whose final form incorporates all aspects of long-form science writing. Writing assignments are designed to help students bridge between their scientific research and the larger public world that their research involves and affects. To that end, stories may dovetail with lab work students have been pursuing during the semester. Taught in residence at the Bowdoin Coastal Studies Center, English 2802/Environmental Studies 2802 is a course-module in the Bowdoin Marine Science Semester. Biology 2501(same as Environmental Studies 2231), Biology 2330 (same as Environmental Studies 2233), and Biology 2232 (same as Environmental Studies 2232) are co-requisites of this course. (Same as ENVS 2802)

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**ENGL 2841 c. Introduction to Literary and Cultural Theory. Emma Maggie Solberg. Non-Standard Rotation. Fall 2015**

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Explores some of the most important and compelling schools of literary and cultural theory from the past two centuries as they have defined modern and postmodern intellectual life. Situates critical movements such as psychoanalysis, feminism, structuralism, deconstruction, race theory, and cultural studies in their historical and intellectual context while examining both textual and non-textual case studies. Students will develop research projects based on our readings but tailored to their own interests and knowledge. Authors include Marx, Freud, Adorno, Benjamin, Lacan, Foucault, Jameson, Eagleton, Butler, Sedgwick, and Žižek.

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**ENGL 2853 c. Advanced Fiction Workshop: The World in Prose. Brock Clarke. Every Spring. Spring 2016**

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An intensive writing workshop designed for students with experience, dedication, and a willingness to take risks with form, style, and content. Assigned readings will include published fiction and critical writing on craft, but the central focus of conversation will be on student work: on producing it, understanding its parts, and learning to revise in the most radical sense, to re-see.

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**ENGL 2856 c. Writing Creative Nonfiction through Photography. Russell Rymer. Non-Standard Rotation. Spring 2016**

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A nonfiction writing course using photography as a guide and tool. We will take some photos (with any camera: digital, film, disposable or cell phone). And we will do a lot of writing: blog posts, profiles, and full-length reported articles. As we grapple with structure, metaphor, tone, voice, and pacing, we will let photography interrogate our writing. What can such pictorial concerns as focus, composition, width and depth of field, and artist's point of view tell us? We will explore how music, movies, and poetry can also guide our approach to writing accomplished nonfiction. Admission by instructor's permission.

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**ENGL 2860 c. Character, Plot, Scene, Theme, Dream: The Fundamentals of Screenwriting. Anthony Walton. Non-Standard Rotation. Fall 2015**

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Introduction to the basic practices of writing for the screen, including concepts, techniques, and predictable problems. Students study and analyze films and scripts from the perspective of the screenwriter and complete a writing project of their own. (Same as CINE 2860)

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## **ENGL 3011 c. African American Film. Elizabeth Muther. Non-Standard Rotation. Fall 2015**

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Explores a spectrum of films produced since 1950 that engage African American cultural experience. Topics may include black-white buddy movies, the L.A. Rebellion, blaxploitation, the hood genre, cult classics, comedy and cross-dressing, and romance dramas. Of special interest will be the documentary impulse in contemporary African American film; gender, sexuality, and cultural images; the politics of interpretation—writers, filmmakers, critics, and audiences; and the urban context and the economics of alienation. Extensive readings in film and cultural theory and criticism. Note: Fulfills the film theory requirement for Cinema Studies minors. (Same as AFRS 3011, CINE 3011)

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PREREQUISITE: ENGL 1000 or higher or AFRS 1000 or higher or FILM 1000 or higher or CINE 1000 or higher

## **ENGL 3022 c. The Arts of Science in the English Renaissance. Aaron Kitch. Non-Standard Rotation. Spring 2016**

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Seminar. Examines the convergence of new modes of scientific knowledge and new genres of fiction in the period between 1500 and 1650, when writers such as Philip Sidney, William Shakespeare, and Margaret Cavendish redefined imaginative literature as a tool of scientific inquiry. Topics include utopian technologies, alchemy and sexuality, natural philosophy, and the science of humanism. Authors (in addition to those mentioned above) include Thomas More, Christopher Marlowe, John Donne, and Ben Jonson. Secondary readings feature Francis Bacon, Bruno Latour, Steven Shapin, Bruce Moran, and Elizabeth Spiller, among others. Note: This course fulfills the pre-1800 literature requirement for English majors.

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PREREQUISITE: ENGL 2000 - 2969

## **ENGL 3026 c. Law and Literature: Eighteenth-Century Case Studies. Ann Kibbie. Non-Standard Rotation. Spring 2016**

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Drawing on a variety of literary texts (plays, novels, poems, and creative non-fiction), this course focuses on the intersections between law and literature in the eighteenth century. Topics include aspects of criminal law, family law, property law, copyright, and libel law. Authors include William Congreve, Daniel Defoe, John Gay, Alexander Pope, Samuel Richardson, Samuel Johnson, and Mary Wollstonecraft.

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PREREQUISITE: ENGL 2000 - 2969

## Environmental Studies

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### **ENVS 1011 c. Why Architecture Matters. Jill Pearlman. Non-Standard Rotation. Fall 2015**

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Architecture is unavoidable: we spend our lives in and around buildings and in spaces and landscapes defined by them. Too often we take the built environment for granted, oblivious of how it affects us and shapes our lives. This seminar aims to explore architecture's critical role in creating a sense of place, settings for community, symbols of our aspirations and fears, cultural icons and political ideals. As we investigate the fundamental principles of architecture, we will study closely some of history's great buildings and spaces. Students will learn how to talk about architecture and write about it. (Same as ARTH 1011)

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### **ENVS 1026 b. Landscape, Energy, and Culture. Shaun Golding. Non-Standard Rotation. Fall 2015**

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Explores current controversies in energy, giving particular attention to debates surrounding the implementation of renewable energy in Northern New England. Through both popular and scholarly readings and one mandatory field trip, students will engage with critical perspectives on consumer-oriented culture and identities, and on tensions between urban and rural visions of landscape. The course will also contemplate the social structures governing regional development and planning in which renewable energy strategies are framed. (Same as SOC 1026)

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### **ENVS 1081 a-INS. Physics of the Environment. Mark Battle. Every Other Spring. Spring 2016**

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An introduction to the physics of environmental issues, including past climates, anthropogenic climate change, ozone destruction, and energy production and efficiency. (Same as PHYS 1081)

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### **ENVS 1090 a-INS. Understanding Climate Change. David Carlon. Non-Standard Rotation. Spring 2016**

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Why is the global climate changing and how will biological systems respond? This course includes sections on climate systems and climate change, reconstructing ancient climates and past biological responses, predicting future climates and biological responses, climate policy, the energy crisis, and potential solutions. Includes a few field trips and laboratories designed to illustrate approaches to climate change science at the cellular, physiological, and ecological levels. (Same as BIOL 1090)

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**ENVS 1091 a-INS. Bird Song. Nathaniel Thoreau Wheelwright. Non-Standard Rotation. Spring 2016**

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A study of the biology of birdsong, including the mechanics, anatomy, neurobiology, endocrinology, ecology and evolution of sound production and recognition in birds. Students learn to recognize the songs and calls of common Maine birds and analyze them using sonograms. Also explores the sounds produced by other animals, particularly insects and frogs, and explores the relationships between “music” in humans and birds. Required field trips, research project, and anatomy laboratories. Although no biology (or music) experience is required or presumed, students should have a strong interest in learning about birds. Weekly one-hour lab. Not open to students who have credit for a biology course. (Same as BIOL 1091)

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**ENVS 1101 Intro to Environmental Studies. Matthew Klinge. John Lichter. Every Fall. Fall 2015**

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An interdisciplinary introduction to the environment framed by perspectives from the natural sciences, social sciences, and arts and humanities. Surveys past and present status of scientific knowledge about major global and regional problems, explores both successes and inadequacies of environmental ideas to address specific crises, and assesses potential responses of governments, corporations, and individuals. Topics include food and agriculture, pollution, fisheries, and climate change and energy. Other subjects include biodiversity, population, urbanization, consumption, environmental justice, human and ecological health, and sustainability.

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**ENVS 1102 a-INS. Oceanography. Michele LaVigne. Every Spring. Spring 2016**

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The fundamentals of geological, physical, chemical, and biological oceanography. Topics include tectonic evolution of the ocean basins; deep sea sedimentation as a record of ocean history; global ocean circulation, waves, and tides; chemical cycles; ocean ecosystems and productivity; and the oceans’ role in climate change. Weekly labs and fieldwork demonstrate these principles in the setting of Casco Bay and the Gulf of Maine. Students complete a field-based research project on coastal oceanography. (Same as EOS 1505)

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**ENVS 1104 a-MCSR, INS. Environmental Geology and Hydrology. Peter Lea. Every Spring. Spring 2016**

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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/or landslides. Weekly labs and fieldwork examine local environmental problems affecting Maine’s rivers, lakes, and coast. Students complete a community-based research project. (Same as EOS 1305)

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## **ENVS 2004 a-MCSR. Understanding Place: GIS and Remote Sensing. Eileen Sylvan Johnson. Every Year. Spring 2016**

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Geographical information systems (GIS) organize and store spatial information for geographical presentation and analysis. They allow rapid development of high-quality maps, and enable powerful and sophisticated investigation of spatial patterns and interrelationships. Introduces concepts of cartography, database management, remote sensing, and spatial analysis. The productive use of GIS and Remote Sensing technology with an emphasis on the biophysical sciences and environmental management is investigated through a variety of applied exercises and problems culminating in a semester project that addresses a specific environmental application.

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## **ENVS 2201 a-MCSR, INS. Perspectives in Environmental Science. Phil Camill. Dharni Vasudevan. Every Spring. Spring 2016**

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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 BIOL 1158, CHEM 1105)

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PREREQUISITE: BIOL 1100 or higher or CHEM 1100 or higher or EOS 1100 or higher or PHYS 1100 or higher

## **ENVS 2221 a. Biogeochemistry: An Analysis of Global Change. Phil Camill. Every Fall. Fall 2015**

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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. Lectures and three hours of laboratory or fieldwork per week. (Same as EOS 2005)

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PREREQUISITE: EOS 1100 - 1999 or BIOL 1102 or BIOL 1109 or CHEM 1102 or CHEM 1109 or ENVS 1102 or ENVS 1104 or ENVS 1515

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**ENVS 2223 a-MCSR, INS. Plant Ecophysiology. Barry Logan. Every Fall. Fall 2015**


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Examines the functional attributes of plants and the manner in which they vary across the plant kingdom by the processes of evolution and acclimation. Topics of focus include photosynthesis and protection against high-light stress, the acquisition and distribution of water and mineral nutrients, and environmental and hormonal control of development. Special topics discussed may include plant parasitism, carnivory, the origins and present state of agriculture, plant responses to global climate change, plant life in extreme environments, and the impacts of local land-use history on plant communities. Contemporary research instrumentation is used in weekly laboratories, some conducted in the field, to enable first-hand exploration of phenomena discussed in lecture. Includes an optional excursion to three of the North American deserts of the Southwest (the Sonoran and Mojave Deserts and the Great Interior Basin) during Thanksgiving vacation. (Same as BIOL 2210)

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PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

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**ENVS 2224 a-MCSR, INS. Behavioral Ecology and Population Biology. Nathaniel Thoreau Wheelwright. Every Fall. Fall 2015**


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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 BIOL 2315)

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PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

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**ENVS 2229 a-MCSR, INS. Biology of Marine Organisms. Amy Johnson. Every Fall. Fall 2015**


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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 four hours of laboratory or field trip per week. One weekend field trip included. (Same as BIOL 2319)

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PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

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**ENVS 2231 a-INS. Biological Oceanography. Bobbie Lyon. Non-Standard Rotation. Fall 2015**


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Features classroom, laboratory, and fieldwork emphasizing fundamental biological processes operating in pelagic environments. It includes a hybrid of topics traditionally taught in physical and biological oceanography courses: major ocean current systems, physical structure of the water column, patterns and process of primary production, structure and function of pelagic food webs. Field trips to Casco Bay and Harpswell Sound will introduce students to the methods and data structures of biological oceanography. Taught in residence at the Bowdoin Marine Laboratory, Biology 2501/Environmental Studies 2231 is a course-module in the Bowdoin Marine Science Semester. Biology 2232 (same as Environmental Studies 2232), Biology 2330 (same as Environmental Studies 2233), and English 2802 (same as Environmental Studies 2802) are co-requisites of this course. (Same as BIOL 2501)

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PREREQUISITE: Two of: | either BIOL 1102 or BIOL 1109 | | and MATH 1000 or higher

## **ENVS 2232 a-MCSR, INS. Benthic Ecology. David Carlon. Non-Standard Rotation. Fall 2015**

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The principles of ecology emphasizing the hard- and soft-bottom communities of Casco Bay and Harpswell Sound. Field trips and field exercises demonstrate the quantitative principles of marine ecological research, including good practices in sampling designs and field experiments. A class field project will design and implement a long-term study based at the Bowdoin Marine Laboratory, to monitor and detect changes in community structure driven by climate change in the 21st Century. Assumes a basic knowledge of biological statistics. Taught in residence at the Bowdoin Marine Laboratory, Biology 2232/Environmental Studies 2232 is a course-module in the Bowdoin Marine Science Semester. Biology 2501 (same as Environmental Studies 2231), Biology 2330 (same as Environmental Studies 2233), and English 2802 (same as Environmental Studies 2802) are co-requisites of this course. (Same as BIOL 2232)

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PREREQUISITE: Two of: | | either BIOL 1102 or BIOL 1109 | | and MATH 1000 or higher

## **ENVS 2233 a-MCSR, INS. Marine Molecular Ecology and Evolution. Sarah Kingston. Non-Standard Rotation. Fall 2015**

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Features the application of molecular data to ecological and evolutionary problems in the sea. Hands on laboratory work will introduce students to sampling, generation, and analysis of molecular data sets with Sanger-based technology and Next Generation Sequencing. Lectures, discussions, and computer-based simulations will demonstrate the relevant theoretical principles of population genetics and phylogenetics. A class project will begin a long-term sampling program that uses DNA barcoding to understand temporal and spatial change in the ocean. Taught in residence at the Bowdoin Marine Laboratory, Biology 2330/Environmental Studies 2233 is a course-module in the Bowdoin Marine Science Semester. Biology 2232 (same as Environmental Studies 2232), Biology 2501 (same as Environmental Studies 2231), and English 2802 (same as Environmental Studies 2802) are co-requisites of this course. (Same as BIOL 2330)

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PREREQUISITE: Two of: | | either BIOL 1102 or BIOL 1109 | | and MATH 1000 or higher

## **ENVS 2251 a. Marine Biogeochemistry. Michele LaVigne. Non-Standard Rotation. Fall 2015**

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Oceanic cycles of carbon, oxygen, and nutrients play a key role in linking global climate change, marine primary productivity, and ocean acidification. Fundamental concepts of marine biogeochemistry used to assess potential consequences of future climate scenarios on chemical cycling in the ocean. Past climate transitions evaluated as potential analogs for future change using select case studies of published paleoceanographic proxy records derived from corals, ice cores, and deep-sea sediments. Weekly laboratory sections and student research projects focus on creating and interpreting new geochemical paleoclimate records from marine archives and predicting future impacts of climate change and ocean acidification on marine calcifiers. (Same as EOS 2525)

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PREREQUISITE: Two of: | | EOS 1100 - 1999 or either ENVS 1102 or ENVS 1104 or ENVS 1515 | | and EOS 2005 (same as ENVS 2221)

## **ENVS 2253 a-MCSR, INS. Atmospheric and Ocean Dynamics. Mark Battle. Every Other Fall. Fall 2015**

A mathematically rigorous analysis of the motions of the atmosphere and oceans on a variety of spatial and temporal scales. Covers fluid dynamics in inertial and rotating reference frames, as well as global and local energy balance, applied to the coupled ocean-atmosphere system. (Same as EOS 2810, PHYS 2810)

PREREQUISITE: PHYS 1140

## **ENVS 2255 a-INS. Environmental Chemistry. Dharni Vasudevan. Every Spring. Spring 2016**

Focuses on two key processes that influence human and wildlife exposure to potentially harmful substances—chemical speciation and transformation. Equilibrium principles as applied to acid-base, complexation, precipitation, and dissolution reactions are used to explore organic and inorganic compound speciation in natural and polluted waters; quantitative approaches are emphasized. Weekly laboratory sections are concerned with the detection and quantification of organic and inorganic compounds in air, water, and soils/sediments. (Same as CHEM 2050, EOS 2325)

PREREQUISITE: CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109

## **ENVS 2274 a-MCSR, INS. Marine Conservation Biology. Damon Gannon. Every Other Fall. Fall 2015**

Introduces key biological concepts that are essential for understanding conservation issues. Explores biodiversity in the world's major marine ecosystems; the mechanisms of biodiversity loss at the genetic, species, and ecosystem levels; and the properties of marine systems that pose unique conservation challenges. Investigates the theory and practice of marine biodiversity conservation, focusing on the interactions among ecology, economics, and public policy. Consists of lecture/discussion, lab, field trips, guest seminars by professionals working in the field, and student-selected case studies. (Same as BIOL 2574)

PREREQUISITE: BIOL 1154 (same as ENVS 1154) or BIOL 2315 (same as ENVS 2224) or BIOL 2319 (same as ENVS 2229) or BIOL 2325 (same as ENVS 2225) or ENVS 1101 or ENVS 2201 (same as BIOL 1158 and CHEM 1105)

## **ENVS 2301 b-MCSR. Building Resilient Communities. Eileen Sylvan Johnson. Every Year. Fall 2015**

Examines efforts by communities and regions to build resilience in the face of changing environmental and social conditions. This course will examine how local leaders can work in complex settings to set goals and mobilize federal, private, and non-profit resources to achieve specific, cross-cutting objectives that include strengthening local economies, safeguarding important environmental values, protecting public health, and addressing issues of economic and social justice. The course provides students with firsthand understanding of how Geographic Information Systems (GIS) is playing an increasingly important role in understanding and informing effective approaches for expanding resilience at a community level by integrating social and natural data to inform policy decision. Students will learn GIS as part of the course.

PREREQUISITE: ENVS 1101

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**ENVS 2304 b. Environmental Law and Policy. Conrad Schneider. Every Other Fall. Fall 2015**

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Critical examination of some of the most important American environmental laws and their application to environmental problems that affect the United States and the world. Students learn what the law currently requires and how it is administered by federal and state agencies, and are encouraged to examine the effectiveness of current law and consider alternative approaches.

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**ENVS 2308 b. International Environmental Policy. Divya Gupta. Non-Standard Rotation. Fall 2015**

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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 GOV 2615)

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**ENVS 2310 b. Find a Way or Make One: Arctic Exploration in Cultural, Historical, and Environmental Context. Susan Kaplan. Non-Standard Rotation. Fall 2015**

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Bowdoin faculty and students have been traveling to the Arctic since 1860, studying northern environments and cultures, and exploring unmapped regions. Their work is part of a longer history involving Westerners who have been exploring the Arctic for centuries, drawn by a desire to map the geography of the earth, claim lands and their resources, find new shipping routes, understand Arctic environments, and develop insights into the lifeways of northern indigenous peoples. Examines some of the social, economic, political, and scientific factors shaping Arctic exploration. The ways in which expeditions and specific explorers affected and continue to affect northern peoples, the general public, and the contemporary geopolitical landscape will be examined. Students will read published accounts and unpublished journals and papers, and will study archival photographs and motion picture films. (Same as ANTH 2552)

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PREREQUISITE: ANTH 1101 or ANTH 1150

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**ENVS 2334 b. Environmental Sociology. Shaun Golding. Non-Standard Rotation. Fall 2015**

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Applies sociological insights to investigating the ways that humans shape and are shaped by their ecological surroundings. Introduces theories and concepts for exploring how western society and more specifically contemporary American society interact with nature. Reviews central academic questions, including social constructions of nature and perceptions of ecological risks, and drawing from complementary readings and student-led dialogue, examines in greater depth ongoing struggles over conservation, sustainability, development, and social justice. (Same as SOC 2221)

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PREREQUISITE: SOC 1101 or ANTH 1101

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**ENVS 2335 b. Environmental Politics of Latin America. Jennifer Baca. New Course. Fall 2015**

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Examines the relationship between Latin American societies and the environment, and the multiple factors that mediate this relationship, from commodity production and property systems to representations of nature, race, and gender. In focusing on this interface between humans and the environment, asks: (1) How are environmental conflicts and change linked to differences in social power?: and, (2) How does nature play an active role in the social world of humans? Case studies include, among others, sugar production in colonial Haiti, water privatization in Bolivia, conflicts between indigenous communities and forestry corporations in Chile, and the implementation of carbon-offset forestry programs in Ecuador. (Same as LAS 2535)

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**ENVS 2341 b-IP. Community-Based Natural Resource Management: Stories from East and West. Divya Gupta. New Course. Spring 2016**

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Focuses on the role of community participation in natural resource management with the help of cases from all around the world-- both traditional and contemporary practices. Details of the methodology involved in studying these cases will be discussed to understand different ways information is gathered to understand community practice and participation. Overall, explores how community participation can be used to facilitate devolution of power; promote resource equity; and sustain resources in the long run.

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PREREQUISITE: ENVS 1101

**ENVS 2403 c-ESD. Environment and Culture in North American History. Connie Chiang. Matthew Klinge. Every Spring. Spring 2016**

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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. (Same as HIST 2182)

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PREREQUISITE: ENVS 1101

**ENVS 2431 c-VPA. Modern Architecture: 1750 to 2000. Jill Pearlman. Non-Standard Rotation. Spring 2016**

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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 ARTH 2430)

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## **ENVS 2444 c-VPA. City, Anti-City, and Utopia: Building Urban America. Jill Pearlman. Non-Standard Rotation. Fall 2015**

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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. Semester-long research paper required. (Same as HIST 2006)

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## **ENVS 2446 c. American Frontiers. Morten Hansen. Non-Standard Rotation. Fall 2015**

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Examines the cultural and political history of the American frontier from the nineteenth century through the present. What is it about the American wilderness that has so fascinated artists through the centuries? Why does the American frontier play such an important role in the nation's cultural history, even in the twentieth and twenty-first centuries? Explores literary representations of space, the intersections between literature and geopolitics, and environmental literary criticism. Includes texts by Henry David Thoreau, Ralph Waldo Emerson, Willa Cather, Gary Snyder, Cormac McCarthy, and Toni Morrison and films by John Ford and Quentin Tarantino.

Note: Fulfills the literature of the Americas requirement for English majors. (Same as ENGL 2546)

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## **ENVS 2447 c. Maine: A Community and Environmental History. Sarah McMahon. Every Other Spring. Spring 2016**

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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 HIST 2607)

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## **ENVS 2451 Relig & Ecofeminism in India. Sree Holt. Every Other Fall. Fall 2015**

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Focuses on environmental predicaments faced by disadvantaged people (especially rural women and the agrarian and tribal poor) in contemporary India and Sri Lanka. Students will read and discuss case studies that illustrate how various Hindu and Buddhist religious concepts, as well as various political discourses about nationhood, have been deployed by various actors (government, business, political organizations, environmental activists, and the disadvantaged themselves) in order to legitimate or critique the exploitation and alienation of natural resources (rivers, forests, and farm lands). Students will write three short essays aimed at gaining an understanding of how issues germane to environmental degradation, economic development and eco-feminism are understood specifically within contemporary South Asian social, cultural and political contexts. This one-half credit course will meet from September 2 thru October 26. (Same as ASNS 2651, GWS 2300, REL 2284)

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## **ENVS 2459 c. The Ethics of Climate Change. Kristi Olson. New Course. Spring 2016**

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Examines moral questions raised by climate change including: What would constitute a just allocation of burdens? What do we collectively owe to future generations? If collective action fails, what are our obligations as individuals? When, if at all, is civil disobedience justified? Readings drawn primarily from contemporary philosophy. (Same as PHIL 2359)

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## **ENVS 2485 c. Ecological Thought in Latin American Literature. Enrique Yepes. Non-Standard Rotation. Fall 2015**

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Explores how the radical interconnectedness postulated by ecological thinking can be read in Latin American narrative, essay, film, and poetry from the 1920s to the present. Includes a review of cultural ecology as well as an overview of environmental history and activism in the region. (Same as LAS 3245, SPAN 3245)

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PREREQUISITE: Two of || either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)

## **ENVS 2802 c. Writing about the Coastal Environment. Russell Rymer. Non-Standard Rotation. Fall 2015**

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A creative writing course whose subject is environmental science. Students spend a month in a concentrated writing program involving intensive reading and composition. The reading emphasizes the work of science journalists and of scientists writing for lay publications. Analyzes the readings to explore what makes a worthy (or flawed) translation of complicated science concepts into layman's language. Considerations of accuracy, complexity, readability, and style are applied directly to students' writing projects, which include daily blog posts, short assignments, and a longer opus requiring more extensive research and reporting whose final form incorporates all aspects of long-form science writing. Writing assignments are designed to help students bridge between their scientific research and the larger public world that their research involves and affects. To that end, stories may dovetail with lab work students have been pursuing during the semester. Taught in residence at the Bowdoin Coastal Studies Center, English 2802/Environmental Studies 2802 is a course-module in the Bowdoin Marine Science Semester. Biology 2501 (same as Environmental Studies 2231), Biology 2330 (same as Environmental Studies 2233), and Biology 2232 (same as Environmental Studies 2232) are co-requisites of this course. (Same as ENGL 2802)

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## **ENVS 2911 b. Natural Resource Management and Biodiversity Conservation. Divya Gupta. New Course. Fall 2015**

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Examines cases of natural resource management and biodiversity conservation, especially in developing countries. Focuses on global environmental matters such as the creation and management of protected areas, the role of international organizations, human rights, global economic inequities, and sustainability. Explores international environmental regulations in terms of resource allocation and how adopters from different cultures have perceived these regulations. Students examine their own ethics about these issues and critically evaluate and construct arguments for what they believe are the best approaches towards solving critical environmental issues. (Same as GOV 2911)

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**ENVS 2912 b. Governing the Commons. Divya Gupta. New Course. Spring 2016**

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Common pool resources are vulnerable to over-exploitation. Understanding the way they are managed is important to preventing their fast paced depletion. Makes use of the intellectual frameworks and concepts in the common pool resource scholarship to learn about the institutions, rules, and norms that guide the interactions among humans and the environment. There is no simple formula for designing these rules, norms, and institutions because context matters, and when it comes to governance, the devil is often in the details. Students will learn how context matters while also studying the frameworks needed to solve challenging collective action problems. (Same as GOV 2912)

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**ENVS 3902 a. Earth Climate History. Phil Camill. Every Year. Spring 2016**

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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 CO<sub>2</sub>, and disturbance to examine several issues: long-term carbon cycling and climate, major extinction events, the rise of C<sub>4</sub> 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.

(Same as EOS 3020)

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PREREQUISITE: EOS 2005 (same as ENVS 2221) or ENVS 2221

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**ENVS 3905 a-INS. Environmental Fate of Organic Chemicals. Dharni Vasudevan. Non-Standard Rotation. Fall 2015**

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More than 100,000 synthetic chemicals are currently in daily use. In order to determine the risk posed to humans and ecosystems, we need to understand and anticipate the extent and routes of chemical exposure. Addresses the fate of organic chemicals following their intentional or unintentional release into the environment. Why do these chemicals either persist or break down, and how are they distributed between surface water, ground water, soil, sediments, biota, and air? Analysis of chemical structure used to gain insight into molecular interactions that determine the various chemical transfer and transformation processes, while emphasizing the quantitative description of these processes. (Same as CHEM 3050)

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PREREQUISITE: CHEM 2250

## **ENVS 3910 b. Food, Agriculture, and Social Justice. Marcos Lopez. Non-Standard Rotation. Fall 2015**

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Explores how political thought--such as liberal egalitarianism, feminism, and Marxism--influences calls for social justice and ethical responses to the food system. Also introduces challenges to Western theories of justice from post-colonial and non-human perspectives in social science. Draws from research in sociology, ethnic studies, and science and technology studies to consider topics such as the globalization of agriculture, scientific and technological change in the food system, migrant labor, organic production, animal welfare, sustainability, fair trade, the alternative food movement, and health and the body. (Same as SOC 3200)

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PREREQUISITE: Two of: || SOC 1101 or ANTH 1101 || and SOC 2000 - 2969

## **ENVS 3918 b. Environmental and Natural Resource Economics. Guillermo Herrera. Non-Standard Rotation. Spring 2016**

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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 during add/drop for students who have credit for Economics 2218 {218} (Same as ECON 3518)

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PREREQUISITE: Two of: || ECON 2555 || and ECON 2557

## **ENVS 3921 b. The Economics of Land Use, Ecosystem Services, and Biodiversity. Erik Nelson. Non-Standard Rotation. Fall 2015**

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Seminar. Analysis of the economic forces that shape land-use patterns, the relationship between land-use patterns and ecosystem service provision and biodiversity persistence, and the economic value of ecosystem service provision. Investigates methods for increasing ecosystem service values on the landscape and the economic cost of these methods. Analysis of land-use externalities and the failure of land-use patterns to generate maximum societal net benefits; neoclassical economic theory on land-use; methods for estimating market value of land; methods of non-market valuation; efficient land-use patterns from a societal perspective; methods for finding efficient land-use patterns; and governmental and non-governmental organization land conservation programs. Permission of instructor required during add/drop for all students; required at all times for students who have credit for Economics 2218 (same as Environmental Studies 2302) or 2228 (same as Environmental Studies 2228). (Same as ECON 3521)

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PREREQUISITE: ECON 2555

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**ENVS 3940 b-ESD. Tractors, Chainsaws, Windmills, and Cul-de-Sacs: Communities and Natural Resources. Shaun Golding. Non-Standard Rotation. Spring 2016**

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Examines the central civic, economic, and institutional actors engaged in debates around resource-dependent development. Built around agriculture, energy, and sprawl, in Maine and New England, it examines how the natural environment is shaped through human interactions within the structures of the state, the economy, and community, and in response to changes brought about by globalization. It applies sociological theories and frameworks to the task of differentiating between conflicting interest groups, policies, and outcomes. (Same as SOC 3340)

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PREREQUISITE: SOC 1101 or ANTH 1101

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**ENVS 3963 b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Allen Springer. Every Spring. Spring 2016**

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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 GOV 3610)

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**ENVS 3997 a-INS. Advanced Winter Field Ecology. Nathaniel Thoreau Wheelwright. Non-Standard Rotation. Spring 2016**

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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 under the ice, estimation of mammal population densities, winter flocking behavior in birds). Students learn to identify local winter flora and fauna, critically evaluate readings from the primary literature, analyze data from field research projects, and present their results each week in a research seminar. Required field trip to the Bowdoin Scientific Station on Kent Island. (Same as BIOL 3399)

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PREREQUISITE: BIOL 2315 (same as ENVS 2224) or BIOL 2558 (same as ENVS 2558) or ENVS 2224

## Gender, Sexuality and Women St

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### GLS 1005 c. Victorian Monstrosity. Aviva Briefel. Non-Standard Rotation. Fall 2015

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Examines various monsters and creatures that emerge from the pages of Victorian narratives. What do these strange beings tell us about literary form, cultural fantasies, and anxieties, or about conceptions of selfhood and the body? How do they embody (or disembody) identities that subvert sexual, racial, and gendered norms? Authors may include Lewis Carroll, Richard Marsh, Robert Louis Stevenson, Bram Stoker, and H.G. Wells. (Same as ENGL 1005)

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### GLS 1029 c. Comediennes, Historians, and Storytellers: Women Filmmakers in the German-Speaking Countries. Birgit Tautz. Non-Standard Rotation. Fall 2015

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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. Note: Fulfills the film theory requirement and the non-US cinema requirement for Cinema Studies minors. (Same as CINE 1029 , GER 1029, GWS 1029)

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### GLS 2001 ESD. Queer Theory. Guy Mark Foster. Every Spring. Spring 2016

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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.

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### GLS 2011 c. Science and Art of the Sex Photograph. Marilyn Reizbaum. Non-Standard Rotation. Fall 2015

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Seminar. An exploration of the way in which late nineteenth and early twentieth century scientific uses of the photograph to configure sexuality and gender were adjusted by modern visual arts and literary photographs (prose works using photographs and/or photographic techniques to construct character). Texts considered: scientific studies by Francis Galton, Magnus Hirschfeld, and Alfred Kinsey; contemporary theory of photography by Roland Barthes, Pierre Bourdieu, and Susan Sontag; photography by Andre Kertesz, Man Ray, Claude Cahun, and Cindy Sherman; film by Michelangelo Antonioni (Blowup); prose works by Virginia Woolf (Orlando), W.G. Sebald (The Emigrants), Claude Cahun (Disavowals). (Same as ENGL 2011, GWS 2602)

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**GLS 2235 c-ESD. Gender and Sexuality in Early Christianity. Todd Berzon. New Course. Spring 2016**

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Investigates the ways in which gender and sexuality can serve as interpretive lenses for the study of early Christian history, ideas, and practices. Can the history of early Christianity--from the apostle Paul to Augustine of Hippo--be rewritten as a history of gender and sexuality? In answer to that question, addresses a range of topics, including prophecy, sainthood, militarism, mysticism, asceticism, and martyrdom. In addition, by oscillating between close readings and contemporary scholarship about gender, feminism, masculinity, sexuality, and the body, looks beyond the world of antiquity. Aims to show how theories of and about sexuality and gender can fundamentally reorient understandings of Christian history. (Same as GWS 2231, REL 2235)

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**GLS 2251 c-ESD. Making Sex a Science: Sexology and its Cultural Representation from Krafft-Ebing to Kinsey. Jill Smith. Non-Standard Rotation. Spring 2016**

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Traces the development of sexual science, or sexology, from its roots in late nineteenth-century Austria and Germany to its manifestations in twentieth-century Great Britain and the United States. Examines ideas of key figures within sexual science and the myriad ways they sought to define, categorize, and explain non-normative sexual behaviors and desires. Explores how claims of scientific authority and empirical knowledge were used to shape social attitudes toward sexual difference. Analyzes cultural works that either influenced or were influenced by these thinkers. Includes works by the sexologists Krafft-Ebing, Hirschfeld, Ellis, and Kinsey, as well as cultural texts by Boyle, Praunheim, and Sacher-Masoch. (Same as GER 2251, GWS 2258)

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**GLS 2426 c. The Horror Film in Context. Aviva Briefel. Non-Standard Rotation. Fall 2015**

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Examines the genre of the horror film in a range of cultural, theoretical, and literary contexts. Considers the ways in which horror films represent violence, fear, and paranoia; their creation of identity categories; their intersection with contemporary politics; and their participation in such major literary and cinematic genres as the gothic, comedy, and family drama. Texts may include works by Craven, Cronenberg, De Palma, Freud, Hitchcock, Kristeva, Kubrick, Poe, Romero, and Shelley. Note: Fulfills the film theory requirement for Cinema Studies minors. (Same as CINE 2426 , ENGL 2426, GWS 2426)

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**GLS 2504 c-ESD. American Queen: Drag in Contemporary Art and Performance. Christina Knight. Non-Standard Rotation. Spring 2016**

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Explores the intersection of queer subcultures and contemporary artistic production. Also considers what constitutes drag culture, including cross-dressing, hyper-stylized language (“guuuuuuurl”) and performative gestures (e.g., “snapping”, teeth-sucking, and eye-cutting). Emphasizes how “drag” links different kinds of explorations of self in a range of artistic mediums, alternately evoking gendered violence, humor, and transformative possibility. (Same as GWS 2504, THTR 2504)

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## **GLS 3310 c. Gay and Lesbian Cinema. Tricia Welsch. Non-Standard Rotation. Spring 2016**

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; the AIDS imperative. Writing intensive; attendance at evening film screenings is required. (Same as CINE 3310, GWS 3310)

PREREQUISITE: CINE 1000 or higher or FILM 1000 or higher

## **GWS 1020 c. In Sickness and in Health: Public Health in Europe and the United States. Susan Tananbaum. Non-Standard Rotation. Fall 2015**

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 health care. (Same as HIST 1010)

## **GWS 1029 c. Comediennes, Historians, and Storytellers: Women Filmmakers in the German-Speaking Countries. Birgit Tautz. Non-Standard Rotation. Fall 2015**

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. Note: Fulfills the film theory requirement and the non-US cinema requirement for Cinema Studies minors. (Same as CINE 1029 , GER 1029, GLS 1029)

## **GWS 1033 c. Sexuality and Imperialism: Race and Gender in Colonial Asia. Frances Gouda. Non-Standard Rotation. Fall 2015**

Examines how East and West clashed over competing notions about sexuality, gender relations, and family structures. In colonial societies such as British-India, French Indochina (Vietnam) and the Dutch East Indies (Indonesia), institutions like polygamy, the harem, temple prostitution, widow burning, and child marriage were shocking to civil servants and settlers from Europe. White-skinned Europeans felt surrounded by alien cultures because of their subjects' skin color as well as their peculiar, even abhorrent, sexual practices. Viewing Asian cultures as inferior bolstered a Western sense of racial superiority and vindicated Europeans' so-called natural right to occupy and rule large territories in South and Southeast Asia. By exploring nineteenth and early twentieth-century ethnographic accounts, travel literature, scientific texts on racial hierarchies, and colonial novels -- in addition to analyzing several films set in colonial India, Vietnam and Indonesia -- students in this seminar will explore the evolving power relationships between European settlers and the native inhabitants of colonial Asia.



**GWS 1035 b. Black Women's Political Activism. Brittany Lewis. New Course. Fall 2015**

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Examines Black women's distinct forms of political resistance to long-standing practices of segregation, marginalization, and surveillance in the U.S. How did early Black women such as Ida B. Wells enter politics in the era of segregation? How did Black women like Fannie Lou Hamer, Angela Davis, and Ntozake Shange wrestle with the politics of racial solidarity during the civil rights/Black power era? How has the contemporary political and economic climate of the post-industrial city compelled working class Black women to develop new modes of resistance? Uses books, film, and performance art to expand our understanding of women's political history through the lens of Black women's experiences in and outside major resistance movements in the twentieth and twenty-first centuries. (Same as AFRS 1034)

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**GWS 1101 b-ESD. Introduction to Gender and Women's Studies. Karla Padron. Every Semester. Fall 2015**

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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.

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**GWS 1104 c. Introduction to Black Women's Literature. Guy Mark Foster. Non-Standard Rotation. Fall 2015**

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Examines the twin themes of love and sex as they relate to poems, stories, novels, and plays written by African American women from the nineteenth century to the contemporary era. Explores such issues as Reconstruction, the Great Migration, motherhood, sexism, group loyalty, racial authenticity, intra- and interracial desire, homosexuality, the intertextual unfolding of a literary tradition of black female writing, and how these writings relate to canonical African American male-authored texts and European American literary traditions. Students are expected to read texts closely, critically, and appreciatively. Possible authors: Harriet Jacobs, Frances Harper, Nella Larsen, Jessie Faucet, Ann Petry, Ntozake Shange, Suzan-Lori Parks, Alice Walker, Toni Morrison, Gayle Jones, Jamaica Kincaid, Terry McMillan, Sapphire, Lizzette Carter. (Same as AFRS 1108, ENGL 1108)

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**GWS 1321 c-ESD. Philosophical Issues of Gender and Race. Kristi Olson. New Course. Fall 2015**

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Explores contemporary issues of gender and race. Possible topics include: the social construction of race and gender, implicit bias, racial profiling, pornography, the gender wage gap, affirmative action, race and incarceration, transgender issues, and reparations for past harms. Readings drawn from philosophy, legal studies, and the social sciences. (Same as PHIL 1321)

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## **GWS 2200 c-ESD, IP. Gender, Class, and Citizenship in (West) European History. Frances Gouda. Non-Standard Rotation. Spring 2016**

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Examines the ways in which normative ideas about gender difference and class divisions shaped women's and men's political citizenship in western Europe since the eighteenth-century Enlightenment. By analyzing primary sources as well as current scholarship focusing on England, France, Germany, and the Netherlands, explores issues such as motherhood and parental rights, gendered constructions of the private and public spheres, women's access to education, and the evolution of legal entitlements and political agency. Ample attention devoted to the emergence of the first feminist (suffragist) movement beginning in the 1860s and the evolution of second-wave feminism during the late 1960s. A final topic to be explored is immigration into Western Europe since World War II and the controversies generated by multiculturalism, Islam, and the "politics of the veil." (Same as HIST 2103)

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## **GWS 2201 b-ESD. Feminist Theory. Frances Gouda. Every Fall. Fall 2015**

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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.

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PREREQUISITE: GWS 1101

## **GWS 2207 c-ESD, VPA. Black Women, Politics, Music, and the Divine. Judith Casselberry. Every Fall. Fall 2015**

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Seminar. 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 AFRS 2201 , MUS 2291, REL 2201)

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## **GWS 2217 c. Dostoevsky or Tolstoy?. Lindsay Ceballos. Every Other Fall. Fall 2015**

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Compares two giants of Russian literature, Dostoevsky and Tolstoy, and explores their significance to Russian cultural history and European thought. Part I focuses on the aesthetic contributions and characteristic styles of both to nineteenth-century realism through examination of the novelists' early work. Students compare Dostoevsky's "fantastic realism" with Tolstoy's "epic" realism. In Part II, students consider the role of religion in their mature work: in Dostoevsky's *The Brothers Karamazov*, *The Diary of a Writer*; Tolstoy's *Anna Karenina* and *Resurrection*. Topics studied include gender dynamics in nineteenth-century literature, the convergence of autobiography and novel, and the novelist's social role. (Same as RUS 2117)

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**GWS 2231 c-ESD. Gender and Sexuality in Early Christianity. Todd Berzon. New Course. Spring 2016**

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Investigates the ways in which gender and sexuality can serve as interpretive lenses for the study of early Christian history, ideas, and practices. Can the history of early Christianity--from the apostle Paul to Augustine of Hippo--be rewritten as a history of gender and sexuality? In answer to that question, addresses a range of topics, including prophecy, sainthood, militarism, mysticism, asceticism, and martyrdom. In addition, by oscillating between close readings and contemporary scholarship about gender, feminism, masculinity, sexuality, and the body, looks beyond the world of antiquity. Aims to show how theories of and about sexuality and gender can fundamentally reorient understandings of Christian history. (Same as GLS 2235, REL 2235)

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**GWS 2236 c-IP. The Fantastic and Demonic in Japanese Literature. Vyjayanthi Selinger. Non-Standard Rotation. Spring 2016**

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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. (Same as ASNS 2270)

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**GWS 2251 c-ESD. Women in American History, 1600-1900. Sarah McMahan. Every Other Spring. Spring 2016**

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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 HIST 2126)

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## **GWS 2258 c-ESD. Making Sex a Science: Sexology and its Cultural Representation from Krafft-Ebing to Kinsey. Jill Smith. Non-Standard Rotation. Spring 2016**

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Traces the development of sexual science, or sexology, from its roots in late nineteenth-century Austria and Germany to its manifestations in twentieth-century Great Britain and the United States. Examines ideas of key figures within sexual science and the myriad ways they sought to define, categorize, and explain non-normative sexual behaviors and desires. Explores how claims of scientific authority and empirical knowledge were used to shape social attitudes toward sexual difference. Analyzes cultural works that either influenced or were influenced by these thinkers. Includes works by the sexologists Krafft-Ebing, Hirschfeld, Ellis, and Kinsey, as well as cultural texts by Boyle, Praunheim, and Sacher-Masoch. (Same as GER 2251, GLS 2251)

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## **GWS 2259 c-ESD, IP. Sex and the Politics of the Body in India. Rachel Sturman. Every Other Spring. Spring 2016**

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Seminar. Examines the politics of sexuality as well as other forms of ascribed bodily difference (e.g. caste, gender, religion) in shaping social and political life in modern India from the nineteenth century to the present day. Topics include: modern conjugality; histories of prostitution; love and intimate life; the emergence of a contemporary lesbian/gay/queer movement; the sexual forms of caste and religious violence. (Same as ASNS 2583, HIST 2801)

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PREREQUISITE: HIST 1000 or higher

## **GWS 2270 c-ESD. Spirit Come Down: Religion, Race, and Gender in America. Judith Casselberry. Every Spring. Spring 2016**

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Examines the ways religion, race, and gender shape people's lives from the nineteenth century into contemporary times in America, with particular focus on black communities. Explores issues of self-representation, memory, material culture, embodiment, and civic and political engagement through autobiographical, historical, literary, anthropological, cinematic, and musical texts. (Same as AFRS 2271, REL 2271)

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## **GWS 2294 c. Issues in Hip-Hop II. Tracy McMullen. Every Other Fall. Fall 2015**

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Traces the history of hip hop culture (with a focus on rap music) from the 1990s to the present day. Explores how ideas of race, gender, class, and sexuality are constructed and maintained in hip hop's production, promotion, and consumption, and how these constructions have changed and/or coalesced over time. Investigates hip hop as a global phenomenon and the strategies and practices of hip hop artists outside of the United States. Artists investigated range from Iggy Azalea to Jay-Z, Miz Korona to Ibn Thabit. (Same as AFRS 2294, MUS 2294)

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PREREQUISITE: MUS 1292 (same as AFRS 1592 and GWS 1592)

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**GWS 2300 Relig & Ecofeminism in India. Sree Holt. Every Other Fall. Fall 2015**


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Focuses on environmental predicaments faced by disadvantaged people (especially rural women and the agrarian and tribal poor) in contemporary India and Sri Lanka. Students will read and discuss case studies that illustrate how various Hindu and Buddhist religious concepts, as well as various political discourses about nationhood, have been deployed by various actors (government, business, political organizations, environmental activists, and the disadvantaged themselves) in order to legitimate or critique the exploitation and alienation of natural resources (rivers, forests, and farm lands). Students will write three short essays aimed at gaining an understanding of how issues germane to environmental degradation, economic development and eco-feminism are understood specifically within contemporary South Asian social, cultural and political contexts. This one-half credit course will meet from September 2 thru October 26. (Same as ASNS 2651 , ENVS 2451, REL 2284)

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**GWS 2426 c. The Horror Film in Context. Aviva Briefel. Non-Standard Rotation. Fall 2015**


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Examines the genre of the horror film in a range of cultural, theoretical, and literary contexts. Considers the ways in which horror films represent violence, fear, and paranoia; their creation of identity categories; their intersection with contemporary politics; and their participation in such major literary and cinematic genres as the gothic, comedy, and family drama. Texts may include works by Craven, Cronenberg, De Palma, Freud, Hitchcock, Kristeva, Kubrick, Poe, Romero, and Shelley. Note: Fulfills the film theory requirement for Cinema Studies minors. (Same as CINE 2426 , ENGL 2426, GLS 2426)

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**GWS 2504 c-ESD. American Queen: Drag in Contemporary Art and Performance. Christina Knight. Non-Standard Rotation. Spring 2016**


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Explores the intersection of queer subcultures and contemporary artistic production. Also considers what constitutes drag culture, including cross-dressing, hyper-stylized language (“guuuuuuurl”) and performative gestures (e.g., “snapping”, teeth-sucking, and eye-cutting). Emphasizes how “drag” links different kinds of explorations of self in a range of artistic mediums, alternately evoking gendered violence, humor, and transformative possibility. (Same as GLS 2504, THTR 2504)

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**GWS 2602 c. Science and Art of the Sex Photograph. Marilyn Reizbaum. Non-Standard Rotation. Fall 2015**


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Seminar. An exploration of the way in which late nineteenth and early twentieth century scientific uses of the photograph to configure sexuality and gender were adjusted by modern visual arts and literary photographs (prose works using photographs and/or photographic techniques to construct character). Texts considered: scientific studies by Francis Galton, Magnus Hirschfeld, and Alfred Kinsey; contemporary theory of photography by Roland Barthes, Pierre Bourdieu, and Susan Sontag; photography by Andre Kertesz, Man Ray, Claude Cahun, and Cindy Sherman; film by Michelangelo Antonioni (Blowup); prose works by Virginia Woolf (Orlando), W.G. Sebald (The Emigrants), Claude Cahun (Disavowals). (Same as ENGL 2011, GLS 2011)

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## **GWS 3302 b. The Economics of the Family. Rachel Connelly. Non-Standard Rotation. Spring 2016**

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 ECON 3531)

PREREQUISITE: Two of: || ECON 2555 || and ECON 2557

## **GWS 3305 b. Writing Women's Lives. The Department. Non-Standard Rotation. Spring 2016**

Students explore how feminist history and precepts operate in the real world by writing deeply reported profiles of women whose lives embody feminism in action. Students study and practice the art of the interview, oral history, and biography, and probe the complex ways that women’s liberation plays out on the street, at work, and at home. This is a hands-on writing workshop. Students craft a magazine-length story that brings alive the struggle of a particular woman—anyone from a senator to an artist to someone on a soup line. Mines the secrets to good writing through intensive edits and rewrites and close readings of profiles, biographies, obituaries, etc.

PREREQUISITE: GWS 2201

## **GWS 3310 c. Gay and Lesbian Cinema. Tricia Welsch. Non-Standard Rotation. Spring 2016**

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; the AIDS imperative. Writing intensive; attendance at evening film screenings is required. (Same as CINE 3310, GLS 3310)

PREREQUISITE: CINE 1000 or higher or FILM 1000 or higher

## **GWS 3323 c. Voices of Women, Voices of the People. Hanetha Vete-Congolo. Non-Standard Rotation. Fall 2015**

Focuses on texts written by women from French-speaking West African, Central African and Caribbean countries. Themes treated—woman and/in colonization and slavery, memory, alienation, womanhood, individual and collective identity, gender relationships, women and tradition, women and modernism—are approached from historical, anthropological, political, sociological, and gender perspectives. Readings by Tanella Boni (Côte d’Ivoire), Marie-Léontine Tsibinda (Congo-Brazzaville), Maryse Condé (Guadeloupe), Fabienne Kanor (Martinique), Marie-Célie Agnant (Haïti). (Same as AFRS 3201, FREN 3201, LAS 3222)

PREREQUISITE: Two of: || either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher || and either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher

## German

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### **GER 1029 c. Comediennes, Historians, and Storytellers: Women Filmmakers in the German-Speaking Countries. Birgit Tautz. Non-Standard Rotation. Fall 2015**

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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. Note: Fulfills the film theory requirement and the non-US cinema requirement for Cinema Studies minors. (Same as CINE 1029 , GLS 1029, GWS 1029)

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### **GER 1101 c. Elementary German I. The Department. Every Fall. Fall 2015**

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German 1101 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 Media Center work.

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### **GER 1102 c. Elementary German II. The Department. Every Spring. Spring 2016**

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Continuation of German 1101 (101). Equivalent of German1101 (101) is required.

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PREREQUISITE: GER 1101 or Placement in GER 1102

### **GER 2203 c. Intermediate German I: Germany within Europe. The Department. Every Fall. Fall 2015**

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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 1102 is required.

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PREREQUISITE: GER 1102 or Placement in GER 2203

## **GER 2204 c. Intermediate German II: German History through Visual Culture. The Department. Every Spring. Spring 2016**

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Continuation of German 2203 (203). Equivalent of German 2203 (203) is required.

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PREREQUISITE: GER 2203 or Placement in GER 2204

## **GER 2205 c-IP. Advanced German Texts and Contexts. Jens Klenner. Every Fall. Fall 2015**

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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 2204 is required.

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PREREQUISITE: GER 2204 or Placement in GER 2205

## **GER 2251 c-ESD. Making Sex a Science: Sexology and its Cultural Representation from Krafft-Ebing to Kinsey. Jill Smith. Non-Standard Rotation. Spring 2016**

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Traces the development of sexual science, or sexology, from its roots in late nineteenth-century Austria and Germany to its manifestations in twentieth-century Great Britain and the United States. Examines ideas of key figures within sexual science and the myriad ways they sought to define, categorize, and explain non-normative sexual behaviors and desires. Explores how claims of scientific authority and empirical knowledge were used to shape social attitudes toward sexual difference. Analyzes cultural works that either influenced or were influenced by these thinkers. Includes works by the sexologists Krafft-Ebing, Hirschfeld, Ellis, and Kinsey, as well as cultural texts by Boyle, Praunheim, and Sacher-Masoch. (Same as GLS 2251, GWS 2258)

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## **GER 3308 c-IP. Introduction to German Literature and Culture. Birgit Tautz. Every Other Spring. Spring 2016**

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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. All materials and coursework in German.

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PREREQUISITE: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level



## **GER 3315 c-IP. Realism and Revolution in 19th-Century German Literature and Culture. Jill Smith. Non-Standard Rotation. Fall 2015**

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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.

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PREREQUISITE: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level

## **GER 3394 c-IP. Contemporary Austrian Literature, Drama, and Film. Jens Klenner. Non-Standard Rotation. Fall 2015**

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Examines essential works of post-1945 Austrian literature, drama and film. Explores how Austrian artists attempt to come to terms with the collapse of the Habsburg Empire and the legacy of collaboration with the Nazi regime. Also considers how works of art both support and call into question Austria’s cultural and national identity in terms of gender and ethnicity. Texts by Bachmann, Bernhard, Handke, Jelinek, and Mayröcker, films by Glawogger, Haneke, Kusturica, and Spielmann. All materials and course work in German.

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PREREQUISITE: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level



## Government and Legal Studies

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### **GOV 1000 b. Citizenship and Representation in American Politics. Michael Franz. Every Other Fall. Fall 2015**

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Examines the issues of citizenship and representation in American politics. What does it mean to be a democratic citizen in the United States? Are we granted only rights, but no responsibilities? Or does citizenship demand that we take some active interest in our political life? Considers what it means for elected representatives to represent constituents. How do we know if our political system is accurately reflecting the interests of its citizens? When is an elected leader doing his or her job well? What evidence can we use to answer such questions?

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### **GOV 1002 b. Political Leadership. Andrew Rudalevige. Every Fall. Fall 2015**

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We talk about political leadership all the time, mostly to complain about its absence. Leadership is surely one of the key elements of politics, but what does it mean? Do we know it when we see it? What kinds of leaders do we have, and what kinds do we want? How do modern democratic conceptions of governance mesh with older visions of authority? Of ethics? Looks both at real world case studies and the treatment of leadership in literature. Offers a wide variety of perspectives on leadership and the opportunities and dangers it presents—both for those who want to lead, and for those who are called upon to follow.

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### **GOV 1010 c. Becoming Modern. Paul Franco. Every Other Fall. Fall 2015**

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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. This course is taught in association with another first-year seminar, English 1019. Both classes share a common syllabus and occasionally meet together for film viewings.

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### **GOV 1011 b. Fundamental Questions: Exercises in Political Theory. Jean Yarbrough. Every Fall. Fall 2015**

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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, Aristotle, the Bible, Machiavelli, Locke, Rousseau, Shakespeare, the American Founders, Tocqueville, and Nietzsche.

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**GOV 1025 b. NGOs in Politics. Laura Henry. Every Other Fall. Fall 2015**

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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?

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**GOV 1026 b. Global Media and Politics. Henry Laurence. Every Fall. Fall 2015**

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Examines the impact of media including the Internet, newspapers, and television, on politics and society in cross-national perspective. Asks how differences in the ownership and regulation of media affect how news is selected and presented, and looks at various forms of government censorship and commercial self-censorship. Also considers the role of the media and "pop culture" in creating national identities, perpetuating ethnic stereotypes, and providing regime legitimation; and explores the impact of satellite television and the Internet on rural societies and authoritarian governments. (Same as ASNS 1046)

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**GOV 1028 b. The Daughters of Mars: Women at War. Christian Potholm. New Course. Fall 2015**

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Introduces the student to the nature of warfare throughout various cultures and epochs by focusing on the "Daughters of Mars," women warriors and warrior queens. Includes case studies from the Trojan war, the early Eurasian steppes, classical Greece and Rome, the High Middle Ages, nineteenth-century Africa, Samurai Japan, the American Civil War, World War II, Vietnam, Iraq, and Afghanistan. Also focuses on the arguments for and against having women in combat, culminating with the contemporary realities and debates concerning American women in combat today. Student research projects investigate these and other related subjects.

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**GOV 1030 b. The Pursuit of Peace. Allen Springer. Every Fall. Fall 2015**

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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.

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**GOV 1031 b. Weapons of the Weak. Barbara Elias. Every Other Fall. Fall 2015**

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Despite enjoying a preponderance of resources, the rich and mighty don't always win in life, or in war. Why? How do peasants and insurgents impose their will on more "powerful" organizations? How do wealthy armies at times lose wars to impoverished rebels? Whereas money and material can be measured, divided and counted in a spreadsheet, less quantifiable factors of conflict such as ideas, identity, legitimacy, willpower and fortitude are too-often discounted as secondary factors. But these may, in truth, be at the heart of war, and weapons for the weak to bring down the mighty.

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**GOV 1100 b. Introduction to American Government. Jeffrey Selinger. Every Year. Spring 2016**

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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.

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**GOV 1400 b. Introduction to Comparative Government. Henry Laurence. Every Year. Spring 2016**

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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.

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**GOV 1600 b. Introduction to International Relations. Barbara Elias. Every Year. Fall 2015**

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Provides a broad introduction to the study of international relations (IR). 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.

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**GOV 2001 b. Watergate and American Politics. Andrew Rudalevige. Every Other Spring. Spring 2016**

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The “third-rate burglary” at the Watergate complex in 1972 ultimately revealed broad abuses of presidential power, led to the resignation of the president, and lent a suffix to a wide range of future scandals. Examines both Watergate itself and what it wrought in American politics. Topics include the relationship between the executive and legislative branches in areas ranging from budgetary policy to the war power; the role of the press; governmental ethics, investigations, and impeachment; and Watergate's place in popular and political culture.

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**GOV 2005 b. The American Presidency. Andrew Rudalevige. Every Year. Fall 2015**

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An examination of the presidency in the American political system, including the “road to the White House” (party nomination process and role of the electoral college), advisory systems, the institutional presidency, relations with Congress and the courts, and decision-making in the White House. In addition, the instructors draw from their own research interests. For Professor Martin these include presidential-congressional relations, the unilateral action of the President, the role of women as advisors within the White House and in the executive branch, and the influence of outside groups on the White House’s consideration of issues. For Professor Rudalevige these include presidents’ inter-branch relations, with a recent emphasis on presidential efforts to manage the wider executive branch through administrative and unilateral tactics.

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**GOV 2010 b. United States Congress. Jeffrey Selinger. Every Year. Spring 2016**

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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, the budget process, and executive-congressional relations.

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**GOV 2020 b. Constitutional Law I. Kenneth Kersch. Every Fall. Fall 2015**

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Examines the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

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**GOV 2021 b. Constitutional Law II: Civil Rights and Liberties. George Isaacson. Every Spring. Spring 2016**

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Examines questions arising under the First and Fourteenth Amendments.

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PREREQUISITE: GOV 2020

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**GOV 2035 b. Maine Politics. Christian Potholm. Every Fall. Fall 2015**

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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, the Tea Party, and the Roman Catholic Church. Students are expected to follow contemporary political events on a regular basis.

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**GOV 2050 b. Public Opinion and Voting Behavior. Michael Franz. Every Other Fall. Fall 2015**

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Examines the political behavior of ordinary citizens. Begins with a broad focus on the importance of citizen participation in a democracy, and the debate over how much or how little participation is best. Examines the reasons for citizen (non)participation, and focuses on the effects of campaigns and social capital on different forms of participation.

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**GOV 2053 b. Black Politics. Cory Gooding. New Course. Fall 2015**

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Traces and examines the political efforts of black Americans to gain full and equitable inclusion into the American polity. Key topics include identity, ideology, movement politics, electoral participation, institutions and public policy. (Same as AFRS 2053)

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**GOV 2080 b-MCSR. Quantitative Analysis in Political Science. Michael Franz. Every Other Spring. Spring 2016**

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Examines the use of quantitative methods to study political phenomena. Discusses the nature of empirical thinking and how principles used for years by natural scientists, such as causation and control, have been adopted by social scientists. Introduces what these methods are and how they might be useful in political research and applies these methods, with particular emphasis on the use of survey data. Using quantitative methods, employs statistical computing software as a research tool, with a focus on effective presentation of data and results. May be useful to those considering a senior honors project.

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**GOV 2090 b. Political Economy of the United States from Revolution to Reconstruction. Patrick Rael. Stephen Meardon. Jeffrey Selinger. New Course. Fall 2015**

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An interdisciplinary study of the first hundred years of the United States. Students will explore a range of topics through the lenses of economics, politics, and history: the formation of the American system of governance, the implications of a growing market economy and the territory it encompassed, the politics and economics of slavery, notions of civic inclusion and exclusion, and the shifting intellectual bases of American economic and political life. (Same as ECON 2143, HIST 2143)

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PREREQUISITE: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101

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**GOV 2200 b. Classical Political Philosophy. Jean Yarbrough. Every Fall. Fall 2015**

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A survey of classical political philosophy focusing on selected dialogues of Plato, the political writings of Aristotle, 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, and the tension between reason and revelation.

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**GOV 2210 b. Modern Political Philosophy. Paul Franco. Every Spring. Spring 2016**

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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.

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**GOV 2220 b. Liberalism and Its Critics. Paul Franco. Every Other Fall. Fall 2015**

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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.

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**GOV 2230 b. American Political Thought. Jean Yarbrough. Every Spring. Spring 2016**

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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.

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**GOV 2250 b. Politics and Culture. Paul Franco. Every Other Spring. Spring 2016**


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In light of current debates about “culture wars,” “multiculturalism,” and the “clash of civilizations,” examines the relationship between culture and politics, primarily by looking at philosophical reflection on the subject over the last two centuries. Investigates many questions, including: What is culture? Why does it matter to politics? How has it been affected by democracy, capitalism, and technology? Is there a crisis of modern culture? If so, is there any way that it can be rectified? Authors may include: Schiller, Tocqueville, Carlyle, Ruskin, Mill, Arnold, Whitman, Nietzsche, Eliot, Horkheimer, Adorno, Raymond Williams, Allan Bloom, Clifford Geertz, and Charles Taylor.

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PREREQUISITE: GOV 2200 - 2299 or GOV 3200 - 3299 or GOV 2800

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**GOV 2440 b-IP. Contemporary Chinese Politics. Christopher Heurlin. Non-Standard Rotation. Spring 2016**


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Examines the history and politics of China in the context of a prolonged revolution. Begins by examining the end of imperial rule, the development of Modern China, socialist transformations and the establishment of the PRC. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. Topics include political participation and civil society, urban and rural China, gender in China, and the affects of post-Mao economic reform (Same as ASNS 2060)

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**GOV 2450 b-ESD, IP. Japanese Politics and Society. Henry Laurence. Every Fall. Fall 2015**


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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 ASNS 2320)

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**GOV 2480 b. Comparative Constitutional Law. George Isaacson. Every Other Fall. Fall 2015**


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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.

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**GOV 2500 b-IP. The Politics of the European Union. Laura Henry. Every Other Spring. Spring 2016**

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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.

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**GOV 2515 b-IP. The Politics of East Central Europe. Laura Henry. Every Other Fall. Fall 2015**

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Surveys political developments in East Central Europe from the interwar period to the present. How did these states become part of the Soviet bloc? Why did they experience democratization in the late 1980s? How can we explain divergent political and economic outcomes in the post-Communist period? How has participation in the European Union affected new member states and their relations with non-members to the East and South? Students are encouraged to investigate these questions by engaging in comparative research.

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**GOV 2530 b-IP. Politics and Societies in Africa. Ericka Albaugh. Non-Standard Rotation. Fall 2015**

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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 AFRS 2530)

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**GOV 2570 b. The Politics of Development: Poverty, Prosperity, and Political Change. Ericka Albaugh. Non-Standard Rotation. Fall 2015**

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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.

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**GOV 2572 b-ESD. The Politics of Ethnicity: Construction and Mobilization of Ethnic Identity Claims. Ericka Albaugh. Non-Standard Rotation. Spring 2016**

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Ethnicity is a crucial dividing line in most societies. Examines 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.

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**GOV 2580 b. Advanced Comparative Politics: Government, War, and Society. Christian Potholm. Every Spring. Spring 2016**

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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.

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**GOV 2600 b. International Law. Allen Springer. Every Fall. Fall 2015**

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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.

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**GOV 2610 b. Governing the World: International Organizations in World Politics. Allen Springer. Every Other Spring. Spring 2016**

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The role and importance of international institutions are controversial topics in both the theory and practice of world politics. With the proliferation of such institutions since the end of the Cold War, the debate over their effectiveness in structuring international relations has become particularly contentious. Addresses this debate, exploring the historical and contemporary creation of international institutions, the various forms such organizations take, the functions they serve, their efficacy in shaping international politics, their evolving structure and importance over time, and the normative implications of their apparently increasing role. Much of the course is devoted to an investigation of specific international organizations, such as the United Nations, the International Monetary Fund, the World Trade Organization, and the International Criminal Court, as well as lesser known but nonetheless influential institutions.

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**GOV 2615 b. International Environmental Policy. Divya Gupta. Non-Standard Rotation. Fall 2015**

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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 ENVS 2308)

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**GOV 2690 b-IP. Islam and Politics. Barbara Elias. Non-Standard Rotation. Spring 2016**

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Analyzing the intersection of politics and multiple expressions of Islam in both state governments and transnational movements, studies Islam as a social, ethical, and political force in the modern era. Offers a basic introduction to Muslim history and the Islamic religion, explores various Islamic social and political movements, analyzes contending understandings of the interaction between politics and Islam, as well as investigating the tensions between the Islamic and western political traditions, including democracy and Islam. Relying on texts from influential revolutionaries such as Qutb and Khomeini as well as perspectives on political Islam from academic scholars, explores the heart of politics, society, and religion in the modern Muslim world.

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**GOV 2911 b. Natural Resource Management and Biodiversity Conservation. Divya Gupta. New Course. Fall 2015**

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Examines cases of natural resource management and biodiversity conservation, especially in developing countries. Focuses on global environmental matters such as the creation and management of protected areas, the role of international organizations, human rights, global economic inequities, and sustainability. Explores international environmental regulations in terms of resource allocation and how adopters from different cultures have perceived these regulations. Students examine their own ethics about these issues and critically evaluate and construct arguments for what they believe are the best approaches towards solving critical environmental issues. (Same as ENVS 2911)

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**GOV 2912 b. Governing the Commons. Divya Gupta. New Course. Spring 2016**

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Common pool resources are vulnerable to over-exploitation. Understanding the way they are managed is important to preventing their fast paced depletion. Makes use of the intellectual frameworks and concepts in the common pool resource scholarship to learn about the institutions, rules, and norms that guide the interactions among humans and the environment. There is no simple formula for designing these rules, norms, and institutions because context matters, and when it comes to governance, the devil is often in the details. Students will learn how context matters while also studying the frameworks needed to solve challenging collective action problems. (Same as ENVS 2912)

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**GOV 3020 b. Money and Politics. Michael Franz. Every Other Spring. Spring 2016**


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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.

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**GOV 3030 b. American Political Development. Jeffrey Selinger. Non-Standard Rotation. Fall 2015**


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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.

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**GOV 3035 b. Presidential Power and the Law. Andrew Rudalevige. New Course. Spring 2016**


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This advanced seminar grapples with current and historical questions of presidential power. Article II of the US Constitution is brief, and vague; the “executive power” is nowhere defined. How do presidents gain traction against the legislative and judicial (and even the executive) branches? Case studies include a variety of claims made by presidents about their unilateral administrative tools and in the contemporary “war on terror” (with regard to detention, interrogation, surveillance, due process, etc.), as well as the reaction they have provoked from other branches of government, such as Congress and the Supreme Court.

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PREREQUISITE: GOV 1100 or GOV 2000 - 2099

**GOV 3200 b. Advanced Seminar in Political Theory: Tocqueville. Jean Yarbrough. Every Other Spring. Spring 2016**


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More than 150 years after its publication, *Democracy in America* remains the most powerful sympathetic critique of modern liberal democracy ever written. Careful reading of the text and selected secondary sources leads to examination of Tocqueville’s analysis of the defects to which the democratic passion for equality gives rise and consideration of possible solutions that, in contrast to the Marxist and Nietzschean critiques, aim at preserving the liberal democratic way of life.

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## **GOV 3400 b. Advanced Seminar in Japanese Politics. Henry Laurence. Every Other Spring. Spring 2016**

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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 ASNS 3300)

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PREREQUISITE: ASNS 2320 (same as GOV 2450) or GOV 2450

## **GOV 3410 b. Advanced Seminar in Chinese Politics. Christopher Heurlin. Non-Standard Rotation. Spring 2016**

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Seminar. Asks the question: Why was China not only able to survive the collapse of international communism after the Cold War but become an economic superpower? Drawing on evidence from the past twenty years, examines the sources of strength and fragility in the regime. Areas of focus include elite politics and the Communist Party, reform of the state-owned sector, the rise of private entrepreneurs, social protest, religion, and corruption. Class is discussion-based and assignments include short writing responses and a research paper. (Same as ASNS 3060)

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## **GOV 3500 b. Social Protest and Political Change. Laura Henry. Every Other Spring. Spring 2016**

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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.

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## **GOV 3520 b. State-Building in Comparative Perspective. Ericka Albaugh. Non-Standard Rotation. Spring 2016**

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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.

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**GOV 3600 b. Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution. Christian Potholm. Every Spring. Spring 2016**

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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.

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**GOV 3610 b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Allen Springer. Every Spring. Spring 2016**

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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 ENVS 3963)

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**GOV 3620 b. Advanced Seminar in International Relations: Counterinsurgencies. Barbara Elias. New Course. Spring 2016**

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Counterinsurgency warfare--the political and military struggle to obstruct insurrection--is complex, variable, and arduous. As one US Special Forces officer in Iraq noted, counterinsurgency is "not just thinking man's warfare—it is the graduate level of war." How do we make sense of the intricate, violent contest between insurgent and counterinsurgent? Why have the United States' wars in Vietnam, Iraq, and Afghanistan been exceedingly drawn out, irregular, and destructive? Connecting classic and critical military texts such as Clausewitz and US Army/Marine Corps operational manuals, with case studies from Vietnam, Iraq, and Afghanistan (contrasting the US and Soviet interventions), entwines political/military theory with battlefield history to deepen understandings of "thinking man's warfare."

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## History

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### **HIST 1010 c. In Sickness and in Health: Public Health in Europe and the United States. Susan Tananbaum. Non-Standard Rotation. Fall 2015**

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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 health care. (Same as GWS 1020)

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### **HIST 1018 c. Memoirs and Memory in American History. Connie Chiang. Every Other Fall. Fall 2015**

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Examines the ways in which Americans have remembered the past and documented their experiences in individual memoirs. Considers the tensions between memory and history, the value of memoirs as historical documents, and the extent to which memories deepen, complicate, and even convolute our understanding of twentieth-century United States history. The topical focus of the seminar will vary from year to year and may include immigration, labor, gender and race relations, and war. Writing-intensive, including several short papers and a family history research paper.

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### **HIST 1038 c. Globalizing India. Rachel Sturman. Non-Standard Rotation. Fall 2015**

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Interrogates contemporary globalization by examining how Indians have interacted with and been shaped by the broader world, with a focus on the last two centuries. Topics include the place of India in the European imagination and vice versa; India's role in the rise of modern global capitalism and imperialism; and the distinctive features of contemporary globalization. (Same as ASNS 1035)

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### **HIST 1041 c. Congo in Word and Image. David Gordon. Every Other Fall. Fall 2015**

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Introduces Congo as part of a global discussion about humanity through text, film, music, and art. Studies novels that condemned colonial and post-colonial exploitation of Congolese resources, appreciates staggering Congo art that inspired European artists, analyzes Congo politics that produced liberators and dictators, and reviews Congo rhythms that danced across the continent. Concludes by considering ongoing humanitarian interventions in Congo against child soldiering, genocide, and rape. By placing words and images developed by outsiders alongside those of Congolese peoples, explores both the Congo and how the Congo has been conjured as a subject of a global imagination. (Same as AFRS 1041)

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## **HIST 1111 c-ESD, IP. History of Ancient Greece: From Homer to Alexander the Great. Ryan McConnell. Every Other Fall. Fall 2015**

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Surveys the history of Greek-speaking peoples from the Bronze Age (ca. 3000-1100 BCE) to the death of Alexander the Great in 323 BCE. 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. Note: This course fulfills the pre-modern requirement for history majors. (Same as CLAS 1111)

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## **HIST 1140 c-ESD. Medieval, Renaissance, and Reformation Europe. Dallas Denery. Every Other Fall. Fall 2015**

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Introductory-level lecture. A wide-ranging introduction to pre-modern European history beginning with the reign of the Roman Emperor Constantine (c. 306–337) 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. Not open to students who have credit for History 2049 (Early Modern Europe) or 2048 (Medieval Europe). Note: This course fulfills the pre-modern requirement for history majors.

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## **HIST 1180 c-ESD, IP. Entering Modernity: European Jewry. Susan Tananbaum. Non-Standard Rotation. Fall 2015**

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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 REL 1125)

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## **HIST 1320 c. Racial and Ethnic Conflict in American Cities. Brian Purnell. Every Other Year. Spring 2016**

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American cities have been historic cauldrons of racial and ethnic conflict. Concentrates on urban violence in American cities since 1898. Students will also study moments of conflict during the early Republic and the 19th century. Subjects the course examines include the post-Reconstruction pogroms that overturned interracial democracy; the “Red Summer” and its historical memory; the ways race and ethnicity shaped urban residential space; the effects of immigration on urban political economy and society, and the conflicts over space, labor and social relations that arose; and the waves of urban violence that spread across the country in the mid-1960s. (Same as AFRS 1320)

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**HIST 1460 c-ESD, IP. Apartheid's Voices: South African History, 1948 to 1994. David Gordon. Every Other Fall. Fall 2015**

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The study of apartheid in South Africa, the system of racial and ethnic segregation that began in 1948 and ended with the first democratic election of Nelson Mandela in 1994. Explores the many different aspects of apartheid: how and why it emerged; its social and economic impacts; its relationship to other forms of segregation and racial-based governance; and how people lived under, resisted, and collaborated with apartheid. The readings, lectures, and class discussions focus on personal South African voices and explore their diverse gendered, ethnic, and racial perspectives. (Same as AFRS 1460)

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**HIST 2006 c-VPA. City, Anti-City, and Utopia: Building Urban America. Jill Pearlman. Non-Standard Rotation. Fall 2015**

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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. Semester-long research paper required. (Same as ENVS 2444)

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**HIST 2018 c-ESD, IP. North American Indian History, c. 1450-1814. Strother Roberts. Non-Standard Rotation. Fall 2015**

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The indigenous peoples of North America have long and diverse histories stretching back over 15,000 years. Since the uniting of the world's two hemispheres at the turn of the sixteenth century, native communities have faced numerous challenges and fallen victim to often unimaginable hardship. Native cultures showed considerable adaptability in the face of these challenges. Through centuries of imperial oppression, American Indians proved determined in fighting for their rights and insisting on their proper place in an evolving environmental, political, and social landscape. These shared struggles led to a dawning sense of a pan-Indian racial and cultural identity in the early nineteenth century.

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**HIST 2042 c. The Good Life: From Plato to the Enlightenment. Dallas Denery. Every Other Spring. Spring 2016**

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How do we live a truly human life? Examines the changing responses to this question from the ancient Greeks to the Enlightenment. Specific topics will include how humans differ from other animals, the tensions between pagan and Christian traditions and the secularization of the good life. Primary sources will include (among others) Plato, Aristotle, Seneca, the Gospels, Augustine, Christine de Pizan, Luther, and Bernard Mandeville. Note: This course fulfills the pre-modern requirement for history majors.

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## **HIST 2061 c-ESD. Culture Wars in the Age of Enlightenment. Meghan Roberts. Every Other Spring. Spring 2016**

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Examines a series of intellectual, political, and cultural feuds in seventeenth- and eighteenth-century Europe, the so-called “Age of Enlightenment” during which thinkers aspired to implement sweeping changes in politics and society. Topics include the debate over who had the right to engage in intellectual work, the rise of atheistic thinking and the efforts of religious groups to combat it, the development of new scientific methods, and discussions of government, gender, and race. Note: This course fulfills the pre-modern requirement for history majors.

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## **HIST 2083 c-IP. History of England, 1485-1688. Susan Tananbaum. Every Other Spring. Spring 2016**

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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.

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## **HIST 2103 c-ESD, IP. Gender, Class, and Citizenship in (West) European History. Frances Gouda. Non-Standard Rotation. Spring 2016**

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Examines the ways in which normative ideas about gender difference and class divisions shaped women’s and men’s political citizenship in western Europe since the eighteenth-century Enlightenment. By analyzing primary sources as well as current scholarship focusing on England, France, Germany, and the Netherlands, explores issues such as motherhood and parental rights, gendered constructions of the private and public spheres, women’s access to education, and the evolution of legal entitlements and political agency. Ample attention devoted to the emergence of the first feminist (suffragist) movement beginning in the 1860s and the evolution of second-wave feminism during the late 1960s. A final topic to be explored is immigration into Western Europe since World War II and the controversies generated by multiculturalism, Islam, and the “politics of the veil.” (Same as GWS 2200)

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## **HIST 2105 c-ESD, IP. The Paradox of Progress: Europe and the Experience of Modernity, 1815-1918. Page Herrlinger. Every Other Spring. Spring 2016**

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Survey course of the “long nineteenth century” in Europe, from 1815 to the end of the First World War, with an emphasis on the social, cultural, and political impact of industrial and technological “progress.” Explores the way people lived and thought about the world around them as Europe industrialized, as well as the ambivalence that many Europeans came to attach to “modernity” by the end of the Great War in 1918.

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**HIST 2108 c-ESD, IP. The History of Russia, 1725-1924. Page Herrlinger. Every Other Fall. Fall 2015**

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Explores Russian society, culture, and politics during three dramatically different phases of the modern period: the Old Regime under the Tsars in the eighteenth and nineteenth centuries; the violent, revolutionary transformations of 1905 and 1917; and the founding years of socialist rule under Lenin and the Bolsheviks. Readings drawn from a diverse range of primary sources (including petitions, letters, memoirs, official proclamations, ethnographic accounts) as well as secondary works written by leading scholars. Also draws widely on contemporary visual culture (including, but not limited to, painting, photography, and film).

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**HIST 2123 c-ESD. American Society in the New Nation, 1763–1840. Sarah McMahon. Every Other Fall. Fall 2015**

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A social history of the United States from the Revolution to the Age of Jackson. Topics include the various social, economic, political, 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.

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**HIST 2126 c-ESD. Women in American History, 1600-1900. Sarah McMahon. Every Other Spring. Spring 2016**

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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 GWS 2251)

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**HIST 2141 c-ESD. The History of African Americans from 1865 to the Present. Patrick Rael. Every Other Spring. Spring 2016**

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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 AFRS 2141)

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## **HIST 2143 b. Political Economy of the United States from Revolution to Reconstruction. Patrick Rael. Stephen Meardon. Jeffrey Selinger. New Course. Fall 2015**

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An interdisciplinary study of the first hundred years of the United States. Students will explore a range of topics through the lenses of economics, politics, and history: the formation of the American system of governance, the implications of a growing market economy and the territory it encompassed, the politics and economics of slavery, notions of civic inclusion and exclusion, and the shifting intellectual bases of American economic and political life. (Same as ECON 2143, GOV 2090)

PREREQUISITE: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101

## **HIST 2161 c-ESD. Asian American History, 1850 to the Present. Connie Chiang. Every Other Fall. Fall 2015**

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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. (Same as ASNS 2880)

## **HIST 2182 c-ESD. Environment and Culture in North American History. Connie Chiang. Matthew Klinge. Every Spring. Spring 2016**

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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. (Same as ENVS 2403)

PREREQUISITE: ENVS 1101

## **HIST 2200 c-IP. The Nuclear Age. David Hecht. Every Other Fall. Fall 2015**

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Explores the impact of nuclear energy on American society, politics, and culture. Few aspects of post-World War II United States history were unaffected by the atomic bomb, which decisively shaped the Cold War, helped define the military-industrial complex, and contributed to profound changes in the place of science in American life. This course examines the surprisingly varied effects of the atomic bomb throughout American society: on the Cold War, consumer culture, domestic politics, education, family life, and the arts. It uses a wide range of sources—such as newspaper articles, memoirs, film, and policy debates—to examine the profound effects of nuclear energy in United States history.

## **HIST 2220 c. Civil Rights and Black Power Movements in the Making of Modern America. Brian Purnell. Non-Standard Rotation. Fall 2015**

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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 a central component. Using biographies, speeches, and community and organization studies, students 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 AFRS 2240)

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## **HIST 2342 c-ESD, IP. The Making of Modern India and Pakistan. Rachel Sturman. Every Other Fall. Fall 2015**

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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, democracy, and inequality that have shaped post-colonial Indian society. (Same as ASNS 2581)

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## **HIST 2344 c-ESD, IP. Imperialism, Nationalism, and Human Rights. Rachel Sturman. Every Other Spring. Spring 2016**

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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 ASNS 2230)

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## **HIST 2364 c-ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880. David Gordon. Every Spring. Spring 2016**

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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 AFRS 2364)

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**HIST 2380 c-IP. Christianity and Islam in West Africa. Olufemi Vaughan. Every Fall. Fall 2015**

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Explores how Christianity, Islam, and indigenous African religious beliefs shaped the formation of West African states from the nineteenth century Islamic reformist movements and mission Christianity, to the formation of modern nation-states in the twentieth century. While the course provides a broad regional West African overview, we will focus careful attention on how religious themes shaped the communities of the Nigerian region--a critical West African region where Christianity and Islam converged to transform a modern state and society. Drawing on primary and secondary historical texts as well as Africanist works in sociology and comparative politics, this Nigerian experience will illuminate broader West African, African, and global perspectives that underscore the historical significance of religion in politics and society, especially in non-Western contexts. (Same as AFRS 2380)

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**HIST 2402 c-IP. Modern Latin America. Allen Wells. Every Other Fall. Fall 2015**

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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 LAS 2402)

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**HIST 2404 c-IP. History of Mexico. Allen Wells. Every Other Spring. Spring 2016**

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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 LAS 2104)

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**HIST 2420 c-ESD, IP. Pacific Passages: Japan in the Early Modern World, 1500-1800. Sakura Christmas. Every Other Fall. Fall 2015**

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In 1635, the shogun of Japan closed off the country so no foreigner could enter, nor could any Japanese leave, on penalty of death. Save for a few ports, Japan retreated from a world becoming rapidly connected through commerce and colonialism. Or so it seemed. Situates Japan in the Pacific as the flow of ideas, people, and goods between continents increased. How did Japan interact with this early modern world? How did it imagine itself in these turbulent times? Focusing on networks--be it commodity flows of silver and seals or migratory patterns of pirates and priests--lectures emphasize the significance of the Pacific in shaping Japan as it emerged out of the medieval age. (Same as ASNS 2252)

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## **HIST 2503 c-ESD. Radically Conservative?: Unraveling the Politics of the American Revolution. Strother Roberts. New Course. Spring 2016**

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Seminar. Different scholars have presented the American Revolution as either a radically egalitarian movement for universal human rights or as a fundamentally conservative rebellion led by elite men striving to protect their wealth and power from both the British Parliament and those occupying the lower rungs of American society. Unraveling the often-competing motives of Americans during the Revolution requires an understanding of the words and actions of Revolutionaries in light of their contemporary cultures and societies. Frequently this necessitates putting aside modern claims about what the Revolution means to better understand the interests and ideologies that underlay this foundational era of US history.

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## **HIST 2523 c. The Renaissance. Dallas Denery. Non-Standard Rotation. Fall 2015**

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Seminar. Examines the culture, politics, religion, and art of both the Italian and Northern Renaissance, with an emphasis on close reading of original sources and recent scholarly work.

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## **HIST 2541 c. Crime and Punishment. Meghan Roberts. Every Other Spring. Spring 2016**

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Seminar. Crime provides a useful lens through which historians can understand the past because defining and punishing transgressions forced people to articulate their values and ideals. Considers criminal figures such as miscreant nuns, unfaithful wives, impostors, and murderers by examining celebrated court cases in Europe from 1500 to 1800. Also examines historical methods. Students write a research paper based on primary sources. Note: This course fulfills the pre-modern requirement for history majors.

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PREREQUISITE: HIST 1000 or higher

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## **HIST 2580 c-ESD. The German Experience, 1918-1945. Page Herrlinger. Non-Standard Rotation. Fall 2015**

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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.

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## **HIST 2607 c. Maine: A Community and Environmental History. Sarah McMahan. Every Other Spring. Spring 2016**

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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 ENVS 2447)

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## **HIST 2680 c. Image, Myth, and Memory. David Hecht. Every Other Spring. Spring 2016**

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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.

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PREREQUISITE: HIST 1000 or higher

## **HIST 2801 c-ESD, IP. Sex and the Politics of the Body in India. Rachel Sturman. Every Other Spring. Spring 2016**

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Seminar. Examines the politics of sexuality as well as other forms of ascribed bodily difference (e.g. caste, gender, religion) in shaping social and political life in modern India from the nineteenth century to the present day. Topics include: modern conjugality; histories of prostitution; love and intimate life; the emergence of a contemporary lesbian/gay/queer movement; the sexual forms of caste and religious violence. (Same as ASNS 2583, GWS 2259)

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PREREQUISITE: HIST 1000 or higher

## **HIST 2822 c-IP. Warlords and Child Soldiers in African History. David Gordon. Every Other Spring. Spring 2016**

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Seminar. Examines how gender, age, religion, and race have informed ideologies of violence by considering various historical incarnations of the African warrior across modern history, including the military slave, the mercenary, the revolutionary, the warlord, the religious warrior, and the child soldier. Analyzes the nature of warfare in modern African history and 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 AFRS 2822)

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**HIST 2840 c. Transnational Africa and Globalization. Olufemi Vaughan. Every Fall. Fall 2015**

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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 AFRS 2840)

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**HIST 2841 c. History of African and African Diasporic Political Thought. Olufemi Vaughan. Every Other Spring. Spring 2016**

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Seminar. Critically discusses 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 divided into three major historic moments. The first explores major themes on Atlantic slavery and Western thought, notably slavery and racial representation, slavery and capitalism, and slavery and democracy. The second focuses 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, and 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 AFRS 2841)

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**HIST 2860 c. The United States and Latin America: Tempestuous Neighbors. Allen Wells. Non-Standard Rotation. Spring 2016**

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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 LAS 2160)

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**HIST 2870 c. The Rise and Fall of New World Slavery. Patrick Rael. Non-Standard Rotation. Fall 2015**

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Seminar. The form of slavery pioneered by Europeans who brought Africans to the New World occupies a unique place in the institution's long story. Examines the rise and demise of New World slavery: its founding, central practices, and long-term consequences. Just as New World slavery deserves to be considered a unique historical practice, so too do the impulses and transformations that led to its ending. Explores slavery as it rose and fell throughout the Atlantic basin, focusing particularly on Brazil, the Caribbean, and mainland North America. Our investigation will traverse a range of issues: 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. (Same as AFRS 2870)

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**HIST 2890 c-ESD, IP. The Japanese Empire and World War II. Sakura Christmas. Every Other Fall. Fall 2015**

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Seminar. Charts the sudden rise and demise of the Japanese empire in the making of modern East Asia. Once stretching from the Mongolian steppe to the South Seas mandate, the Japanese empire continues to evoke controversy to this day. Discussions call attention to competing imperial visions, which challenged the coherence of the project as a whole. Primary sources introduce the lived experience of various individuals—emperors and coolies alike—who both conquered and capitulated to the imperial regime. Topics covered include settler colonialism, independence movements, transnational labor, fascist ideology, environmental warfare, the conundrum of collaboration, and war trials. (Same as ASNS 2310)

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**HIST 3102 c. Stalinism. Page Herrlinger. Non-Standard Rotation. Spring 2016**

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Explores questions of power, identity, and belief in Soviet society under Joseph Stalin's "totalitarian" system of rule from 1928 to 1953. Readings, drawn from recent scholarship and primary documents, engage topics such as Stalin's dictatorship and cult of personality; the project to "build socialism"; mechanisms of state violence and political terror; popular conformity/resistance; gender, family, and everyday life; mass culture and socialist realism in the arts; Stalinism at war (1941–1945), in post-war Eastern Europe, and in historical memory. Students will be expected to write an original research paper.

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**HIST 3122 c. Community in America, in Maine, and at Bowdoin. Sarah McMahon. Every Other Fall. Fall 2015**

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A research seminar that explores ideals and social, economic, political, and cultural realities of community in American history, and examines continuity, change, and socio-economic, racial, and ethnic diversity in community experience. Begins with studies of communities in seventeenth-century Massachusetts and early national upstate New York; then focuses on Maine and on Bowdoin College and its midcoast neighborhood, with readings in both the secondary literature and a wealth of primary sources.

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**HIST 3140 c. Research in Nineteenth-Century United States History. Patrick Rael. Non-Standard Rotation. Spring 2016**

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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 AFRS 3140)

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PREREQUISITE: HIST 1000 or higher

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**HIST 3230 c. Research in Modern United States Metropolitan History. Brian Purnell. Every Other Year. Spring 2016**

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Provides students an opportunity to complete a semester-long research project in United States Metropolitan history. During the first few weeks of the course, students will learn about some of the major research methodologies historians use when researching and writing history of U.S. metropolises. Pays close attention to how historians use demography, spatial theory and histories of LGBT communities; financial, political, and cultural institutions; electoral politics; public policies; popular culture; African Americans; immigrants; women; workers and capitalists to uncover the ways cities and suburbs change over time. Students will design a topic, research primary historical sources, locate a historical problem relating to your topic from secondary historical sources, and develop a hypothesis which addresses your question. The end result will be a paper of at least twenty-five pages. You may choose any feasible topic on the history of modern U.S. cities and suburbs that takes place during the twentieth century. Open to all students. 3000-level research course that fulfills the capstone requirement for the Africana Studies and History majors. The coursework involved will be of a high level, but the greatest challenge in the course will be the need for self-direction. (Same as AFRS 3230)

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**HIST 3403 c. The Cuban Revolution. Allen Wells. Every Other Fall. Fall 2015**

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The Cuban Revolution recently celebrated its fiftieth anniversary. Offers a retrospective of a Revolution entering “middle age” and its prospects for the future. Topics include United States-Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as LAS 3103)

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## Interdisciplinary Studies

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### **INTD 1010 b. Health Care Disparities in the United States. Stephen Loeb. Non-Standard Rotation. Fall 2015**

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Health care occupies center stage in state and national elections. It has impact on individuals, families, communities, and public health throughout the nation. Inequities in health care in the United States have a direct impact on children and adults, especially those living in poverty, as well as the national economy. Multicultural differences on health care present barriers to improve health status. Introduces the application of different academic disciplines, such as economics, political science, and sociology, to the contours of health care policy and debates, with the following questions forming the core: Why are there inequities in such a wealthy nation as ours? Are health care inequities a fixture in our pluralistic and market based economy? What can be learned from comparison with other, similar nations? Why is so much spent on health care with questionable outcomes? Several written essays and active class participation expected.

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### **INTD 1100 MCSR. Introduction to Digital and Computational Studies. Crystal Hall. Mohammad Irfan. Every Fall. Fall 2015**

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How are digital tools and computational methods being applied and studied in different fields? How are they catalyzing changes in daily life? Uses two case studies to introduce these new tools and methods, and to analyze and evaluate their scholarly and practical applications. The first case study is based on Bowdoin's own history: how can the use new methods recreate what Joshua Chamberlain could see at the battle of Gettysburg, and thus better understand the battle and his decisions? Next, considers the contemporary, and ask what is identity in the era of social media and algorithms? Students learn the basics of the Python programming language, introductory spatial analysis with ArcGIS, elementary text and social network analysis, and basic environmental modeling. Assumes no prior knowledge of a programming language.

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### **INTD 2401 MCSR. Gateway to the Digital Humanities. Crystal Hall. Every Other Spring. Spring 2016**

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Explores the possibilities and limitations of computation as applied throughout a liberal arts curriculum. Examines key issues in using computation as a tool. What sorts of questions can be asked and answered using computational methods? How do these methods complement and sometimes challenge traditional methodologies in the humanities? What are the primary tools and methods currently being used in the digital humanities? These questions will be examined in the context of a series of projects. Weekly labs will provide hands-on experience with the concepts and tools presented in class and an opportunity to work on the projects. Assumes no prior knowledge of computers, programming, or statistics.

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**INTD 2420 MCSR. Data Driven Societies. Eric Gaze. Every Spring. Spring 2016**

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Tackles a number of cutting-edge issues and questions that confront society today: What sorts of questions can be answered using digital and computational methods to rethink our relationships to data and what can data show us about the world? How do we construct models to help us better understand social phenomena and associated data? The course covers topics such as data gathering, validation, analysis, presentation, as well as statistics and software skills such as contributing to a data-oriented web site, programming, and employing GIS and network analysis. Students will leave the course with substantive experience in digital and computational methods, and a critical lens for understanding and evaluating what computers can (and cannot) bring to the study of economy, politics, and society.

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## Latin American Studies

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### **LAS 1300 c-IP, VPA. Introduction to the Arts of Ancient Mexico and Peru. Susan Wegner. Non-Standard Rotation. Spring 2016**

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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 ARTH 1300)

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### **LAS 2104 c-IP. History of Mexico. Allen Wells. Every Other Spring. Spring 2016**

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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 HIST 2404)

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### **LAS 2160 c. The United States and Latin America: Tempestuous Neighbors. Allen Wells. Non-Standard Rotation. Spring 2016**

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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 HIST 2860)

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### **LAS 2205 c. Advanced Spanish. The Department. Every Semester. Fall 2015**

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The study of topics in the political and cultural history of the Spanish-speaking world in the twentieth century, together with an advanced grammar review. Covers a variety of texts and media and is designed to increase written and oral proficiency, as well as appreciation of the intellectual and artistic traditions of Spain and Latin America. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as SPAN 2305)

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PREREQUISITE: SPAN 2204 or Placement in SPAN 2305

### **LAS 2211 c-ESD, IP. Introduction to the Study and Criticism of Francophone Literature. Hanetha Vete-Congolo. Every Spring. Spring 2016**

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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. (Same as AFRS 2411, FREN 2411)

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PREREQUISITE: FREN 2305 or higher or Placement in FREN 2400 level

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**LAS 2402 c-IP. Modern Latin America. Allen Wells. Every Other Fall. Fall 2015**


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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 HIST 2402)

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**LAS 2407 c-ESD, IP. Francophone Cultures. Hanetha Vete-Congolo. Every Fall. Fall 2015**


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An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, and the arts of the Francophone world, principally Africa and the Caribbean. Increases cultural understanding prior to study abroad in French-speaking regions. (Same as AFRS 2407, FREN 2407)

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PREREQUISITE: FREN 2305 or higher or Placement in FREN 2400 level

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**LAS 2409 c-IP. Introduction to Hispanic Studies: Poetry and Theater. Elena Cueto Asin. Every Semester. Fall 2015**


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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 SPAN 2409)

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PREREQUISITE: SPAN 2305 (same as LAS 2205) or LAS 2205 or Placement in SPAN 2409 or 2410

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**LAS 2410 c-IP. Introduction to Hispanic Studies: Essay and Narrative. The Department. Every Semester. Fall 2015**


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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 SPAN 2410)

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PREREQUISITE: SPAN 2305 (same as LAS 2205) or LAS 2205 or Placement in SPAN 2409 or 2410

## **LAS 2535 b. Environmental Politics of Latin America. Jennifer Baca. New Course. Fall 2015**

Examines the relationship between Latin American societies and the environment, and the multiple factors that mediate this relationship, from commodity production and property systems to representations of nature, race, and gender. In focusing on this interface between humans and the environment, asks: (1) How are environmental conflicts and change linked to differences in social power?: and, (2) How does nature play an active role in the social world of humans? Case studies include, among others, sugar production in colonial Haiti, water privatization in Bolivia, conflicts between indigenous communities and forestry corporations in Chile, and the implementation of carbon-offset forestry programs in Ecuador. (Same as ENVS 2335)

## **LAS 2711 b. The Caribbean in the Atlantic World. Greg Beckett. Non-Standard Rotation. Spring 2016**

An introduction to the cultures and societies of the Caribbean, focusing on the historical changes that have accompanied the European “discovery” of the region and its integration into the wider Atlantic world. Focuses on the culture, history, and political economy of Haiti, Jamaica, and Cuba, among other cases. Topics include European conquest and colonialism; the trans-Atlantic slave trade; the sugar plantation; creolization and the creation of new languages, cultures, and religions; revolution and resistance to colonial and imperial domination; economic dependency and marginalization; the relation between the Caribbean and the United States; migration; popular culture; and tourism. (Same as ANTH 2711)

PREREQUISITE: ANTH 1101 or SOC 1101

## **LAS 2746 b. Immigration and the Politics of Exclusion. Marcos Lopez. Non-Standard Rotation. Spring 2016**

The United States, like other nations in the global north, relies on immigrants. Looks at comparative lessons in global immigration to understand the political, economic, and social causes of migration—the politics of immigrant inclusion/exclusion—and the making of diaspora communities. Specific topics will include: the politics of citizenship and the condition of illegality; the global migrant workforce; and how class, gender, race, and sexuality influence the migrant experience. (Same as SOC 2370)

PREREQUISITE: SOC 1101 or ANTH 1101

## **LAS 3103 c. The Cuban Revolution. Allen Wells. Every Other Fall. Fall 2015**

The Cuban Revolution recently celebrated its fiftieth anniversary. Offers a retrospective of a Revolution entering “middle age” and its prospects for the future. Topics include United States-Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as HIST 3403)

## LAS 3202 c. The Idea of Latin America. Enrique Yepes. Non-Standard Rotation. Spring 2016

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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 SPAN 3002)

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PREREQUISITE: SPAN 2409 (same as LAS 2409)- 2410 or LAS 2409 - 2410

## LAS 3222 c. Voices of Women, Voices of the People. Hanetha Vete-Congolo. Non-Standard Rotation. Fall 2015

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Focuses on texts written by women from French-speaking West African, Central African and Caribbean countries. Themes treated—woman and/in colonization and slavery, memory, alienation, womanhood, individual and collective identity, gender relationships, women and tradition, women and modernism—are approached from historical, anthropological, political, sociological, and gender perspectives. Readings by Tanella Boni (Côte d’Ivoire), Marie-Léontine Tsibinda (Congo-Brazzaville), Maryse Condé (Guadeloupe), Fabienne Kanor (Martinique), Marie-Célie Agnant (Haïti). (Same as AFRS 3201 , FREN 3201, GWS 3323)

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PREREQUISITE: Two of: || either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher || and either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher

## LAS 3223 c. The War of the (Latin American) Worlds. Carolyn Wolfenzon Niego. Non-Standard Rotation. Fall 2015

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Discusses the historical, social, and political consequences of the clash between tradition and modernity in Latin America during the nineteenth and twentieth centuries as seen through novels, short stories, and film. Particular attention will be given to study of the ways in which the processes of modernization have caused the coexistence of divergent “worlds” within Latin American countries. Analyzes different social and political reactions to these conflictive realities, focusing on four cases: the Mexican Revolution, the Cuban Revolution, the dictatorship of Augusto Pinochet in Chile, and Andean insurgencies in Perú. Authors to be read may include José Martí, Simón Bolívar, Jorge Luis Borges, Roberto Bolaño, Mario Vargas Llosa, Cromwell Jara, Elena Poniatowska, Reinaldo Arenas, Juan Rulfo, and Gabriel García Márquez, among others. (Same as SPAN 3223)

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PREREQUISITE: Two of: || either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)



## **LAS 3238 c. Shining Path and the End of the World. Gustavo Faveron Patriau. Non-Standard Rotation. Fall 2015**

Examines terrorism and the way it is represented in literature and the arts through the study of one particular case—the war between the State and the “Shining Path” Maoist guerrilla that has taken place in Peru during the last three decades. Authors include Mario Vargas Llosa, Fernando Ampuero, Julio Ortega, Alonso Cueto, Daniel Alarcón, as well as filmmakers such as Josué Mendes, Francisco Lombardi, Pamela Yates, and John Malkovich. (Same as SPAN 3238)

PREREQUISITE: Two of: || either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)

## **LAS 3239 c. Borges and the Borgesian. Gustavo Faveron Patriau. Non-Standard Rotation. Spring 2016**

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 SPAN 3239)

PREREQUISITE: Two of: || either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)

## **LAS 3245 c. Ecological Thought in Latin American Literature. Enrique Yepes. Non-Standard Rotation. Fall 2015**

Explores how the radical interconnectedness postulated by ecological thinking can be read in Latin American narrative, essay, film, and poetry from the 1920s to the present. Includes a review of cultural ecology as well as an overview of environmental history and activism in the region. (Same as ENVS 2485, SPAN 3245)

PREREQUISITE: Two of: || either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)

## **LAS 3247 c. Translating Cultures. Janice Jaffe. Non-Standard Rotation. Fall 2015**

Far beyond the linguistic exercise of converting words from one language to another, translation is an art that engages the practitioner in cultural, political and aesthetic questions. How does translation influence national identity? What are the limits of translation? Can culture be translated? How does gender affect translation? Students will explore these questions and develop strategies and techniques through translating texts from a variety of cultural contexts and literary and non-literary genres. Course also explores ethics and techniques of interpreting between Spanish and English in different fields. (Same as SPAN 3247)

PREREQUISITE: Two of: || either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)

## Mathematics

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### **MATH 1050 a-MCSR. Quantitative Reasoning. The Department. Every Semester. Fall 2015**

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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.

PREREQUISITE: Placement in MATH 1050

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### **MATH 1200 a-MCSR. Introduction to Statistics and Data Analysis. T.B.A. Every Spring. Spring 2016**

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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 1300 {165}, Psychology 2520 {252}, or Economics 2557 {257}.

PREREQUISITE: Placement in MATH 1200 (STATISTICS) or MATH 1050

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### **MATH 1300 a-MCSR. Biostatistics. Mario Micheli. Every Semester. Fall 2015**

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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. An average of four to five hours of class meetings and computer laboratory sessions per week. Not open to students who have credit for or are concurrently enrolled in Mathematics 1200, or Economics 2557, or Psychology 2520.

PREREQUISITE: Two of: || Placement in MATH 1300 (STATISTICS) or MATH 1050 || and Placement in MATH 1300 (STATISTICS) or MATH 1600

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### **MATH 1600 a-MCSR. Differential Calculus. Michael King. Every Semester. Fall 2015**

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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.

PREREQUISITE: Placement in MATH 1600 (MATHEMATICS) or MATH 1050

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## **MATH 1700 a-MCSR. Integral Calculus. The Department. Every Semester. Fall 2015**

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The definite integral; the Fundamental theorems; improper integrals; applications of the definite integral; differential equations; and approximations including Taylor polynomials and Fourier series. An average of four to five hours of class meetings and computer laboratory sessions per week.

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PREREQUISITE: MATH 1600 or Placement in MATH 1700 (MATHEMATICS)

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## **MATH 1750 a-MCSR. Integral Calculus, Advanced Section. The Department. Every Semester. Fall 2015**

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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. An average of four to five hours of class meetings and computer laboratory sessions per week. Open to students whose backgrounds include the equivalent of Mathematics 1600 and the first half of Mathematics 1700. Designed for first-year students who have completed an AB Advanced Placement calculus course in their secondary schools.

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PREREQUISITE: Placement in MATH 1750 (MATHEMATICS)

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## **MATH 1800 a-MCSR. Multivariate Calculus. The Department. Every Semester. Fall 2015**

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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. An average of four to five hours of class meetings and computer laboratory sessions per week.

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PREREQUISITE: MATH 1700 or MATH 1750 or Placement in MATH 1800 (MATHEMATICS)

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## **MATH 1808 a-MCSR. Biomathematics. Christopher Chong. Every Fall. Fall 2015**

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A study of mathematical modeling in biology, with a focus on translating back and forth between biological questions and their mathematical representation. Biological questions are drawn from a broad range of topics, including disease, ecology, genetics, population dynamics, and neurobiology. Mathematical methods include discrete and continuous (ODE) models and simulation, box models, linearization, stability analysis, attractors, oscillations, limiting behavior, feedback, and multiple time-scales. Three hours of class meetings and 1.5 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 BIOL 1174)

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PREREQUISITE: MATH 1600 or higher or Placement in MATH 1808 {2108} or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH 2000 level (MATH)

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## **MATH 2000 a-MCSR. Linear Algebra. The Department. Every Semester. Fall 2015**

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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.

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PREREQUISITE: MATH 1800 or Placement in MATH 2000 level (MATH.)

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## **MATH 2020 a-MCSR. Introduction to Mathematical Reasoning. Jennifer Taback. Every Semester. Fall 2015**

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An introduction to logical deductive reasoning and mathematical proof through diverse topics in higher mathematics. Specific topics include set and function theory, modular arithmetic, proof by induction, and the cardinality of infinite sets. May also consider additional topics such as graph theory, number theory, and finite state automata.

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PREREQUISITE: MATH 1800 or Placement in MATH 2000 level (MATH.)

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## **MATH 2206 a-MCSR. Probability. Amanda Redlich. Every Semester. Fall 2015**

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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.

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PREREQUISITE: MATH 1800 or Placement in MATH 2000 level (MATH.)

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## **MATH 2208 a-MCSR. Ordinary Differential Equations. Christopher Chong. Non-Standard Rotation. Fall 2015**

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A study of some of the ordinary differential equations that model a variety of systems in the physical, 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, oscillators and economic markets. Computer software is used as an important tool, but no prior programming background is assumed.

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PREREQUISITE: MATH 2000

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## **MATH 2209 a-MCSR. Numerical Methods. Adam Levy. Every Other Spring. Spring 2016**

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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.

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PREREQUISITE: MATH 2000

## **MATH 2301 a-MCSR. Intermediate Linear Algebra. Justin Marks. Every Other Spring. Spring 2016**

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A continuation of Linear Algebra focused on the interplay of algebra and geometry as well as mathematical theory and its applications. Topics include matrix decompositions, eigenvalues and spectral theory, vector and Hilbert spaces, norms and low-rank approximations. Applications to biology, computer science, economics, and statistics, including artificial learning and pattern recognition, principal component analysis, and stochastic systems. Course and laboratory work balanced between theory and application.

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PREREQUISITE: Two of: || MATH 2000 || and MATH 2020

## **MATH 2303 a-MCSR. Functions of a Complex Variable. Justin Marks. Every Other Spring. Spring 2016**

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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.

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PREREQUISITE: MATH 1800 or Placement in MATH 2000 level (MATH.)

## **MATH 2404 a-MCSR. Geometry. Jennifer Taback. Every Other Fall. Fall 2015**

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A survey of modern approaches to Euclidean geometry in two dimensions. Axiomatic foundations of metric geometry. Transformational geometry: isometries and similarities. Klein's Erlanger Programm. Symmetric figures. Other topics may be chosen from three-dimensional geometry, ornamental groups, area, volume, fractional dimension, and fractals.

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PREREQUISITE: MATH 2020

## **MATH 2603 a-MCSR. Introduction to Analysis. Thomas Pietraho. Every Fall. Fall 2015**

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Building on the theoretical underpinnings of calculus, develops the rudiments of mathematical analysis. Concepts such as limits and convergence from calculus are made rigorous and extended to other contexts, such spaces of functions. Specific topics include metric spaces, point-set topology, sequences and series, continuity, differentiability, the theory of Riemann integration, and functional approximation and convergence.

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PREREQUISITE: MATH 2020

## **MATH 2606 a-MCSR. Statistics. Mario Micheli. Every Spring. Spring 2016**

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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.

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PREREQUISITE: MATH 2206

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**MATH 2702 a-MCSR. Rings and Fields. Michael King. Every Other Fall. Fall 2015**

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An introduction to algebraic structures based on the study of rings and fields. Structure of groups, rings, and fields, with an emphasis on examples. Fundamental topics include: homomorphisms, ideals, quotient rings, integral domains, polynomial rings, field extensions. Further topics may include: unique factorization domains, rings of fractions, finite fields, vector spaces over arbitrary fields, and modules. Mathematics 2502 is helpful but not required.

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PREREQUISITE: Two of: || MATH 2000 || and MATH 2020

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**MATH 3109 a. Optimal Control. Adam Levy. Every Other Fall. Fall 2015**

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A study of infinite-dimensional optimization, including calculus of variations and optimal control. Classical, analytic techniques are covered, as well as numerical methods for solving optimal control problems. Applications in many topic areas, including economics, biology, and robotics.

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PREREQUISITE: Three of: || MATH 2000 || and MATH 2020 || and MATH 2208

## Music

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### MUS 1016 c. Genius, Tragedy, Sentiment: The Musical Biopic. Mary Hunter. New Course. Fall 2015

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Biopics (biographical movies) of musicians usually bear a complicated relation to the documented historical truth of a musician's life. Studies films from approximately 1960 onwards--about both classical and popular musicians, composers, and performers; men and women--and compares them to the documentable, biographical facts about these musicians. This evaluation allows for consideration of the films' depictions of genius, their sense of the place of the musician in society, the narrative arc of an artist's life, and the nature of truth in biography. Films studied may include *Amadeus* (Mozart), *Impromptu* (Chopin), *What's Love Got to Do with It* (Tina Turner), and *Ray* (Ray Charles). (Same as CINE 1005)

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### MUS 1051 c-VPA. Fundamentals of Music. Jeffrey Christmas. Every Semester. Fall 2015

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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.

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### MUS 1101 c. Sound, Self, and Society: Music and Everyday Life. Tracy McMullen. Every Year. Spring 2016

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Explores the role of music and sound as social practice, political catalyst, market commodity, site of nostalgia, environment regulator, identity tool, and technology of the self. Enables students to communicate about sound and music. Addresses music in relation to: mood manipulation; signification and “noise”; taste and identity; race, class, gender, and sexuality codes; repetition and form; “urban tribes” and subcultures; the cult of the expert; economics and politics; power; authenticity; technology; and multinationalism. Musical genres will be primarily within American popular music. Case studies may include: gym, study, road trip, and party playlists; karaoke; tribute bands; music in film; music revivals; “cock rock”; the gendered nature of instruments; suburban punk; Muzak; advertising jingles; and Starbucks.

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### MUS 1281 c-VPA. History of Jazz I. Tracy McMullen. Every Other Spring. Spring 2016

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A socio-cultural, historical, and analytical introduction to jazz music from the turn of the 20th century to around 1950. Includes some concert attendance. (Same as AFRS 1581)

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**MUS 1301 c-VPA. Introduction to Classical Music. Mary Hunter. Every Other Fall. Fall 2015**

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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.

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**MUS 1401 c-VPA. Introduction to Music Theory. Vineet Shende. Every Fall. Fall 2015**

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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.

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PREREQUISITE: MUS 1051 or Placement in MUS 1401

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**MUS 1451 c-VPA. Introduction to Audio Recording Techniques. The Department. Every Spring. Spring 2016**

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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.

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**MUS 1501 c-VPA. A cappella. Robert Greenlee. Every Other Spring. Spring 2016**

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A study of arranging and rehearsing a cappella music in recent styles, focusing on folk song arrangements, pop music in the collegiate a cappella tradition, and spirituals. Techniques of arranging include the use of chords, spacing and voice leading, textures, vocables, and adaptation of instrumental accompaniments to choral music. Also covered are conducting and vocal techniques; students are expected to sing.

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PREREQUISITE: MUS 1051 or MUS 1101 or MUS 2771 or MUS 2773



### **MUS 2291 c-ESD, VPA. Black Women, Politics, Music, and the Divine. Judith Casselberry. Every Fall. Fall 2015**

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Seminar. 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 AFRS 2201, GWS 2207, REL 2201)

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### **MUS 2292 c-ESD, VPA. Protest Music. Judith Casselberry. Non-Standard Rotation. Spring 2016**

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Focuses on the ways black people have experienced twentieth-century events. Examines social, economic, and political catalysts for processes of protest music production across genres including gospel, blues, folk, soul, funk, rock, reggae, and rap. Analysis of musical and extra-musical elements' style, form, production, lyrics, intent, reception, commodification, mass-media, and the Internet. Explores ways in which people experience, identify, and propose solutions to poverty, segregation, oppressive working conditions, incarceration, sexual exploitation, violence, and war. (Same as AFRS 2228, ANTH 2227)

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### **MUS 2294 c. Issues in Hip-Hop II. Tracy McMullen. Every Other Fall. Fall 2015**

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Traces the history of hip hop culture (with a focus on rap music) from the 1990s to the present day. Explores how ideas of race, gender, class, and sexuality are constructed and maintained in hip hop's production, promotion, and consumption, and how these constructions have changed and/or coalesced over time. Investigates hip hop as a global phenomenon and the strategies and practices of hip hop artists outside of the United States. Artists investigated range from Iggy Azalea to Jay-Z, Miz Korona to Ibn Thabit. (Same as AFRS 2294, GWS 2294)

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PREREQUISITE: MUS 1292 (same as AFRS 1592 and GWS 1592)

### **MUS 2401 c-VPA. Tonal Analysis. Mary Hunter. Every Other Spring. Spring 2016**

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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.

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PREREQUISITE: MUS 1401 or MUS 2401 or MUS 2402 or MUS 2403

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**MUS 2403 c-VPA. Songwriting and Song Analysis. Vineet Shende. Every Fall. Fall 2015**

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An intensive project-oriented course in which students will learn skills such as melodic and rhythmic writing, arranging, studio production, text-setting, and basic chromatic harmony, and how those elements combine to affect listeners on an emotional level. Repertoire studied will largely be chosen by students, but will also include songs by the Beatles, various Motown artists, Joni Mitchell, Prince, and Radiohead. Small-group and individual lab sessions scheduled separately. Not open to students who have credit for Music 151.

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PREREQUISITE: MUS 1401 or Placement in MUS 2403

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**MUS 2501 c-VPA. Introduction to Composition. Vineet Shende. Every Spring. Spring 2016**

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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.

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PREREQUISITE: MUS 1401 or MUS 2401 or MUS 2402 or MUS 2403

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**MUS 2551 c-VPA. Introduction to Electronic Music. Frank Mauceri. Every Fall. Fall 2015**

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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.

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**MUS 2769 c. Middle Eastern Ensemble. Vineet Shende. Eric LaPerna. Amos Libby. Every Semester. Fall 2015**

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Meets once a week on Monday evenings, and performs pieces from the Arabic, Turkish, Armenian, and Greek traditions. Coached by oud player Amos Libby and percussionist Eric La Perna, the group performs one concert per semester. No experience is required to join; students have the option of singing, learning new percussion instruments, or playing an instrument with which they are already familiar.

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**MUS 2771 c. Chamber Choir. Robert Greenlee. Every Semester. Fall 2015**


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An auditioned group of about thirty-five student singers. Repertory ranges widely, from Renaissance music to American contemporary music and folk music of the world. The choir performs at festivals and society meetings in the U.S. (American Choral Directors Association and Society of Composers), and it tours abroad during some spring breaks. Recent trips have taken the ensemble to Germany, Ireland, England, Chile, Hungary, and Slovakia. Monday through Thursday late afternoons must be reserved, but the choir usually rehearses only three of those days.

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**MUS 2773 c. Chorus. Anthony Antolini. Every Semester. Fall 2015**


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An auditioned ensemble of students, faculty, staff, and community singers. At least one of the semesters features a large-scale work for chorus and orchestra. Recent tours have included all the major cities of New England, Serbia, Bulgaria, and Greece. Rehearsals are Thursday and Sunday evenings. Sight reading ability is desired but not required.

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**MUS 2775 c. Concert Band. John Morneau. Every Semester. Fall 2015**


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An ensemble open to all students with wind and percussion experience that performs several major concerts each year on campus, along with performances at campus events and ceremonies. Repertoire consists of a variety of literature, from the finest of the wind band repertoire to light classics, show tunes and marches. Students have been featured as soloists and conductors, and student compositions have been premiered by the ensemble. Rehearsals are Tuesday and Thursday evenings.

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**MUS 2777 c. Ensemble Performance. George Lopez. Every Semester. Fall 2015**


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Ensemble Performance is for instrumentalists who play orchestral instruments or piano and would like to play in chamber ensembles and the chamber orchestra. Participants (except pianists) must reserve Sunday evenings from 7:00 p.m. until 8:55 p.m., and chamber ensemble coachings will be scheduled on an individual basis.

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**MUS 2781 c. Afro-Latin Music Ensemble. Michael Wingfield. Every Semester. Fall 2015**


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Performs the musical forms of black populations in Latin America and the Caribbean, with particular emphasis on the marimba and drumming traditions of Afro-Colombians. May also include Afro-Cuban, Afro-Peruvian, Afro-Puerto Rican, Afro-Dominican, and other musics. Students learn and perform multiple instruments, drumming, singing, and dance, culminating in a concert every semester. Occasional texts and audiovisual materials supplement musical learning by offering cultural and aesthetic contextualization. Rehearsals are Monday and Wednesday evenings.

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## MUS 2783 c. Jazz Ensembles. Frank Mauceri. Every Semester. Fall 2015

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Groups of four to six students, formed by audition, and performing both modern and classic standards, plus some original compositions by students and faculty. They perform one concert a semester on campus, and appear occasionally in other venues. Rehearsals are arranged to suit the players' and coach's schedules.

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## MUS 2805 c. Individual Performance Studies. Vineet Shende. Every Semester. Fall 2015

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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 is designated Music 2805. The second and all subsequent semesters of credit lessons on the same instrument is designated Music 2806. The first semester of study on a different instrument is designated Music 2807. The second and all subsequent semesters of study on that second instrument is designated Music 2808. The number Music 2809 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 letter 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 attend and 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 music (which may include Music 3805) 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 \$540 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 3805–3807(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 3805–3807, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The performance date and accompanist should be established the semester before the recital is to take place.

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## MUS 2806 c. Individual Performance Studies. Vineet Shende. Every Semester. Fall 2015

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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 is designated Music 2805. The second and all subsequent semesters of credit lessons on the same instrument is designated Music 2806. The first semester of study on a different instrument is designated Music 2807. The second and all subsequent semesters of study on that second instrument is designated Music 2808. The number Music 2809 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 letter 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 attend and 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 music (which may include Music 3805) 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 \$540 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 3805–3807(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 3805–3807, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The performance date and accompanist should be established the semester before the recital is to take place.

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## MUS 2807 c. Individual Performance Studies. Vineet Shende. Every Semester. Fall 2015

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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 is designated Music 2805. The second and all subsequent semesters of credit lessons on the same instrument is designated Music 2806. The first semester of study on a different instrument is designated Music 2807. The second and all subsequent semesters of study on that second instrument is designated Music 2808. The number Music 2809 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 letter 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 attend and 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 music (which may include Music 3805) 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 \$540 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 3805–3807(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 3805–3807, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The performance date and accompanist should be established the semester before the recital is to take place.

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## MUS 2808 c. Individual Performance Studies. Vineet Shende. Every Semester. Fall 2015

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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 is designated Music 2805. The second and all subsequent semesters of credit lessons on the same instrument is designated Music 2806. The first semester of study on a different instrument is designated Music 2807. The second and all subsequent semesters of study on that second instrument is designated Music 2808. The number Music 2809 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 letter 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 attend and 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 music (which may include Music 3805) 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 \$540 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 3805–3807 (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 3805–3807, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The performance date and accompanist should be established the semester before the recital is to take place.

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## MUS 2809 c. Individual Performance Studies. Vineet Shende. Every Semester. Fall 2015

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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 is designated Music 2805. The second and all subsequent semesters of credit lessons on the same instrument is designated Music 2806. The first semester of study on a different instrument is designated Music 2807. The second and all subsequent semesters of study on that second instrument is designated Music 2808. The number Music 2809 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 letter 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 attend and 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 music (which may include Music 3805) 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 \$540 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 3805–3807 (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 3805–3807, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The performance date and accompanist should be established the semester before the recital is to take place.

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## MUS 3104 c. Music and Philosophy. Tracy McMullen. Non-Standard Rotation. Fall 2015

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An advanced seminar that applies critical and cultural theory to music with special emphasis on psychoanalysis, phenomenology, critical theory, improvisation, and music and subjectivity. Five philosophers are examined in depth and may include: Adorno, Agamben, Barthes, Baudrillard, Butler, Derrida, Kristeva, Jankélévitch, Nancy, Plato, and Pythagoras. Various genres of music considered.

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PREREQUISITE: MUS 2101 or MUS 2281 (same as AFRS 2281) or MUS 2293 or MUS 2301 or MUS 2303 or MUS 3101 or MUS 3103 (same as GWS 3103) or MUS 3260 or MUS 3356 or ENGL 2428 (same as CINE 2428) or ENGL 2841

## MUS 3401 c. Counterpoint. Robert Greenlee. Non-Standard Rotation. Fall 2015

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A compositional study of polyphonic part-writing styles from the Renaissance through the Baroque era. In addition to writing short exercises and building aural and keyboard skills, students compose three pieces: a Renaissance-style motet, and a Baroque-style invention and fugue.

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PREREQUISITE: MUS 2401 or MUS 2501

## MUS 3805 c-VPA. Advanced Individual Performance Studies. Vineet Shende. Every Semester. Fall 2015

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Prerequisite: Music 2806 and permission of the music department. The performance date and accompanist should be established the semester before the recital is to take place.

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 3806 may be repeated for credit. The first semester of study is designated Music 3805. The second and all subsequent semesters of private lessons on the same instrument are designated Music 3806. The number 3807 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 letter 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. Subsequent semesters of advanced lessons on the same instrument may 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, and meet all deadlines. The letter grade is determined jointly by the applied teacher and the faculty member after the recital. 6. Fees as with half-credit lessons.

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## **MUS 3806 c-VPA. Advanced Individual Performance Studies. Vineet Shende. Every Semester. Fall 2015**

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Prerequisite: Music 2806 and permission of the music department. The performance date and accompanist should be established the semester before the recital is to take place.

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 3806 may be repeated for credit. The first semester of study is designated Music 3805. The second and all subsequent semesters of private lessons on the same instrument are designated Music 3806. The number 3807 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 letter 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. Subsequent semesters of advanced lessons on the same instrument may 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, and meet all deadlines. The letter grade is determined jointly by the applied teacher and the faculty member after the recital. 6. Fees as with half-credit lessons.

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## **MUS 3807 c-VPA. Advanced Individual Performance Studies. Vineet Shende. Every Semester. Fall 2015**

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Prerequisite: Music 2806 and permission of the music department. The performance date and accompanist should be established the semester before the recital is to take place.

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 3806 may be repeated for credit. The first semester of study is designated Music 3805. The second and all subsequent semesters of private lessons on the same instrument are designated Music 3806. The number 3807 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 letter 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. Subsequent semesters of advanced lessons on the same instrument may 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, and meet all deadlines. The letter grade is determined jointly by the applied teacher and the faculty member after the recital. 6. Fees as with half-credit lessons.

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## **MUS 4040 c. Senior Project in Music. Vineet Shende. Every Spring. Spring 2016**

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All senior majors must take this course, which involves either a single semester of independent work or the second semester of an honors thesis. In addition to weekly individual meetings with a faculty advisor, students will meet as a group with the entire faculty several times during the semester. Must be taken in the spring of the senior year. Open only to senior music majors.

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## Philosophy

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### PHIL 1040 c. Personal Identity. Matthew Stuart. Non-Standard Rotation. Fall 2015

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What is it that makes you a person, and what is it that makes you the same person as the little kid in your parents' photo album? Philosophers have defended a number of different answers to these questions. According to some, it is persistence of the same soul that makes for personal identity. Others argue that it is persistence of the same body that matters, or the continuity of certain biological processes. Still others contend that it is psychological relations that matter. We will canvas all of these answers, and will consider thought experiments about soul swapping, brain transplants, and Star Trek transporters. Readings from both historical and contemporary sources.

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### PHIL 1042 c. Crime and Punishment. Kristi Olson. New Course. Fall 2015

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Examines philosophical issues raised by the criminal law, including the moral justification of punishment, the proper subject matter of criminal law (that is, what should be a crime?), ethical issues in law enforcement, and the theoretical underpinnings of different criminal defenses.

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### PHIL 1252 c. Death. Matthew Stuart. Non-Standard Rotation. Spring 2016

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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.

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### PHIL 1320 c. Moral Problems. Sarah Conly. Non-Standard Rotation. Fall 2015

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Our society is riven by deep and troubling moral controversies. Examines some of these controversies in the context of current arguments and leading theoretical positions. Possible topics include abortion, physician-assisted suicide, capital punishment, sexuality, the justifiability of terrorism, and the justice of war.

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### PHIL 1321 c-ESD. Philosophical Issues of Gender and Race. Kristi Olson. New Course. Fall 2015

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Explores contemporary issues of gender and race. Possible topics include: the social construction of race and gender, implicit bias, racial profiling, pornography, the gender wage gap, affirmative action, race and incarceration, transgender issues, and reparations for past harms. Readings drawn from philosophy, legal studies, and the social sciences. (Same as GWS 1321)

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**PHIL 1442 c. Philosophy of Religion. Scott Sehon. Every Other Fall. Fall 2015**


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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 REL 1142)

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**PHIL 2111 c. Ancient Philosophy. Sarah Conly. Every Fall. Fall 2015**


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We will read some of the most important works by Plato and Aristotle, two of the greatest western thinkers, and major influences on western thought. Explores questions in ethics, politics, art, psychology, the concept of knowledge, and the nature of reality.

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**PHIL 2112 c. Modern Philosophy. Matthew Stuart. Every Spring. Spring 2016**


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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.

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**PHIL 2223 a-MCSR. Logic. Scott Sehon. Every Fall. Fall 2015**


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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, and demonstrate certain theorems about the formal system we construct.

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**PHIL 2233 a-MCSR. Intermediate Logic. Scott Sehon. Every Other Spring. Spring 2016**


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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). Also includes an introduction to modal logic, the logic of necessity and possibility.

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PREREQUISITE: PHIL 2223

**PHIL 2320 c. Bioethics. Sarah Conly. Non-Standard Rotation. Spring 2016**

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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.

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**PHIL 2321 c. History of Ethics. Lawrence Simon. Non-Standard Rotation. Spring 2016**

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How should one live? What is the good? What is my duty? What is the proper method for doing ethics? The fundamental questions of ethics are examined in the classic texts of Aristotle, Hume, Kant, and Mill.

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**PHIL 2322 c. Political Philosophy. Lawrence Simon. Non-Standard Rotation. Fall 2015**

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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.

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**PHIL 2359 c. The Ethics of Climate Change. Kristi Olson. New Course. Spring 2016**

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Examines moral questions raised by climate change including: What would constitute a just allocation of burdens? What do we collectively owe to future generations? If collective action fails, what are our obligations as individuals? When, if at all, is civil disobedience justified? Readings drawn primarily from contemporary philosophy. (Same as ENVS 2459)

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**PHIL 2431 c. Philosophy of Perception. Matthew Stuart. New Course. Fall 2015**

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Explores philosophical questions about sensation. Do we perceive public physical objects directly, or by perceiving items in our minds? What are colors, sounds, odors? Are some sensible qualities objective and others subjective? Is seeing believing? Do the blind have the same ideas of shapes as the sighted? Can we justify the claim that our senses are reliable? Readings from historical and contemporary sources.

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**PHIL 3348 c. Metaethics. Lawrence Simon. New Course. Fall 2015**

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Are there moral facts? Are value judgments like factual judgments in that they admit of truth or falsity? Does morality have a subject matter that exists independently of knowers? In moral thinking, are we constrained to certain conclusions, or can we think anything we like about any (moral) phenomenon and not be open to rational criticism? What kinds of reasons for action does morality give us? Metaethics attempts to understand the metaphysical, epistemological and psychological presuppositions of our moral discourse and practice. At least one previous course in philosophy is recommended.

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**PHIL 3350 c. Theories of Equality. Kristi Olson. New Course. Spring 2016**

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What do we really want when we advocate for greater equality? Should we equalize income or something else? If everybody had enough, would we still have a reason to pursue equality? What should we do in those cases in which individuals are responsible, through their choices, for having less? Seeks to answer these and other questions by examining theories of equality in contemporary political philosophy.

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PREREQUISITE: PHIL 1000 or higher

## Physics and Astronomy

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### PHYS 1081 a-INS. Physics of the Environment. Mark Battle. Every Other Spring. Spring 2016

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An introduction to the physics of environmental issues, including past climates, anthropogenic climate change, ozone destruction, and energy production and efficiency. (Same as ENVS 1081)

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### PHYS 1082 a-MCSR, INS. Physics of Musical Sound. Karen Topp. Every Other Fall. Fall 2015

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An introduction to the physics of sound, specifically relating to the production and perception of music. Topics include simple vibrating systems; waves and wave propagation; resonance; understanding intervals, scales, and tuning; sound intensity and measurement; sound spectra; how various musical instruments and the human voice work. Students expected to have some familiarity with basic musical concepts such as scales and intervals. Not open to students who have credit for or are concurrently taking any physics course numbered 1100 or higher.

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### PHYS 1093 a-MCSR. Introduction to Physical Reasoning. Madeleine Msall. Every Fall. Fall 2015

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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. Registration for this course is by placement only. To ensure proper placement, students must have taken the physics placement examination prior to registering for Physics 1093.

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PREREQUISITE: Placement in PHYS 1093

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### PHYS 1130 a-MCSR, INS. Introductory Physics I. The Department. Every Semester. Fall 2015

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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 1130.

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PREREQUISITE: Two of: | MATH 1600 or higher or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH 2000 level (MATH.) | and PHYS 1093 or Placement in PHYS 1130

## **PHYS 1140 a-MCSR, INS. Introductory Physics II. Mark Battle. Every Semester. Fall 2015**

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. Laboratory work (three hours per week) includes an introduction to the use of electronic instrumentation.

PREREQUISITE: Two of: || MATH 1700 - 1800 or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH 2000 level (MATH.) || and PHYS 1130 or Placement in PHYS 1140

## **PHYS 1510 a-MCSR, INS. Introductory Astronomy. Thomas Baumgarte. Every Spring. Spring 2016**

A quantitative introduction to astronomy with emphasis on stars and the structures they form, from binaries to galaxies. Topics include the night sky, the solar system, stellar structure and evolution, white dwarfs, neutron stars, black holes, and the expansion of the universe. Several nighttime observing sessions required. Does not satisfy pre-med or other science departments' requirements for a second course in physics. Not open to students who have credit for Physics (62) or Physics 1560 (162).

PREREQUISITE: MATH 1600 or higher or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH 2000 level (MATH.)

## **PHYS 2130 a-MCSR, INS. Electric Fields and Circuits. Dale Syphers. Every Fall. Fall 2015**

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: PHYS 1140

## **PHYS 2140 a-MCSR, INS. Quantum Physics and Relativity. Stephen Naculich. Every Spring. Spring 2016**

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 3140 (310), or 3500 (375).

PREREQUISITE: PHYS 1140

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**PHYS 2150 a-MCSR, INS. Statistical Physics. Madeleine Msall. Every Spring. Spring 2016**

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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.

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PREREQUISITE: PHYS 1140

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**PHYS 2220 a-MCSR, INS. Engineering Physics. Dale Syphers. Every Other Spring. Spring 2016**

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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.

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PREREQUISITE: PHYS 1140

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**PHYS 2250 a-MCSR, INS. Physics of Solids. Madeleine Msall. Every Other Spring. Spring 2016**

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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.

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PREREQUISITE: PHYS 1140

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**PHYS 2410 a-MCSR, INS. Accident Reconstruction: Physics, The Common Good, and Justice. Dale Syphers. Non-Standard Rotation. Fall 2015**

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Introduces the applications of physics pertinent to accident reconstruction and analyzes three complex cases that were criminal prosecutions. Instructor analyzes the first case to show how the physics is applied, the second is done in tandem with students, and the third is mostly analyzed by the students, using what they have learned. The report on this third case serves as the final project for the course. While Physics 1130 is the only prerequisite for the course, familiarity with vectors and matrices, or a desire to learn how to use them, is necessary.

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PREREQUISITE: PHYS 1130

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**PHYS 2810 a-MCSR, INS. Atmospheric and Ocean Dynamics. Mark Battle. Every Other Fall. Fall 2015**

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A mathematically rigorous analysis of the motions of the atmosphere and oceans on a variety of spatial and temporal scales. Covers fluid dynamics in inertial and rotating reference frames, as well as global and local energy balance, applied to the coupled ocean-atmosphere system. (Same as ENVS 2253, EOS 2810)

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PREREQUISITE: PHYS 1140

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**PHYS 3000 a-MCSR, INS. Methods of Theoretical Physics. Thomas Baumgarte. Every Fall. Fall 2015**

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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.

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PREREQUISITE: Two of: || MATH 1800 or Placement in MATH 2000 level (MATH.) || and PHYS 1140

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**PHYS 3010 a-MCSR, INS. Methods of Experimental Physics. Mark Battle. Every Spring. Spring 2016**

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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.

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PREREQUISITE: PHYS 2130

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**PHYS 3020 a-MCSR, INS. Methods of Computational Physics. Thomas Baumgarte. Every Other Fall. Fall 2015**

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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.

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PREREQUISITE: Two of: || CSCI 1101 or Placement in above CSCI 1101 || and PHYS 1140

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**PHYS 3130 a. Electromagnetic Theory. Thomas Baumgarte. Every Other Spring. Spring 2016**

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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.

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PREREQUISITE: Two of: || PHYS 2130 || and PHYS 3000



**PHYS 3140 a-MCSR, INS. Quantum Mechanics. Juan Burciaga. Every Fall. Fall 2015**

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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.

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PREREQUISITE: Two of || PHYS 2140 || and PHYS 3000

## Psychology

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### **PSYC 1101 b. Introduction to Psychology. The Department. Every Semester. Fall 2015**

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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.

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### **PSYC 2010 b. Infant and Child Development. Samuel Putnam. Every Semester. Fall 2015**

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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.

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PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

### **PSYC 2025 b. Abnormal Psychology. Hannah Reese. Every Fall. Fall 2015**

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An introduction to the phenomenology, etiology, and treatment of mental disorders. Major topics include depression, bipolar disorder, anxiety disorders, obsessive-compulsive disorder, post-traumatic stress disorder, schizophrenia, eating disorders, and personality disorders. Current paradigms for understanding psychopathology, diagnosis and assessment, and research methods specific to clinical psychology also discussed.

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PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

### **PSYC 2030 b. Social Psychology. Zachary Rothschild. Every Spring. Spring 2016**

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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.

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PREREQUISITE: PSYC 1101 or SOC 1101 or Placement in above PSYC 1101

### **PSYC 2040 b. Cognitive Psychology. Louisa Slowiaczek. Every Spring. Spring 2016**

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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.

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PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

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## **PSYC 2050 a. Physiological Psychology. Brian Piper. Every Spring. Spring 2016**

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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.

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PREREQUISITE: PSYC 1101 or BIOL 1102 or BIOL 1109 or Placement in above PSYC 1101

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## **PSYC 2060 a. Cognitive Neuroscience. Erika Nyhus. Every Fall. Fall 2015**

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An introduction to the neuroscientific study of cognition. Topics surveyed in the course include the neural bases of perception, attention, memory, language, executive function, and decision making. In covering these topics, the course will draw on evidence from brain imaging (fMRI, EEG, MEG), transcranial magnetic stimulation, electrophysiology, and neuropsychology. The course will also consider how knowledge about the brain constrains our understanding of the mind.

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PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

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## **PSYC 2510 b. Research Design in Psychology. Louisa Slowiaczek. Every Semester. Fall 2015**

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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.

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PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

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## **PSYC 2520 a-MCSR. Data Analysis. Suzanne Lovett. Every Semester. Fall 2015**

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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.

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PREREQUISITE: Two of: || either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level or PSYC 2510 || and PSYC 1101 or Placement in above PSYC 1101

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## **PSYC 2710 b. Research in Developmental Psychology. Samuel Putnam. Every Spring. Spring 2016**

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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.

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PREREQUISITE: Three of: || PSYC 2010 || and PSYC 2510 || and PSYC 2520

## **PSYC 2725 b. Laboratory in Clinical Psychology. Hannah Reese. Every Spring. Spring 2016**

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An overview and analysis of the diverse research methods employed by clinical psychologists. Through reading, analysis, and hands-on experience students gain an understanding of the relative merits of various approaches to understanding the nature and treatment of mental disorders. Major topics include clinical interviewing and assessment, information-processing approaches to understanding psychopathology, and the principles of behavior change. Class participation culminates with the design and conduct of an original research project.

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PREREQUISITE: Three of: || PSYC 2025 || and PSYC 2510 || and PSYC 2520

## **PSYC 2735 b. Laboratory in Social Psychology. Zachary Rothschild. Every Fall. Fall 2015**

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An examination of different research methodologies used by social psychologists, including archival research, observation, questionnaires, lab experiments, and online data collection. Students learn about the relative strengths and weaknesses of these different methodological approaches, both by reading research reports and by designing and conducting original research.

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PREREQUISITE: Three of: || PSYC 2030 || and PSYC 2510 || and PSYC 2520

## **PSYC 2740 b. Laboratory in Cognition. Louisa Slowiaczek. Every Fall. Fall 2015**

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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.

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PREREQUISITE: Three of: || PSYC 2040 || and PSYC 2510 || and PSYC 2520

## **PSYC 2752 b. Laboratory in Behavioral Neuroscience. Brian Piper. New Course. Fall 2015**

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A laboratory course that exposes students to modern techniques in neuroscience that can be applied to the mechanistic study of behavior. Underlying concepts associated with various behavioral, neuroanatomical, and pharmacological methods are discussed in a lecture format. Students then use some of these techniques in laboratory exercises that explore the relationships between the brain and behavior.

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PREREQUISITE: Three of: || either PSYC 2050 or BIOL 2135 or PSYC 2060 || and PSYC 2510 or either BIOL 1102 or BIOL 1109 || and PSYC 2520 or MATH 1300

## **PSYC 2775 a-MCSR, INS. Laboratory in Cognitive Neuroscience. Erika Nyhus. Every Spring. Spring 2016**

A laboratory course that exposes students to multiple techniques in cognitive neuroscience that can be applied to the study of human cognition. Introduces human neuroimaging methods including electroencephalography (EEG) and functional magnetic resonance imaging (fMRI). Students will then use these methods to study aspects of human cognition including perception, attention, memory, language, problem solving, reasoning, and decision making.

PREREQUISITE: Two of: || PSYC 2040 or either PSYC 2050 or PSYC 2060 or BIOL 2135 || and PSYC 2520 or MATH 1300

## **PSYC 3010 b. Social Development. Samuel Putnam. Every Fall. Fall 2015**

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 morality, aggression, personality, sex roles, peer interaction, and familial relationships are considered.

PREREQUISITE: Three of: || either PSYC 2010 or PSYC 2031 or GWS 2506 || and PSYC 2510 || and PSYC 2520

## **PSYC 3011 b. Cognitive Development. Suzanne Lovett. Every Spring. Spring 2016**

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: Three of: || PSYC 2010 || and PSYC 2510 || and PSYC 2520

## **PSYC 3025 b. Psychotherapy and Behavior Change. Hannah Reese. Every Fall. Fall 2015**

An in-depth study of the theory, research, and practice of contemporary psychotherapy. Major topics may include theoretical approaches to therapy, methods for studying its efficacy, processes of change, the role of the client-therapist relationship, and challenges to disseminating effective psychological treatments to the general public. Readings and discussion supplemented with video of psychotherapy sessions.

PREREQUISITE: Three of: || either PSYC 2020 or PSYC 2725 || and PSYC 2510 || and PSYC 2520

## **PSYC 3035 b. Existential Social Psychology. Zachary Rothschild. Every Fall. Fall 2015**

An examination of how human concerns about death, meaning, isolation, and freedom influence and motivate a wide array of human behavior. Readings and discussions address empirical research on different theories of human motivation (e.g., terror management, meaning maintenance, attachment, compensatory control, and self-determination) that enrich our understanding of topics such as intergroup conflict, religious belief, prosocial behavior, interpersonal relationships, and materialism.

PREREQUISITE: Two of: || PSYC 2030 || and PSYC 2520

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**PSYC 3040 b. The Psychology of Language. Louisa Slowiaczek. Every Spring. Spring 2016**

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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.

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PREREQUISITE: Three of: || PSYC 2040 || and PSYC 2510 || and PSYC 2520

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**PSYC 3055 a. Cognitive Neuroscience of Memory. Erika Nyhus. Every Fall. Fall 2015**

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An advanced discussion of recent empirical and theoretical approaches to understanding the cognitive neuroscience of memory. Readings and discussions address empirical studies using neuroimaging methods. Topics include hippocampal and cortical contributions to memory encoding and retrieval and the effect of genetic variability, drugs, emotions, and sleep on memory.

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PREREQUISITE: Three of: || either PSYC 2040 or PSYC 2050 or PSYC 2060 or BIOL 2135 || and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level || and PSYC 2520 or MATH 1300

## Religion

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### REL 1004 c. In the Beginning There Was Gender? Religion and Gender in a Global Context. Larisa Reznik. Non-Standard Rotation. Fall 2015

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What role do religious traditions play in shaping our sense of “normal” and “abnormal” when it comes to gender presentation? How do different religions decide on, enforce, or revise these norms? Is religion an obstacle to gender equality or a resource for thinking and “doing” gender in diverse ways? These questions will be examined by looking at contested religious practices such as veiling and circumcision, Western feminist critiques of non-Western ‘patriarchy’, Western appropriations of yoga, reports of spirit possession by women sweatshop workers, and sex-segregated religious spaces like Promise Keepers’ rallies. Includes general discussion of the categories ‘religion’ and ‘gender’.

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### REL 1101 c-ESD. Introduction to the Study of Religion. Robert Morrison. Every Semester. Fall 2015

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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.

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### REL 1125 c-ESD, IP. Entering Modernity: European Jewry. Susan Tananbaum. Non-Standard Rotation. Fall 2015

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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 HIST 1180)

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### REL 1142 c. Philosophy of Religion. Scott Schon. Every Other Fall. Fall 2015

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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 PHIL 1442)

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**REL 1150 c-IP. Introduction to the Religions of the Middle East. Robert Morrison.  
New Course. Spring 2016**

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Begins by showing how Judaism, Christianity, and Islam in the modern Middle East are intertwined closely with politics and with their local contexts. Case studies include modern Iran, Israel, and Lebanon. Investigates how the foundational texts of Judaism, Christianity, and Islam were politically and socially constructed. Considers throughout the influence of other Middle Eastern religions.

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**REL 2201 c-ESD, VPA. Black Women, Politics, Music, and the Divine. Judith  
Casselberry. Every Fall. Fall 2015**

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Seminar. 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 AFRS 2201 , GWS 2207, MUS 2291)

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**REL 2221 c-IP. Hindu Cultures. John Holt. Every Other Fall. Fall 2015**

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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 2220 is recommended as a previous course. (Same as ASNS 2553)

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**REL 2222 c-ESD, IP. Theravada Buddhism. John Holt. Every Fall. Fall 2015**

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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 ASNS 2554)

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**REL 2230 c-ESD. Human Sacrifice. Todd Berzon. New Course. Fall 2015**


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Uses the practice of human sacrifice to investigate the relationship between religion and violence. As an act of choreographed devotion, sacrifice implicates notions of debt, transformation, exchange, purification, sacredness, death, and rebirth. It is a ritual designed to destroy for an effect, for an explicit if often intangible gain. On the one hand, human sacrifice involves all of these same issues and yet, on the other hand, it magnifies them by thrusting issues of agency, autonomy, and choice into the mixture. Must a sacrificial victim go peaceably? Otherwise, would the act simply be murder? Investigates the logic of human sacrifice. How have religions across history conceptualized and rationalized the role and status of the human victim? Considers a diverse range of examples from the Hebrew Bible, Greek tragedies, the New Testament, science fiction, epics, missionary journals and travelogues, horror films, and war diaries.

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**REL 2232 c-IP. Approaches to the Qur'an. Robert Morrison. Every Other Spring. Spring 2016**


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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, explores the role of the Arabic Qur'an in the lives of Muslims worldwide.

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**REL 2235 c-ESD. Gender and Sexuality in Early Christianity. Todd Berzon. New Course. Spring 2016**


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Investigates the ways in which gender and sexuality can serve as interpretive lenses for the study of early Christian history, ideas, and practices. Can the history of early Christianity--from the apostle Paul to Augustine of Hippo--be rewritten as a history of gender and sexuality? In answer to that question, addresses a range of topics, including prophecy, sainthood, militarism, mysticism, asceticism, and martyrdom. In addition, by oscillating between close readings and contemporary scholarship about gender, feminism, masculinity, sexuality, and the body, looks beyond the world of antiquity. Aims to show how theories of and about sexuality and gender can fundamentally reorient understandings of Christian history. (Same as GLS 2235, GWS 2231)

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**REL 2237 c. Judaism Under Islam. Robert Morrison. Non-Standard Rotation. Fall 2015**


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Since the rise of Islam in the early seventh century C.E., Jews have lived in the Islamic world. The historical experience of these Jews has shaped their religious traditions in ways that have touched Jews worldwide. Places developments in Jewish liturgy, thought, and identity within the context of Islamic civilization. Answers the question of how Jews perceive themselves and Judaism with regard to Muslims and Islam. Analyzes the significance of the Jewish experience under Islam for current debates in Judaism and in Middle East politics.

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**REL 2271 c-ESD. Spirit Come Down: Religion, Race, and Gender in America. Judith Casselberry. Every Spring. Spring 2016**

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Examines the ways religion, race, and gender shape people's lives from the nineteenth century into contemporary times in America, with particular focus on black communities. Explores issues of self-representation, memory, material culture, embodiment, and civic and political engagement through autobiographical, historical, literary, anthropological, cinematic, and musical texts. (Same as AFRS 2271, GWS 2270)

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**REL 2276 c-ESD, IP. Religion and the Unconscious. Jorunn Buckley. Non-Standard Rotation. Fall 2015**

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A focus of three central figures in psychology and religion: Sigmund Freud and his pupils C.G. Jung and Wilhelm Reich. None of these are particularly "popular" at present. We read selected writing by them, and move to William James, on individual religious experience, and to Islamic mysticism and an anthropological critique of the modern appropriation of the term "shamanism."

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**REL 2284 Relig & Ecofeminism in India. Sree Holt. Every Other Fall. Fall 2015**

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Focuses on environmental predicaments faced by disadvantaged people (especially rural women and the agrarian and tribal poor) in contemporary India and Sri Lanka. Students will read and discuss case studies that illustrate how various Hindu and Buddhist religious concepts, as well as various political discourses about nationhood, have been deployed by various actors (government, business, political organizations, environmental activists, and the disadvantaged themselves) in order to legitimate or critique the exploitation and alienation of natural resources (rivers, forests, and farm lands). Students will write three short essays aimed at gaining an understanding of how issues germane to environmental degradation, economic development and eco-feminism are understood specifically within contemporary South Asian social, cultural and political contexts. This one-half credit course will meet from September 2 thru October 26. (Same as ASNS 2651, ENVS 2451, GWS 2300)

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**REL 2288 c-IP. Religious Culture and Politics in Southeast Asia. John Holt. Every Other Spring. Spring 2016**

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An examination of the ways in which changes in political economies and societies of Sri Lanka, Burma, Thailand, Laos and Cambodia have fostered changes in the predominantly Theravada Buddhist religious cultures of modern Southeast Asia. Focuses include how civil wars in Sri Lanka and Burma, revolutions in Laos and Cambodia, and the ideology of kingship in Thailand have elicited changes in the public practice of religion. Previous credit in Religion 2222 {222} (same as Asian Studies 2554 {242}) is highly recommended. (Same as ASNS 2555)

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**REL 3390 c. Theories about Religion. Todd Berzon. Every Fall. Fall 2015**

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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.

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PREREQUISITE: REL 1101

## Romance Languages and Lits

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### **FREN 1101 c. Elementary French I. Erin Curren. Every Fall. Fall 2015**

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A study of the basic forms, structures, and vocabulary in the context of the French-speaking world. Emphasis on the four communicative skills: reading, writing, listening, and speaking. Three class hours per week and one weekly conversation session with teaching assistant, plus regular language laboratory assignments. Primarily open to first- and second-year students.

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### **FREN 1102 c. Elementary French II. Erin Curren. Every Spring. Spring 2016**

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A study of the basic forms, structures and vocabulary in the context of the French-speaking world. Emphasis on the four communicative skills: reading, writing, listening and speaking. A study of the basic forms, structures and vocabulary in the context of the French-speaking world. Three class hours per week and one weekly conversation session with assistant.

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PREREQUISITE: FREN 1101 or Placement in FREN 1102

### **FREN 2203 c. Intermediate French I. The Department. Every Fall. Fall 2015**

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Vocabulary development and review of basic grammar, which are integrated into more complex patterns of written and spoken French. Active use of French in class discussions and conversation sessions with French teaching fellows. Three class hours per week and one weekly conversation session.

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PREREQUISITE: FREN 1102 or Placement in FREN 2203

### **FREN 2204 c. Intermediate French II. Erin Curren. Every Spring. Spring 2016**

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Continued development of oral and written skills; course focus shifts from grammar to reading. Short readings form the basis for the expansion of vocabulary and analytical skills. Active use of French in class discussions and conversation sessions with French teaching fellows. Three class hours per week and one weekly conversation session.

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PREREQUISITE: FREN 2203 or Placement in FREN 2204

### **FREN 2305 c-VPA. Advanced French through Film. The Department. Every Fall. Fall 2015**

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An introduction to film analysis. Conversation and composition based on a variety of contemporary films from French-speaking regions. Grammar review and frequent short papers. Emphasis on student participation including a variety of oral activities. Three hours per week plus regular viewing sessions for films and a weekly conversation session with French teaching fellows.

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PREREQUISITE: FREN 2204 or Placement in FREN 2305

## **FREN 2407 c-ESD, IP. Francophone Cultures. Hanetha Vete-Congolo. Every Fall. Fall 2015**

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, and the arts of the Francophone world, principally Africa and the Caribbean. Increases cultural understanding prior to study abroad in French-speaking regions. (Same as AFRS 2407, LAS 2407)

PREREQUISITE: FREN 2305 or higher or Placement in FREN 2400 level

## **FREN 2408 c-ESD, IP. Contemporary France through the Media. The Department. Every Spring. Spring 2016**

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.

PREREQUISITE: FREN 2305 or higher or Placement in FREN 2400 level

## **FREN 2409 c-IP. Introduction to the Study and Criticism of Medieval and Early Modern French Literature. Charlotte Daniels. Every Fall. Fall 2015**

Introduces students 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.

PREREQUISITE: FREN 2305 or higher or Placement in FREN 2400 level

## **FREN 2410 c-IP. Introduction to the Study and Criticism of Modern French Literature. Charlotte Daniels. Every Spring. Spring 2016**

Introduces students to the literary tradition of France from 1789 to the present. Focus on major authors and literary movements in historical and cultural context.

PREREQUISITE: FREN 2305 or higher or Placement in FREN 2400 level

## **FREN 2411 c-ESD, IP. Introduction to the Study and Criticism of Francophone Literature. Hanetha Vete-Congolo. Every Spring. Spring 2016**

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. (Same as AFRS 2411, LAS 2211)

PREREQUISITE: FREN 2305 or higher or Placement in FREN 2400 level

## **FREN 3201 c. Voices of Women, Voices of the People. Hanetha Vete-Congolo. Non-Standard Rotation. Fall 2015**

Focuses on texts written by women from French-speaking West African, Central African and Caribbean countries. Themes treated—woman and/in colonization and slavery, memory, alienation, womanhood, individual and collective identity, gender relationships, women and tradition, women and modernism—are approached from historical, anthropological, political, sociological, and gender perspectives. Readings by Tanella Boni (Côte d'Ivoire), Marie-Léontine Tsibinda (Congo-Brazzaville), Maryse Condé (Guadeloupe), Fabienne Kanor (Martinique), Marie-Célie Agnant (Haïti). (Same as AFRS 3201, GWS 3323, LAS 3222)

PREREQUISITE: Two of: | either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher | and either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher

## **FREN 3214 c. French and Francophone Crime Fiction as History. Meryem Belkaid. Non-Standard Rotation. Fall 2015**

Examines French and Francophone crime fiction (novels, short stories, graphic novels, films) whose events question the past, not only of the victim, investigator, or suspect, but also of the society in which the crime has taken place. Explores texts and films in French that actively engage with the history of war, occupation, colonization, and decolonization, and examines their potential to foster social transformation and political revolution. Writers and filmmakers may include Yasmina Khadra, Driss Chraïbi, Jean-Patrick Manchette, Patrick Modiano, Didier Daeninckx, Michel Del Castillo, Tonino Benacquista, and Costa Gavras. Conducted in French.

PREREQUISITE: Two of: | either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher | and either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher

## **ITAL 1101 c. Elementary Italian I. The Department. Every Fall. Fall 2015**

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.

## **ITAL 1102 c. Elementary Italian II. The Department. Every Spring. Spring 2016**

Continuation of Italian 1101 (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: ITAL 1101 or Placement in ITAL 1102

### **ITAL 1103 c. Accelerated Elementary Italian. The Department. Every Spring. Spring 2016**

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Three class hours per week, plus one hour of weekly drill and conversation sessions with a teaching fellow. Covers in one semester what is covered in two semesters in the 1101–1102 (101–102) sequence. Study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken Italian. For students with an advanced knowledge of a Romance language or by permission of instructor.

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PREREQUISITE: Placement in FREN 2305 or Placement in SPAN 2305 or Placement in ITAL 1103 or FREN 2305 or higher or SPAN 2305 (same as LAS 2205) or higher

### **ITAL 2203 c. Intermediate Italian I. The Department. Every Fall. Fall 2015**

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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.

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PREREQUISITE: ITAL 1102 or ITAL 1103 or Placement in ITAL 2203

### **ITAL 2204 c. Intermediate Italian II. The Department. Every Spring. Spring 2016**

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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.

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PREREQUISITE: ITAL 2203 or Placement in ITAL 2204

### **ITAL 2305 c. Advanced Italian I. Arielle Saiber. Every Fall. Fall 2015**

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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.

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PREREQUISITE: ITAL 2204 or Placement in ITAL 2305

## **ITAL 2408 c-IP. Introduction to Contemporary Italy: Dalla Marcia alla Vespa. The Department. Every Spring. Spring 2016**

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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.

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PREREQUISITE: ITAL 2305 or Placement in ITAL 2400 level

## **ITAL 3008 c. Of Gods, Dons, and Leopards: Literary Representations of Sicily between Reality and Metaphor. Davida Gavioli. Non-Standard Rotation. Spring 2016**

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In their attempt to “write Sicily,” nineteenth- and twentieth-century Sicilian authors have had to come to terms with a land rife with contradictions that has often been considered a reality unto itself. Since ancient times, Sicily has been a crossroads of cultures and civilizations whose influence has created a Babel of languages, customs, and ideas that separates it from, while uniting it to, the mainland. Examines the construction of the idea of “Sicily” and “sicilianità” in the writing of twentieth-century natives like Luigi Pirandello, Giuseppe Tomasi di Lampedusa, Vitaliano Brancati, Leonardo Sciascia, Vincenzo Consolo, and Andrea Camilleri. Emphasis placed on a critical analysis of attempts to define the “essence” of the Sicilian character within the social and historical context of post-Unification Italy.

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PREREQUISITE: ITAL 2408

## **ITAL 3009 c. Introduction to the Study and Criticism of Medieval and Early Modern Italian Literature. Arielle Saiber. Non-Standard Rotation. Fall 2015**

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An introduction to the literary tradition of Italy from the Middle Ages through the early Baroque period. Focus on major authors and literary movements in their historical and cultural contexts. Conducted in Italian.

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PREREQUISITE: ITAL 2408

## **SPAN 1101 c. Elementary Spanish I. Julia Venegas. Non-Standard Rotation. Fall 2015**

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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 1101 is primarily open to first- and second-year students, with a limited number of spaces available for juniors and seniors who have had less than one year of high school Spanish.

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**SPAN 1102 c. Elementary Spanish II. The Department. Every Spring. Spring 2016**

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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: SPAN 1101 or Placement in SPAN 1102

**SPAN 1103 c. Accelerated Elementary Spanish. Genie Wheelwright. Every Year. Spring 2016**

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Three class hours per week, plus one hour of weekly drill and conversation sessions with a teaching fellow. Covers in one semester what is covered in two semesters in the Spanish 1101–1102 (101–102) sequence. Study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken Spanish. By placement or permission of instructor, for students with an advanced knowledge of a romance language or who would benefit from a review in the beginner's stages. Not open to students who have credit in Spanish 1101 {101} or 1102 {102}.

PREREQUISITE: Placement in SPAN 1103

**SPAN 2203 c. Intermediate Spanish I. The Department. Every Fall. Fall 2015**

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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: SPAN 1102 or SPAN 1103 or Placement in SPAN 2203

**SPAN 2204 c. Intermediate Spanish II. Janice Jaffe. Every Year. Fall 2015**

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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: SPAN 2203 or Placement in SPAN 2204

**SPAN 2305 c. Advanced Spanish. The Department. Every Semester. Fall 2015**

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The study of topics in the political and cultural history of the Spanish-speaking world in the twentieth century, together with an advanced grammar review. Covers a variety of texts and media and is designed to increase written and oral proficiency, as well as appreciation of the intellectual and artistic traditions of Spain and Latin America. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as LAS 2205)

PREREQUISITE: SPAN 2204 or Placement in SPAN 2305

## **SPAN 2409 c-IP. Introduction to Hispanic Studies: Poetry and Theater. Elena Cueto Asin. Every Semester. Fall 2015**

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 LAS 2409)

PREREQUISITE: SPAN 2305 (same as LAS 2205) or LAS 2205 or Placement in SPAN 2409 or 2410

## **SPAN 2410 c-IP. Introduction to Hispanic Studies: Essay and Narrative. The Department. Every Semester. Fall 2015**

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 LAS 2410)

PREREQUISITE: SPAN 2305 (same as LAS 2205) or LAS 2205 or Placement in SPAN 2409 or 2410

## **SPAN 3002 c. The Idea of Latin America. Enrique Yepes. Non-Standard Rotation. Spring 2016**

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 LAS 3202)

PREREQUISITE: SPAN 2409 (same as LAS 2409)- 2410 or LAS 2409 - 2410

## **SPAN 3223 c. The War of the (Latin American) Worlds. Carolyn Wolfenzon Niego. Non-Standard Rotation. Fall 2015**

Discusses the historical, social, and political consequences of the clash between tradition and modernity in Latin America during the nineteenth and twentieth centuries as seen through novels, short stories, and film. Particular attention will be given to study of the ways in which the processes of modernization have caused the coexistence of divergent “worlds” within Latin American countries. Analyzes different social and political reactions to these conflictive realities, focusing on four cases: the Mexican Revolution, the Cuban Revolution, the dictatorship of Augusto Pinochet in Chile, and Andean insurgencies in Perú. Authors to be read may include José Martí, Simón Bolívar, Jorge Luis Borges, Roberto Bolaño, Mario Vargas Llosa, Cromwell Jara, Elena Poniatowska, Reinaldo Arenas, Juan Rulfo, and Gabriel García Márquez, among others. (Same as LAS 3223)

PREREQUISITE: Two of: || either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)

### **SPAN 3238 c. Shining Path and the End of the World. Gustavo Faveron Patriau. Non-Standard Rotation. Fall 2015**

Examines terrorism and the way it is represented in literature and the arts through the study of one particular case—the war between the State and the “Shining Path” Maoist guerrilla that has taken place in Peru during the last three decades. Authors include Mario Vargas Llosa, Fernando Ampuero, Julio Ortega, Alonso Cueto, Daniel Alarcón, as well as filmmakers such as Josué Mendes, Francisco Lombardi, Pamela Yates, and John Malkovich. (Same as LAS 3238)

PREREQUISITE: Two of: || either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)

### **SPAN 3239 c. Borges and the Borgesian. Gustavo Faveron Patriau. Non-Standard Rotation. Spring 2016**

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 LAS 3239)

PREREQUISITE: Two of: || either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)

### **SPAN 3245 c. Ecological Thought in Latin American Literature. Enrique Yepes. Non-Standard Rotation. Fall 2015**

Explores how the radical interconnectedness postulated by ecological thinking can be read in Latin American narrative, essay, film, and poetry from the 1920s to the present. Includes a review of cultural ecology as well as an overview of environmental history and activism in the region. (Same as ENVS 2485, LAS 3245)

PREREQUISITE: Two of: || either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)

### **SPAN 3247 c. Translating Cultures. Janice Jaffe. Non-Standard Rotation. Fall 2015**

Far beyond the linguistic exercise of converting words from one language to another, translation is an art that engages the practitioner in cultural, political and aesthetic questions. How does translation influence national identity? What are the limits of translation? Can culture be translated? How does gender affect translation? Students will explore these questions and develop strategies and techniques through translating texts from a variety of cultural contexts and literary and non-literary genres. Course also explores ethics and techniques of interpreting between Spanish and English in different fields. (Same as LAS 3247)

PREREQUISITE: Two of: || either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)

## Russian

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### RUS 1022 c. "It Happens Rarely, Maybe, but It Does Happen"---Fantasy and Satire in East Central Europe. Lindsay Ceballos. Every Fall. Fall 2015

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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.

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### RUS 1101 c. Elementary Russian I. Michael Klimov. Every Fall. Fall 2015

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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.

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### RUS 1102 c. Elementary Russian II. Michael Klimov. Every Spring. Spring 2016

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Continuation of Russian 1101 (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.

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PREREQUISITE: RUS 1101

### RUS 2117 c. Dostoevsky or Tolstoy?. Lindsay Ceballos. Every Other Fall. Fall 2015

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Compares two giants of Russian literature, Dostoevsky and Tolstoy, and explores their significance to Russian cultural history and European thought. Part I focuses on the aesthetic contributions and characteristic styles of both to nineteenth-century realism through examination of the novelists' early work. Students compare Dostoevsky's "fantastic realism" with Tolstoy's "epic" realism. In Part II, students consider the role of religion in their mature work: in Dostoevsky's *The Brothers Karamazov*, *The Diary of a Writer*; Tolstoy's *Anna Karenina* and *Resurrection*. Topics studied include gender dynamics in nineteenth-century literature, the convergence of autobiography and novel, and the novelist's social role. (Same as GWS 2217)

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**RUS 2203 c. Intermediate Russian I. Michael Klimov. Every Fall. Fall 2015**

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A continuation of Russian 1101 and 1102. 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.

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PREREQUISITE: RUS 1102

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**RUS 2204 c. Intermediate Russian II. Michael Klimov. Every Spring. Spring 2016**

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A continuation of Russian 2203 (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.

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PREREQUISITE: RUS 2203

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**RUS 3077 c. Russian Folk Culture. Michael Klimov. Non-Standard Rotation. Fall 2015**

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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.

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PREREQUISITE: RUS 3055

## Sociology and Anthropology

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### **ANTH 1030 b. Anthropology of Art. April Strickland. Non-Standard Rotation. Fall 2015**

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Considers art from a comparative, cross-cultural perspective and examines the relationship between Western aesthetics and “art” produced in non-Western cultures (e.g. Native Americans, Pacific Islanders, and others). Through assigned readings and class discussion, we explore topics such as the role of aesthetics in production of art, the significance of how these works are produced and circulated, and the ways art objects acquire meaning.

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### **ANTH 1101 b. Introduction to Cultural Anthropology. Emily Wanderer. Every Semester. Fall 2015**

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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.

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### **ANTH 1102 b. Introduction to Archaeology. Scott MacEachern. Every Spring. Spring 2016**

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An introduction to the practice of archaeology as the study of the human past. Introduces students to the methods and theories through which archaeologists use material traces to analyze the behaviors of people, from our earliest tool-making ancestors to the 20th century. Topics covered will include the history of archaeology as a professional discipline, the role of theory in archaeological interpretation, and the archaeological examination of ancient economic, social and ideological systems. Three well-known archaeological field projects will be used as source material for the course.

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### **ANTH 1150 b. Introduction to World Prehistory. Scott MacEachern. Non-Standard Rotation. Fall 2015**

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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.

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**ANTH 2010 b. Anthropological Research. Sara Dickey. Every Spring. Spring 2016**


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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.

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PREREQUISITE: ANTH 1101

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**ANTH 2030 b. History of Anthropological Theory. Greg Beckett. Every Fall. Fall 2015**


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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.

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PREREQUISITE: ANTH 1101

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**ANTH 2114 b. Bodies of Power: Anthropological Approaches to Politics. Greg Beckett. Non-Standard Rotation. Fall 2015**


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Introduction to the anthropological study of power and politics, broadly conceived. Explores social, cultural, moral, and symbolic forms of power in a range of cultural and historical contexts. Readings include classic theoretical texts on power, especially the work of Michel Foucault, as well as ethnographic case studies from around the world. Focuses on how power operates on bodies and subjects, the politics of life and death, and the role of the nation-state and nonstate actors around the world. Cases explored may include the following: state power, political ritual, bureaucracy, corporations, prisons, nongovernmental politics, terrorism, and refugee camps.

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PREREQUISITE: ANTH 1101

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**ANTH 2222 c-ESD. The Rise of Civilization. Scott MacEachern. Non-Standard Rotation. Fall 2015**


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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.

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PREREQUISITE: ANTH 1101 or ANTH 1150

## **ANTH 2227 c-ESD, VPA. Protest Music. Judith Casselberry. Non-Standard Rotation. Spring 2016**

Focuses on the ways black people have experienced twentieth-century events. Examines social, economic, and political catalysts for processes of protest music production across genres including gospel, blues, folk, soul, funk, rock, reggae, and rap. Analysis of musical and extra-musical elements' style, form, production, lyrics, intent, reception, commodification, mass-media, and the Internet. Explores ways in which people experience, identify, and propose solutions to poverty, segregation, oppressive working conditions, incarceration, sexual exploitation, violence, and war. (Same as AFRS 2228, MUS 2292)

## **ANTH 2390 b. Producing Knowledge in Labs, Fields, and Clinics: Anthropological Perspectives on Science. Emily Wanderer. Non-Standard Rotation. Fall 2015**

Explores science, technology, and scientific institutions as culturally produced and historically situated. Topics include the production of scientific knowledge in laboratories, hospitals, clinical research sites, conservation areas, the military, and computing projects in various societies. Compares western science with indigenous and traditional knowledge systems. Considers the role of science and technology in colonial projects. Focuses on the production and use of science from a global perspective juxtaposing cases from Asia, Latin America, Africa, the Middle East, and Oceania.

PREREQUISITE: ANTH 1101 or SOC 1101

## **ANTH 2552 b. Find a Way or Make One: Arctic Exploration in Cultural, Historical, and Environmental Context. Susan Kaplan. Non-Standard Rotation. Fall 2015**

Bowdoin faculty and students have been traveling to the Arctic since 1860, studying northern environments and cultures, and exploring unmapped regions. Their work is part of a longer history involving Westerners who have been exploring the Arctic for centuries, drawn by a desire to map the geography of the earth, claim lands and their resources, find new shipping routes, understand Arctic environments, and develop insights into the lifeways of northern indigenous peoples. Examines some of the social, economic, political, and scientific factors shaping Arctic exploration. The ways in which expeditions and specific explorers affected and continue to affect northern peoples, the general public, and the contemporary geopolitical landscape will be examined. Students will read published accounts and unpublished journals and papers, and will study archival photographs and motion picture films. (Same as ENVS 2310)

PREREQUISITE: ANTH 1101 or ANTH 1150

## **ANTH 2711 b. The Caribbean in the Atlantic World. Greg Beckett. Non-Standard Rotation. Spring 2016**

An introduction to the cultures and societies of the Caribbean, focusing on the historical changes that have accompanied the European "discovery" of the region and its integration into the wider Atlantic world. Focuses on the culture, history, and political economy of Haiti, Jamaica, and Cuba, among other cases. Topics include European conquest and colonialism; the trans-Atlantic slave trade; the sugar plantation; creolization and the creation of new languages, cultures, and religions; revolution and resistance to colonial and imperial domination; economic dependency and marginalization; the relation between the Caribbean and the United States; migration; popular culture; and tourism. (Same as LAS 2711)

PREREQUISITE: ANTH 1101 or SOC 1101



## **ANTH 2850 b. Indigenous Societies of Australia and New Zealand. April Strickland. Non-Standard Rotation. Fall 2015**

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Surveys the contemporary social, economic, and political issues facing native peoples of Australia and New Zealand. Explores a range of indigenous Australian and Maori forms of social being, ranging historically, geographically, and methodologically. Through an examination of diverse source materials such as ethnographic texts, art, novels, autobiographies, films, television, new media, and museum exhibitions we consider the ways that native identity has been constructed and challenged since the 18th century. Investigates the relationships between indigenous sovereignty, the nation state, and cultural production.

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PREREQUISITE: ANTH 1101 or SOC 1101

## **ANTH 3010 b. Contemporary Issues in Anthropology. The Department. Every Spring. Spring 2016**

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Close readings of recent ethnographies and other materials are used to examine current theoretical and methodological developments and concerns in anthropology.

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PREREQUISITE: Four of: || either ANTH 1150 or ANTH 1102 || and either ANTH 2010 or ANTH 2020 || and ANTH 1101 || and ANTH 2030

## **ANTH 3222 b. Cultural Performances. Sara Dickey. Non-Standard Rotation. Fall 2015**

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"Cultural performances" include many media not normally thought of as performative in the West. The term covers not only drama, dance and music, but also such cultural media as ritual, literature, sport and celebration. Approaches performances in three ways: examines what they reveal about a culture, to both natives and outsiders; considers what social, psychological and political effects they can have on participants and their societies; and investigates what methods have been used to study performance. Special attention will be paid to audiences, and to their reception and uses of symbolic material.

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PREREQUISITE: Two of: || either ANTH 2000 - 2969 or either SOC 2000 - 2969 or ANTH 3000 or higher or SOC 3000 or higher || and ANTH 1101 or SOC 1101

## **SOC 1010 b. Racism. H. Partridge. Every Fall. Fall 2015**

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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 AFRS 1010)

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**SOC 1026 b. Landscape, Energy, and Culture. Shaun Golding. Non-Standard Rotation. Fall 2015**

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Explores current controversies in energy, giving particular attention to debates surrounding the implementation of renewable energy in Northern New England. Through both popular and scholarly readings and one mandatory field trip, students will engage with critical perspectives on consumer-oriented culture and identities, and on tensions between urban and rural visions of landscape. The course will also contemplate the social structures governing regional development and planning in which renewable energy strategies are framed. (Same as ENVS 1026)

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**SOC 1101 b. Introduction to Sociology. The Department. Every Semester. Fall 2015**

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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.

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**SOC 2010 b. Introduction to Social Research. Ingrid Nelson. Every Spring. Spring 2016**

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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.

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PREREQUISITE: SOC 1101

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**SOC 2030 b. Classics of Sociological Theory. Theodore Greene. Every Fall. Fall 2015**

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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.

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PREREQUISITE: SOC 1101

## **SOC 2202 b-ESD. Cities and Society. Theodore Greene. Non-Standard Rotation. Fall 2015**

Investigates the political, economic, and socio-cultural development of cities and metropolitan areas with a focus on American cities and a spotlight on neighborhoods and local communities. Traces major theories of urbanization and considers how cities also represent contested sites where diverse citizens use urban space to challenge, enact, and resist social change on the local, state, and national levels. Topics include economic and racial/ethnic stratification; the rise and fall of suburban and rural areas; the production and maintenance of real and imagined communities; the production and consumption of culture; crime; immigration; sexuality and gender; and urban citizenship in the global city.

PREREQUISITE: SOC 1101 or ANTH 1101

## **SOC 2206 b-ESD. Sociology of Education. Ingrid Nelson. Non-Standard Rotation. Spring 2016**

Examines the ways that formal schooling influences individuals and the ways that social structures and processes affect educational institutions. Explores the manifest and latent functions of education in modern society; the role education plays in stratification and social reproduction; the relationship between education and cultural capital; the dynamics of race, class, and gender in education; and other topics. (Same as EDUC 2206)

PREREQUISITE: Two of: || SOC 1101 or ANTH 1101 || and SOC 2000 - 2969

## **SOC 2221 b. Environmental Sociology. Shaun Golding. Non-Standard Rotation. Fall 2015**

Applies sociological insights to investigating the ways that humans shape and are shaped by their ecological surroundings. Introduces theories and concepts for exploring how western society and more specifically contemporary American society interact with nature. Reviews central academic questions, including social constructions of nature and perceptions of ecological risks, and drawing from complementary readings and student-led dialogue, examines in greater depth ongoing struggles over conservation, sustainability, development, and social justice. (Same as ENVS 2334)

PREREQUISITE: SOC 1101 or ANTH 1101

## **SOC 2240 b-ESD. Media and Popular Culture. Monica Brannon. Non-Standard Rotation. Fall 2015**

In contemporary American society, we are surrounded by cultural messages that impact us as they are transmitted and consumed through media and technology. This course applies sociological perspectives in examining artifacts of popular culture created and distributed through mass media and their role in shaping our common sense interpretations of our daily lives. Drawing from television, film, music, and sports, this course pursues an academic understanding of how popular culture is produced through and projected upon society and contemplates explanations and repercussions of those processes. Topics include the social organization of the media; depictions of race, class, gender and sexualities in popular culture; and resistance and alternatives to popular culture.

PREREQUISITE: SOC 1101 or ANTH 1101

### **SOC 2250 b-ESD. Epidemiology: Principles and Practices. Nancy Riley. Non-Standard Rotation. Fall 2015**

Introduces epidemiology, the study of the patterns and influences of disease (and health) in populations and communities. Focusing on the social, political, and economic influences and consequences of patterns of disease and death, considers how these patterns reflect and affect the demographics, social structure, economy, and culture of societies and how societies mobilize to combat disease and promote health. Focuses particularly on the role of socioeconomic inequality—both within and between countries—in how diseases spread and are managed.

PREREQUISITE: SOC 1101 or ANTH 1101

### **SOC 2370 b. Immigration and the Politics of Exclusion. Marcos Lopez. Non-Standard Rotation. Spring 2016**

The United States, like other nations in the global north, relies on immigrants. Looks at comparative lessons in global immigration to understand the political, economic, and social causes of migration—the politics of immigrant inclusion/exclusion—and the making of diaspora communities. Specific topics will include: the politics of citizenship and the condition of illegality; the global migrant workforce; and how class, gender, race, and sexuality influence the migrant experience. (Same as LAS 2746)

PREREQUISITE: SOC 1101 or ANTH 1101

### **SOC 2575 b-ESD. Cultural Encounters with/in Hawai'i. Nancy Riley. Non-Standard Rotation. Fall 2015**

Examines Hawai'i as a site of cultural encounter. Topics include the ways that Hawai'i's tourism industry is connected to constructions of and consumption of ethnic identities by those within and outside Hawai'i; the ways historical and contemporary encounters between different ethnic groups (Hawai'ian, haole, Chinese, Japanese, Filipino, Pacific Islanders) have created the contemporary Hawai'ian social landscape; and the relations between mainland United States and Hawai'ian culture and politics, particularly the rising Hawai'ian sovereignty movement. Draws from theories of ethnic tourism, race/ethnicity, and colonialism.

PREREQUISITE: SOC 1101 or ANTH 1101

### **SOC 3010 b. Advanced Seminar: Current Controversies in Sociology. Nancy Riley. Every Spring. Spring 2016**

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: SOC 2030

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**SOC 3200 b. Food, Agriculture, and Social Justice. Marcos Lopez. Non-Standard Rotation. Fall 2015**

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Explores how political thought--such as liberal egalitarianism, feminism, and Marxism--influences calls for social justice and ethical responses to the food system. Also introduces challenges to Western theories of justice from post-colonial and non-human perspectives in social science. Draws from research in sociology, ethnic studies, and science and technology studies to consider topics such as the globalization of agriculture, scientific and technological change in the food system, migrant labor, organic production, animal welfare, sustainability, fair trade, the alternative food movement, and health and the body. (Same as ENVS 3910)

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PREREQUISITE: Two of: || SOC 1101 or ANTH 1101 || and SOC 2000 - 2969

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**SOC 3340 b-ESD. Tractors, Chainsaws, Windmills, and Cul-de-Sacs: Communities and Natural Resources. Shaun Golding. Non-Standard Rotation. Spring 2016**

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Examines the central civic, economic, and institutional actors engaged in debates around resource-dependent development. Built around agriculture, energy, and sprawl, in Maine and New England, it examines how the natural environment is shaped through human interactions within the structures of the state, the economy, and community, and in response to changes brought about by globalization. It applies sociological theories and frameworks to the task of differentiating between conflicting interest groups, policies, and outcomes. (Same as ENVS 3940)

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PREREQUISITE: SOC 1101 or ANTH 1101

## Theater and Dance

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### **DANC 1101 c-VPA. Making Dances. Paul Sarvis. Every Year. Fall 2015**

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Explores movement invention, organization, and meaning. Problem-solving exercises, improvisations, and studies focus mainly on solo, duet, and trio forms. A video component introduces students—regardless of previous experience in dance—to a wide range of compositional methods and purposes. Includes reading, writing, discussion, attendance at live performances, and—when possible—work with visiting professional artists.

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### **DANC 1211 c-VPA. Modern I: Technique. Gwyneth Jones. Every Semester. Fall 2015**

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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.

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### **DANC 1212 c-VPA. Modern I: Repertory and Performance. Gwyneth Jones. Every Semester. Fall 2015**

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Repertory students are required to take Dance 1211 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.

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### **DANC 1302 c-VPA. Principles of Design. Judy Gailen. Every Fall. Fall 2015**

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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 THTR 1302)

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**DANC 1501 c-VPA. Dancing Histories. Paul Sarvis. Every Other Spring. Spring 2016**

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Studio work accompanies video viewings and readings on twentieth-century modern dance and ballet. Focuses on the cultural politics of dance performance—vocabularies and notions of representation—intention and authorship—and changing ideas of the performance space. Viewing and reading moves chronologically, while studio work addresses global themes such as dance and identity, expressionism, self-reference, and the “natural.” No previous dance experience is required.

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**DANC 2211 c-VPA. Modern II: Technique. Gwyneth Jones. Every Semester. Fall 2015**

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A continuation of the processes introduced in Dance 1211. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

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**DANC 2212 c-VPA. Modern II: Repertory and Performance. Gwyneth Jones. Every Semester. Fall 2015**

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Intermediate repertory students are required to take Dance 2211 concurrently. A continuation of the principles and practices introduced in Dance 1212. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

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**DANC 2401 c-VPA. Choreography for Dancers: Invention, Method, and Purpose. Laura Peterson. Every Other Spring. Spring 2016**

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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.

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**DANC 2502 c-VPA. Performance in the Twenty-first Century: Avant- Garde/Neo Avant-Garde. T.B.A. Every Other Year. Spring 2016**

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Examines contemporary forms such as live art, neo-cabaret, dance theatre, theatre of images, new circus, solo performance, site-specific theatre. Hybrid by nature and rebellious in spirit, these practices reject the boundaries and conventions of traditional theater and dance. Yet for all its innovation, contemporary performance has roots deep in the 20th avant-gardes. What, these days, is new about performance? Through readings, film screenings, and our own performance making, this course considers the genealogical roots of performance, and investigates the ways 21st century performance is exploring body, mind, technology, social justice, intercultural and transnational aesthetics, and globalism. Assignments will include readings, research presentations, written responses, and short-form performance projects. (Same as THTR 2502)

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## **DANC 2503 c-ESD, VPA. Introduction to Black Performance Studies. Christina Knight. Non-Standard Rotation. Fall 2015**

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What does it mean to say that we “perform” our identities? What role can performance play in the fight for racial and social justice? As a people long denied access to literacy, what role has performance played in shaping the history of black Americans? Performance studies--an interdisciplinary field devoted to the study of a range of aesthetic practices--offers us insight into such questions. In this course, we will investigate various performances including contemporary plays, movies and television, dance, and social media. We will query the relationship between identities like race, gender, class, and performance as well as the connection between performance onstage and everyday life. (Same as AFRS 2502, THTR 2503)

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## **DANC 3211 c-VPA. Modern III: Technique. Gwyneth Jones. Every Semester. Spring 2016**

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A continuation of the processes introduced in Dance 2211 (211). May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

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## **DANC 3212 c-VPA. Modern III: Repertory and Performance. Gwyneth Jones. Every Semester. Spring 2016**

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Intermediate/advanced repertory students are required to take Dance 3211 (311) concurrently. A continuation of the principles and practices introduced in Dance 2212 (212). May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

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## **DANC 3221 c-VPA. Modern IV: Technique. Laura Peterson. Every Year. Fall 2015**

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A more demanding and detailed continuation of the processes introduced in Dance 2211 and 3211. May be repeated for credit. Graded. One full credit.

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PREREQUISITE: Two of: || DANC 2211 || and DANC 3211

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## **DANC 3222 c-VPA. Modern IV: Repertory and Performance. Laura Peterson. Every Year. Fall 2015**

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Facilitates the creation and presentation of a fully developed dance for public performance under the direction of a faculty choreographer. Students audition and register for Dance 3222 during the first week of classes and must be concurrently enrolled in a Technique course at the 2000-level or higher. Grading is Credit/D/Fail. One-half credit. May be repeated a maximum of four times for credit, earning a maximum of two credits.

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**THTR 1101 c-VPA. Making Theater. Abigail Killeen. Every Other Fall. Fall 2015**

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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.

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**THTR 1201 c-VPA. Acting I. Abigail Killeen. Every Semester. Fall 2015**

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Introduces students to the intellectual, vocal, physical, and emotional challenge of the acting process. Students examine theatrical texts and practice the art of translating intellectual analysis into embodied performance. Fundamentals of text analysis are learned and practiced, preparing students for the more complex performance work required in all sections of Acting II.

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**THTR 1302 c-VPA. Principles of Design. Judy Gailen. Every Fall. Fall 2015**

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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 DANC 1302)

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**THTR 1503 c-IP, VPA. Theater of Action: Performance for Social Change. Diomedes Koufteros. Non-Standard Rotation. Spring 2016**

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Through research and practice, this course explores the notion of the performing artist as public intellectual and engaged citizen. In the first half semester students research international social justice performance, 1913-2013: suffrage, race and economic protest pageants; Living Newspapers, Agit-prop, and the Workers Theatre and Dance Movement; collective creation and documentary theatre; performance at the intersections of gender, sexuality, race, diaspora and transnationalism; women's protest performance; theatres of healing and repair concerned with inter-ethnic conflict. In the second half, students research current socio-political and economic events, identify an issue of local, regional, and/or national significance, and collaboratively devise a performance intended to protest, educate, and inspire community action.

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### **THTR 1700 c-VPA. Production and Performance. Davis Robinson. Every Semester. Fall 2015**

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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 1700 either through audition (performers) or through advance consultation (designers, stage managers, and assistant directors). Students register for Theater 1700 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.

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### **THTR 1806 c. Introduction to Drama. Emma Maggie Solberg. Non-Standard Rotation. Spring 2016**

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Traces the development of Western drama from Ancient Greece through the Renaissance to the present day, particularly on drama written in English. Focuses on Aristotle's concept of catharsis, exploring how plays across time have moved their audiences to laugh, cry, gasp, and sometimes even vomit. Authors include Euripides, Aristophanes, Marlowe, Shakespeare, Oscar Wilde, Samuel Beckett, Tennessee Williams, and Martin McDonagh. (Same as ENGL 1106)

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### **THTR 2202 c-VPA. Acting II: Physical Theater. Diomedes Koufteros. Every Year. Spring 2016**

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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 2201 (220), Acting II: Voice and Text, is part of a two-semester course series. Theater 2201 (220) and 2202 (225) may be taken individually or in any order.

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PREREQUISITE: THTR 1100 - 1799

### **THTR 2203 c-VPA. Directing. Davis Robinson. Every Year. Fall 2015**

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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.

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### **THTR 2501 c-VPA. Theater History and Theory: Theatrical Metamorphoses--Histories and Innovations. Sarah Bay-Cheng. Every Other Year. Spring 2016**

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Explores “theatre history” as both a living source, and a language. Considers how innovative directors, performers, playwrights, choreographers, and designers of the modern and contemporary era have transformed the “old” to invent the “new”. Taking five high points of the theatrical past as a starting point – the theatres of Ancient Greece, of 16th c. Italian Commedia dell’Arte, of Shakespeare in Elizabethan England and Moliere in 17th c. France, and of the Kabuki troupes of 17th c. Japan – students trace the metamorphoses of historic tales, texts, and forms of performance as they passed through the hands of theatre and dance artists of successive eras. Assignments will include readings, research presentations, written responses, and short-form performance projects.

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### **THTR 2502 c-VPA. Performance in the Twenty-first Century: Avant- Garde/Neo Avant-Garde. T.B.A. Every Other Year. Spring 2016**

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Examines contemporary forms such as live art, neo-cabaret, dance theatre, theatre of images, new circus, solo performance, site-specific theatre. Hybrid by nature and rebellious in spirit, these practices reject the boundaries and conventions of traditional theater and dance. Yet for all its innovation, contemporary performance has roots deep in the 20th avant-gardes. What, these days, is new about performance? Through readings, film screenings, and our own performance making, this course considers the genealogical roots of performance, and investigates the ways 21st century performance is exploring body, mind, technology, social justice, intercultural and transnational aesthetics, and globalism. Assignments will include readings, research presentations, written responses, and short-form performance projects. (Same as DANC 2502)

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### **THTR 2503 c-ESD, VPA. Introduction to Black Performance Studies. Christina Knight. Non-Standard Rotation. Fall 2015**

---

What does it mean to say that we “perform” our identities? What role can performance play in the fight for racial and social justice? As a people long denied access to literacy, what role has performance played in shaping the history of black Americans? Performance studies--an interdisciplinary field devoted to the study of a range of aesthetic practices--offers us insight into such questions. In this course, we will investigate various performances including contemporary plays, movies and television, dance, and social media. We will query the relationship between identities like race, gender, class, and performance as well as the connection between performance onstage and everyday life. (Same as AFRS 2502, DANC 2503)

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### **THTR 2504 c-ESD. American Queen: Drag in Contemporary Art and Performance. Christina Knight. Non-Standard Rotation. Spring 2016**

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Explores the intersection of queer subcultures and contemporary artistic production. Also considers what constitutes drag culture, including cross- dressing, hyper-stylized language (“guuuuuuurl”) and performative gestures (e.g., “snapping”, teeth-sucking, and eye-cutting). Emphasizes how “drag” links different kinds of explorations of self in a range of artistic mediums, alternately evoking gendered violence, humor, and transformative possibility. (Same as GLS 2504, GWS 2504)

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**THTR 3201 c. Theater Styles. Davis Robinson. Every Other Year. Fall 2015**

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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.

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PREREQUISITE: Two of: || THTR 1000 or higher or DANC 1000 or higher || and THTR 1100 - 1999

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**THTR 3204 c. Acting Shakespeare. Abigail Killeen. Every Other Year. Spring 2016**

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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.

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PREREQUISITE: Two of: || THTR 1201 || and THTR 2201 - 2202

# **Independent Studies and Honors Projects**