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### Bowdoin College Course Guide (2016-2017)

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# **Bowdoin College Course Guide**

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Information as of Sep 7, 2016 - Subject to change

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## Africana Studies

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### AFRS 1010 b. Racism. H. Partridge. Every Fall. Fall 2016

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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 2016

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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 and 2000s. Students primarily study affirmative action in the United States, but comparative analysis of affirmative action systems in societies outside the United States, such as South Africa and India, is also considered. 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. Study of law, economics, sociology, anthropology, history, and political science introduces students to different methodological approaches that inform Africana studies and the 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 1101 c-ESD. Introduction to Africana Studies. Brian Purnell. Every Fall. Fall 2016

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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 is addressed 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 considered chronologically and thematically builds on historically centered accounts of African American, African diaspora, and African experiences. Introduces prospective Africana studies majors and minors to the field; provides an overview of the predominant theoretical and methodological perspectives in this evolving discipline; and establishes 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 1267 c. Power, Play, and Resistance in the Music of the Caribbean. Darien Lamien. Non-Standard Rotation. Fall 2016

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Explores issues of colonialism, race, and gender through the medium of popular and traditional Caribbean music. Topics include Afro-Caribbean carnival traditions, dance music, verbal arts, and media representation. Students will learn to question assumptions about musical value with the aim of "decolonizing" listening practices. (Same as LAS 1267, MUS 1267)

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**AFRS 1300 c. Black Biography. T.B.A. New Course. Spring 2017**


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Introduces students to the genre of African American biography by examining 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 including Jackie Robinson, Mohammad Ali, and Nina Simone. (Same as ENGL 1300)

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**AFRS 1581 c-VPA. History of Jazz I. T.B.A. Every Other Fall. Spring 2017**


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

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**AFRS 1592 c-ESD, VPA. Issues in Hip-Hop I. T.B.A. Every Other Fall. Spring 2017**


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Traces the history of hip-hop culture (with a focus on rap music) from its beginnings in the Caribbean to its transformation into a global phenomenon by the early 1990s. Explores constructions of race, gender, class, and sexuality in hip-hop's production, promotion, and consumption, as well as the ways in which changing media technology and corporate consolidation influenced the music. Artists/bands investigated include Grandmaster Flash, Run-D.M.C., Public Enemy, De La Soul, Queen Latifah, N.W.A., MC Lyte, Snoop Doggy Dogg, and Dr. Dre. (Same as GSWS 1592, MUS 1292)

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**AFRS 2140 c-ESD. The History of African Americans, 1619-1865. T.B.A. Every Other Spring. Spring 2017**


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Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including the establishment of slavery in colonial America, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and the coming of the Civil War and the death of slavery. This course is part of the following field(s) of study: United States. (Same as HIST 2140)

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**AFRS 2141 c-ESD. The History of African Americans from 1865 to the Present. T.B.A. Every Other Spring. Spring 2017**


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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. This course is part of the following field(s) of study: United States. (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 2016**

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, Meshell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as GSWS 2207 , MUS 2291, REL 2201)

## **AFRS 2205 c. Representing Race in the English Renaissance. Aaron Kitch. Non-Standard Rotation. Fall 2016**

Intermediate Seminar. How does “race” signify in the English Renaissance, a period that witnessed the emergence of the Atlantic slave trade, intensified urbanization in European capital cities, and the development of new global trade route? Explores a range of literary strategies Renaissance authors use to represent ethnic, religious, and cultural otherness. Considers how literary and dramatic works might critique, justify, and reproduce racial ideologies. Texts include sonnets by Sidney and Shakespeare; plays by Marlowe, Shakespeare, and Middleton; masques by Ben Jonson; poetry by John Donne and William Herbert; and the first English “novel,” Aphra Behn’s “Oroonoko.” Note: Fulfills the pre-1800 literature requirement for English majors. (Same as ENGL 2015)

## **AFRS 2208 b. Race and Ethnicity. Ingrid Nelson. Non-Standard Rotation. Fall 2016**

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States. (Same as LAS 2708, SOC 2208)

PREREQUISITE: SOC 1101 or AFRS 1101 or ANTH 1101

## **AFRS 2220 b-ESD. “The Wire”: Race, Class, Gender, and the Urban Crisis. T.B.A. Every Other Spring. Spring 2017**

Postwar US cities were considered social, economic, political, and cultural zones of crisis. African Americans -- their families; gender relations; their relationship to urban political economy, politics, and culture -- were at the center of this discourse. Uses David Simon’s epic series “The Wire” as a critical source on postindustrial urban life, politics, conflict, and economics to cover the origins of the urban crisis, the rise of an underclass theory of urban class relations, the evolution of the urban underground economy, and the ways the urban crisis shaped depictions of African Americans in American popular culture. (Same as GSWS 2222, SOC 2220)

PREREQUISITE: AFRS 1101 or EDUC 1101 or GWS 1101 or SOC 1101

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**AFRS 2228 c-ESD, VPA. Protest Music. Judith Casselberry. Non-Standard Rotation. Fall 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 includes 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 2261 c-ESD, VPA. Holy Songs in a Strange Land. T.B.A. Every Other Spring. Spring 2017**

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Seminar. Examines black sacred music from its earliest forms, fashioned by enslaved Africans, through current iterations produced by black global actors of a different sort. Explores questions such as: What does bondage sound like? What does emancipation sound like? Can we hear corresponding sounds generated by artists today? In what ways have creators of sacred music embraced, rejected, and re-envisioned the "strange land" over time? Looks at musical and lyrical content and the context in which various music genres developed, such as Negro spirituals, gospel, and sacred blues. Contemporary artists such as Janelle Monáe, Beyoncé, Bob Marley, and Michael Jackson included as well. (Same as MUS 2261)

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**AFRS 2266 c. The Harlem Renaissance. T.B.A. Non-Standard Rotation. Spring 2017**

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Focuses on the African American literary and cultural call-to-arms of the 1920s. Modernist resistance languages; alliances and betrayals on the left; gender, sexuality, and cultural images; activism and literary journalism; and music and visual culture are of special interest.

Note: This course fulfills the literature of the Americas requirement for English majors.  
(Same as ENGL 2605)

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**AFRS 2271 c-ESD. Spirit Come Down: Religion, Race, and Gender in America. T.B.A. Every Spring. Spring 2017**

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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 GSW 2270, REL 2271)

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**AFRS 2280 b-ESD. Race, Biology, and Anthropology. Scott MacEachern. Non-Standard Rotation. Fall 2016**

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Critically examines the biological justifications used to partition humanity into racial groups. Investigates the nature of biological and genetic variability within and between human populations, as well as the characteristics of human biological races as they have traditionally been defined. Considers whether race models do a good job of describing how human populations vary across the earth. Critically appraises works by a variety of authors, including J. Phillippe Rushton, Charles Murray, and Michael Levin, who claim that racial identity and evolution work together to structure the history and the potentials of human groups in different parts of the world. (Same as ANTH 2280)

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PREREQUISITE: ANTH 1101 or ANTH 1150 or SOC 1101

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**AFRS 2362 c-ESD, IP. Africa and the Atlantic World, 1400-1880. David Gordon. Non-Standard Rotation. Fall 2016**

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A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social, and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? Ends by considering the contradictory effects of Abolition on Africa. Note: This course is part of the following field(s) of study: Africa and Atlantic Worlds. It also fulfills the pre-modern requirement for history majors. (Same as HIST 2362)

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**AFRS 2364 c-ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880. T.B.A. Every Other Spring. Spring 2017**

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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 2365 c-IP. Mogadishu to Madagascar: East African History. T.B.A. Non-Standard Rotation. Spring 2017**

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Examines the history of East Africa with a special focus on the interactions between east Africans and the Indian Ocean World. Considers African societies prior to Portuguese conquest, continues through Omani colonialism, and the spread of slavery across East Africa and the Indian Ocean islands of Madagascar and Mauritius; the onset of British, Italian, and German colonialism, rebellions against colonialism including Mau Mau in Kenya, and post-colonial conflicts including the Zanzibar revolution of 1964; and the rise of post-colonial Tanzania, Kenya, Mozambique, Madagascar, and Somalia, and challenges to their sovereignty by present-day Indian Ocean rebels, such as the Somali pirates. (Same as HIST 2365)

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**AFRS 2380 c-IP. Christianity and Islam in West Africa. Olufemi Vaughan. Every Fall. Fall 2016**

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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, careful attention is paid to 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 illuminates broader West African, African, and global perspectives that underscore the historical significance of religion in politics and society, especially in non-Western contexts. Note: This course is part of the following field(s) of study: Africa. (Same as HIST 2380)

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**AFRS 2409 c-ESD, IP. From the Spoken Word to the Written Text. Katherine Dauge-Roth. Every Semester. Fall 2016**

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Examines oral and written traditions of areas where French is spoken in Africa, the Caribbean, Europe, and North America from the Middle Ages to 1848. Through interdisciplinary units, students examine key moments in the history of the francophone world, drawing on folktales, epics, poetry, plays, short stories, essays, and novels. Explores questions of identity, race, colonization, and language in historical and ideological context. Taught in French. (Same as FRS 2409, LAS 2209)

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

**AFRS 2412 c-ESD, IP. Literature, Power, and Resistance. Hanetha Vete-Congolo. Every Semester. Fall 2016**

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Examines questions of power and resistance as addressed in the literary production of the French-speaking world from the nineteenth through the twenty-first centuries. Examines how language and literature serve as tools for both oppression and liberation during periods of turmoil: political and social revolutions, colonization and decolonization, the first and second world wars. Authors may include Hugo, Sand, Sartre, Fanon, Senghor, Yacine, Beauvoir, Condé, Césaire, Djébar, Camus, Modiano, Perec, and Piketty. Students gain familiarity with a range of genres and artistic movements and explore the myriad ways that literature and language reinforce boundaries and register dissent. Taught in French. (Same as FRS 2410, LAS 2210)

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

**AFRS 2583 c. Literature of the Civil War Era. T.B.A. Every Other Spring. Spring 2017**

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Examines literature published in the United States between 1861 and 1865, with particular emphasis on the wartime writings of Louisa May Alcott, William Wells Brown, Frederick Douglass, William Gilmore Simms, Herman Melville, and Walt Whitman. Students also consider writings of less well-known writers of the period found in popular magazines such as "Harpers Monthly," "The Atlantic Monthly," "The Southern Illustrated News," and Frank Leslie's "Illustrated Newspaper." Note: This course fulfills the literature of the Americas requirement for English majors. (Same as ENGL 2583)

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## **AFRS 2600 c. African American Poetry. Elizabeth Muther. Non-Standard Rotation. Fall 2016**

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African American poetry as counter-memory -- from Wheatley to the present -- with a focus on oral traditions, activist literary discourses, trauma and healing, and productive communities. Special emphasis on the past century: dialect and masking; the Harlem Renaissance; Brown, Brooks, and Hayden at mid-century; the Black Arts Movement; black feminism; and contemporary voices.

(Same as ENGL 2600)

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## **AFRS 2653 c. Interracial Narratives. Guy Mark Foster. Non-Standard Rotation. Fall 2016**

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Violence and interracial sex have long been conjoined in U.S. literary, televisual, and filmic work. The enduring nature of this conjoining suggests there is some symbolic logic at work in these narratives, such that black/white intimacy functions as a figural stand-in for negative (and sometimes positive) commentary on black/white social conflict. When this happens, what becomes of “sex” as a historically changing phenomenon when it is yoked to the historically unchanging phenomenon of the “interracial”? Although counter-narratives have recently emerged to compete with such symbolic portrayals, i.e. romance novels, popular films and television shows, not all of these works have displaced this earlier figural logic; in some cases, this logic has merely been updated. Explores the broader cultural implications of both types of narratives. Possible authors/texts: Richard Wright, Chester Himes, Ann Petry, Lillian Smith, Jack Kerouac, Frantz Fanon, Kara Walker, Amiri Baraka, Alice Walker, Octavia Butler, John R. Gordon, Kim McLarin, *Monster’s Ball*, *Far From Heaven*, and *Sex and the City*.

(Same as ENGL 2653, GSWS 2283)

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## **AFRS 2821 c-ESD, IP. After Mandela: History, Memory, and Identity in Contemporary South Africa. David Gordon. Non-Standard Rotation. Fall 2016**

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How do South Africans remember their past? Begins with the difficulties in developing a conciliatory version of the past during Nelson Mandela’s presidency immediately after apartheid. Then explores the changing historiography and popular memory of diverse historical episodes, including European settlement, the Khoisan “Hottentot Venus” Sara Baartman, Shaka Zulu, the Great Trek, the Anglo-Boer War, the onset of apartheid, and resistance to it. Aims to understand the present-day social, economic, and cultural forces that shape the memories of South Africans and the academic historiography of South Africa. Note: This course is part of the following field(s) of study: Africa. (Same as HIST 2821)

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## **AFRS 2840 c. African Migration and Globalization. Olufemi Vaughan. Every Fall. Fall 2016**

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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. Note: This course is part of the following field(s) of study: Africa, and Atlantic Worlds. (Same as HIST 2840)

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## **AFRS 2841 b-IP. History of African and African Diaspora Thought. T.B.A. Every Other Spring. Spring 2017**

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Lecture course on seminal works in African and African diasporic thought since the decline of Atlantic slavery in the nineteenth century to the period of decolonization after the Second World War. Topics include anti-slavery movement, mission Christianity, Islamic reformism, Pan-Africanism, Negritude, colonialism, nationalism, neocolonialism, and black feminist thought. Lectures presented in the context of global and regional historical currents in the nineteenth and twentieth centuries. (Same as HIST 2381)

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## **AFRS 2862 c. The Haitian Revolution and its Legacy. Allen Wells. Non-Standard Rotation. Fall 2016**

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Seminar. Examines one of the most neglected revolutions in history, and arguably, one of its most significant. The first half of the course treats the Revolution's causes and tracks its evolution between 1791-1804. The second part studies its aftermath and its impact on Haiti, the Caribbean, Latin America, Europe, Africa, and the United States. Course requirements include four short papers on the readings and one substantive paper that assesses the scholarly literature on a topic of the student's choosing. This course is part of the following field(s) of study: Latin America, Atlantic Worlds, and Colonial Worlds. (Same as HIST 2862, LAS 2162)

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PREREQUISITE: HIST 1000 - 2969 or LAS 1000 - 2969

## **AFRS 3015 c. James Baldwin. T.B.A. Non-Standard Rotation. Spring 2017**

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Examines the major postwar writings of the controversial African American author and the role his fiction and nonfiction played in challenging that era's static understandings of racial, gender, and sexual politics. Although Baldwin lived abroad for much of his life, many critics associate the author narrowly with the United States black civil rights and sexual liberation struggles. In recent years, however, Baldwin has increasingly been recognized as a transnational figure and for his invaluable contributions to the discourse of globalization. Indeed, Baldwin's "geographical imagination," one informed by critical racial literacy, led him to anticipate many of the central insights of contemporary Queer Studies, Whiteness Studies, as well as Africana philosophical thought. Note: This course fulfills the pre-1800 literature requirement for English majors. (Same as ENGL 3015, GSW 3015)

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PREREQUISITE: ENGL 2000 - 2969 or AFRS 2000 - 2969 or GLS 2000 - 2969 or GSW 2000 - 2969

## **AFRS 3211 c. Bringing the Female Maroon to Memory: Female Marronage and Douboutism in French Caribbean Literature. Hanetha Vete-Congolo. Non-Standard Rotation. Fall 2016**

History has retained the names of great male Caribbean heroes and freedom fighters during slavery such as the Haitians, Mackandal or Toussaint Louverture, the Jamaican, Cudjoe or the Cuban Caba. Enslaved Africans who rebelled against oppression and fled from the plantation system are called maroons and their act, marronage. Except for Queen Nanny of the Jamaican Blue Mountains, only male names have been consecrated as maroons. Yet, enslaved women did fight against slavery and practice marronage. Caribbean writers have made a point of bringing to memory forgotten acts of marronage by women during slavery or shortly thereafter. Proposes to examine the fictional treatment French-speaking Caribbean authors grant to African or Afro-descent women who historically rebelled against slavery and colonization. Literary works studied against the backdrop of douboutism, a conceptual framework derived from the common perception about women in the French Caribbean which means strong woman. Authors studied may include Suzanne Dracius (Martinique), Fabienne Kanor (Martinique), André Schwart-Bart (Guadeloupe), Maryse Condé (Guadeloupe), Evelyn Trouillot (Haiti). Conducted in French. (Same as FRS 3211 , GSWs 3211, LAS 3211)

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

## **AFRS 3306 c. The Common Good? A History of International Aid. T.B.A. Every Other Spring. Spring 2017**

The history of international aid to the third world through the twentieth century. Seminar considers the imperial mission and white man's burden, aid during modern colonialism, the post-colonial aid community, the Bretton Woods Institutions, the rise of small-scale NGO aid interventions, aid in modern warfare, and the varied contemporary impacts of aid. Readings focus on Africa, along with examples from Latin America and South Asia. Participants should have some background in the history of at least one of these regions. Each student writes an original research paper on the history of an aid project. Note: This course is part of the following field(s) of study: Africa, Latin America, South Asia, and Colonial Worlds. (Same as HIST 3360)

PREREQUISITE: HIST 1000 or higher or AFRS 1000 or higher or ASNS 1000 or higher or LAS 1000 or higher

## **AFRS 3600 c-ESD, VPA. Race and Visual Representation in American Art. Dana Byrd. Non-Standard Rotation. Fall 2016**

Explores the visual construction of race in American art and culture from the colonial period to the late twentieth century. Focuses on two racial "categories"--blackness and whiteness--and how they have shaped American culture. Using college and local museum collections, examines paintings, sculptures, prints, photographs, film, and the spaces in which they have been displayed and viewed. Approach to this material is grounded in art history, but also draws from other disciplines. Artists under study include those who are well known such as Homer and Walker, as well as those who are unknown or have been forgotten. (Same as ARTH 3600)

PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

## Arabic

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### ARBC 1101 c. Elementary Arabic I. Russell Hopley. Every Fall. Fall 2016

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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. T.B.A. Every Spring. Spring 2017

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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 2016

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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. T.B.A. Every Spring. Spring 2017

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A continuation of Intermediate Arabic I, provides 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

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**Art**


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**ARTH 1016 c. Art and the Environment: 1960 to Present. Natasha Goldman. Non-Standard Rotation. Fall 2016**


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Since the 1960s, artists in Western Europe and the United States have used the environment as a site of visual exploration, discussion, critique, and action. From Robert Smithson and his ever-disintegrating “Spiral Jetty,” to Agnes Denes’s “Wheatfield” growing alongside Wall Street, to Mierle Ukeles’s installation and performance art in conjunction with the New York Department of Sanitation, to Eduardo Kac’s “GFP Bunny,” artists have explored the ways in which art objects are in dialogue with the environment, recycling, and biology. Works engage with concepts such as entropy, the agricultural industry, photosynthesis, and green tourism encouraging us to see in new ways the natural world around us. Visits to the Bowdoin College Museum of Art’s collections complement the material studied. Writing-intensive course emphasizes firm understanding of library and database research and the value of writing, revision, and critique. (Same as ENVS 1016)

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**ARTH 1100 c-VPA. Introduction to Art History. Pamela Fletcher. Susan Wegner. Stephen Perkinson. Every Fall. Fall 2016**


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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.

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**ARTH 1300 c-IP, VPA. Introduction to the Arts of Ancient Mexico and Peru. T.B.A. Non-Standard Rotation. Spring 2017**


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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 2100 c. Roman Archaeology. Catherine Baker. Every Other Fall. Fall 2016**


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Surveys the material culture of Roman society, from Italy’s prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other minor arts. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as ARCH 1102)

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## **ARTH 2150 c-VPA. Illuminated Manuscripts and Early Printed Books. T.B.A. Non-Standard Rotation. Spring 2017**

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Surveys the history of the decorated book from late antiquity through the Renaissance, beginning with an exploration of the earliest surviving illuminated manuscripts in light of the late antique culture that produced them. Examines uses of books in the early Middle Ages to convert viewers to Christianity or to establish political power. Traces the rise of book professionals (scribes, illuminators, binders, etc.) as manuscript production moved from monastic to urban centers, and concludes with an investigation of the impact of the invention of printing on art and society in the fifteenth century, and on the “afterlife” of manuscript culture into the sixteenth century. Themes to be discussed include the effect of the gender of a book’s anticipated audience on its decoration; the respective roles of author, scribes, and illuminators in designing a manuscript’s decorative program; and the ways that images can shape a reader’s understanding of a text. Makes use of the Bowdoin Library’s collection of manuscripts and early printed books.

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## **ARTH 2180 c-VPA. Gender in Japanese Art. Alison J. Miller. Non-Standard Rotation. Fall 2016**

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Uses gender as a point of departure for examining works of art in the Japanese tradition. Addresses a variety of theoretical approaches and considers the varying interpretations of gender through time and across cultures, as well as issues associated with applying contemporary gender theory to pre-modern works. Chronological topics from the thirteenth through twentieth centuries CE include Buddhist ideas of the feminine, voyeurism in early modern woodblock prints, modern girls of the early twentieth century, and contemporary art. (Same as ASNS 2291, GSWS 2180)

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## **ARTH 2260 c-VPA. Northern European Art of the Fifteenth and Sixteenth Centuries. Stephen Perkinson. Non-Standard Rotation. Fall 2016**

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

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PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

## **ARTH 2320 c-VPA. Art in the Age of Velazquez, Rembrandt, and Caravaggio. T.B.A. Non-Standard Rotation. Spring 2017**

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The art of seventeenth-century Europe. Topics include the revolution in painting carried out by Caravaggio, Annibale Carracci, and their followers in Rome; the development of these trends in the works of Rubens, Bernini, Georges de la Tour, Poussin, and others; and the rise of an independent school of painting in Holland. Connections between art, religious ideas, and political conditions are stressed.

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PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

## **ARTH 2440 c-VPA. Shoot, Snap, Instagram: A History of Photography in America. Dana Byrd. Non-Standard Rotation. Fall 2016**

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A survey of photography made and experienced in the United States from the age of daguerreotypes until the era of digital image processing. Addresses the key photographic movements, works, practitioners, and technological and aesthetic developments while also considering the social, political, cultural, and economic contexts for individual photographs. Photographers studied include Watkins, Bourke-White, Weegee, and Weems. Readings of primary sources by photographers and critics such as Stieglitz, Sontag, Abbott, and Benjamin bolster close readings of photographs. Builds skills of discussing, writing, and seeing American photography. Incorporates study of photography collections across the Bowdoin College campus.

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PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

## **ARTH 2450 c-VPA. American Furniture by Design. T.B.A. Non-Standard Rotation. Spring 2017**

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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 2540 c-VPA. Contemporary Art. Pamela Fletcher. Non-Standard Rotation. Fall 2016**

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

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PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

## **ARTH 2640 c-VPA. American Art from the Civil War to 1945. T.B.A. Non-Standard Rotation. Spring 2017**

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A survey of American architecture, sculpture, painting, and photography from the Civil War and World War II. Emphasis on understanding art in its historical and cultural context. Issues to be addressed include the expatriation of American painters, the conflicted response to European modernism, the pioneering achievements of American architects and photographers, the increasing participation of women and minorities in the art world, and the ongoing tension between native and cosmopolitan forms of cultural expression. Works with original objects in the Bowdoin College Museum of Art.

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## **ARTH 3160 c-VPA. Memory, Mourning, and the Macabre: Visualizing Death in Late Medieval and Early Modern Europe. T.B.A. Non-Standard Rotation. Spring 2017**

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In pre-modern Europe, people lived in the shadow of death. This was true in literal terms -- mortality rates were high -- but also in terms of art; the imagery of the period was saturated with images of death, dying, and the afterlife. Examines how images helped people confront profound questions about death. What happens to the self at death? What is the relationship between the body and the soul? What responsibilities do the living have to the dead? Addresses these issues through study of tomb sculptures, monumental paintings of the Last Judgment, manuscripts containing accounts of journeys to the afterlife, prayer beads featuring macabre imagery, and other related items.

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## **ARTH 3180 c-VPA. Japanese Prints. Alison J. Miller. Non-Standard Rotation. Fall 2016**

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Introduces students to the breadth of Japanese print culture, from early Buddhist images to twentieth-century artworks. Explores early modern landscapes, "beautiful women," and actor prints, as well as modern political, creative, and revival prints. Uses the collection of the Bowdoin College Museum of Art to investigate relevant artworks. Emphasis is placed on issues of economy, production, and socio-cultural contexts such as the masculine culture of early modern urban Japan, and globalization in the late nineteenth and early twentieth centuries. Chronological topics focus on the seventeenth through twentieth centuries. (Same as ASNS 3260)

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## **ARTH 3320 c-VPA. Painting and Society in Spain: El Greco to Goya. Susan Wegner. Non-Standard Rotation. Fall 2016**

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

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PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

## **ARTH 3600 c-ESD, VPA. Race and Visual Representation in American Art. Dana Byrd. Non-Standard Rotation. Fall 2016**

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Explores the visual construction of race in American art and culture from the colonial period to the late twentieth century. Focuses on two racial "categories"--blackness and whiteness--and how they have shaped American culture. Using college and local museum collections, examines paintings, sculptures, prints, photographs, film, and the spaces in which they have been displayed and viewed. Approach to this material is grounded in art history, but also draws from other disciplines. Artists under study include those who are well known such as Homer and Walker, as well as those who are unknown or have been forgotten. (Same as AFRS 3600)

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PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

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**VART 1101 c-VPA. Drawing I. The Department. Every Semester. Fall 2016**

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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. The Department. Every Semester. Fall 2016**

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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-VPA. Painting I. Mark Wethli. Every Semester. Fall 2016**

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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 2016**

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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 2016**

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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 2016**

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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. T.B.A. Every Spring. Spring 2017**

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A continuation of the principles introduced in Visual Arts 1101, 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 2302 c-VPA. Landscape Painting. James Mullen. Every Other Fall. Fall 2016**

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A continuation of principles introduced in Visual Arts 1301, with an emphasis on landscape painting. Studio projects investigate various relationships to nature through painting at a variety of sites and through the changing seasons of the coastal landscape. Painting activity is augmented with readings and presentations to offer a historical perspective on different languages, approaches, and philosophies in relation to the pictorial interpretation of landscape experience.

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PREREQUISITE: VART 1301

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**VART 2401 c. Large Format Photography. Michael Kolster. Non-Standard Rotation. Fall 2016**

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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 3501 c. Bio Art: Creative Inquiry at the Intersection of Art and Science. Jackie Brown. Non-Standard Rotation. Fall 2016**

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Bio Art is an international movement that gained traction in the 1990s and continues to push the boundaries of both art and science. The term encompasses a wide range of artworks generated using the materials, tools, techniques, and iconography of the life sciences. Introduces varied approaches to Bio Art, including artworks cultivated in a lab atmosphere, works developed with emerging technology, and works that use more traditional fine art media. Views several works that raise ethical questions with regard to advances in science and technology and discusses the potential role that Bio Art may play in facilitating cross-cultural dialogue. Students actively explore content through hands-on projects in two and three dimensions, primarily using fine art materials but with the possibility of integrating nontoxic organic matter. Through assigned reading, group discussion, studio projects, and critique, considers the value of cross-pollination between these disciplines, and students have the opportunity to develop a self-directed final project in response to course content.

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

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**VART 3502 c. Abstraction. Mark Wethli. Non-Standard Rotation. Fall 2016**

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Through study of interdisciplinary media and studio practice, explores abstraction in historical and contemporary contexts in terms of form, content, process, and meaning. After guided assignments, emphasis on self-directed projects. Choice of media to be 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. T.B.A. Every Spring. Spring 2017**

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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 1035 c. Globalizing India. Rachel Sturman. Non-Standard Rotation. Fall 2016

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Explores the lived experience of globalization on the ground in India, looking at the everyday lives and livelihoods, landscapes, and imaginations that have been transformed in recent decades. Key themes include urbanization, rising wealth and inequality, and changes in social and political visions. This course is part of the following field(s) of study: South Asian and Colonial Worlds. (Same as HIST 1038)

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### ASNS 1041 c. Asian Dystopias. Belinda Kong. Every Other Fall. Fall 2016

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Focuses on contemporary dystopian novels by Asian and Asian diaspora writers. Explores the idea that dystopic fiction works not simply by reimagining time and forecasting bleak futures but also by remapping political spaces and redrawing social boundaries. Anarchists and vigilantes, aliens and clones, murderous children and mythic animal deities populate these worlds as writers examine totalitarianism and dissidence, globalization and labor slavery, pandemics and biotechnology, race riots and environmental devastation. (Same as ENGL 1013)

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### ASNS 1043 c. East Asian Genre Cinema: The Martial Arts. Shu-chin Tsui. Every Other Fall. Fall 2016

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Explores East Asian cinema from a genre perspective with a focus on transnational martial arts films. The course calls on social-cultural history and genre theory in examining the form and content of such films. The role of local/global and national/transnational relations in cinema is considered. And genre-specific issues, such as spectators' perception or industry practices, are studied to discern the role of gender, nation, power, and historiography. After taking the course, students will be able to explain the theoretical concepts of genre cinema, analyze the genre's visual formation, and comprehend the social-cultural implications of the genre. (Same as CINE 1043)

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### ASNS 1560 c-IP. Merchants, Mughals, Mendicants: India and the Early Modern World. Rachel Sturman. Non-Standard Rotation. Fall 2016

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Introductory exploration of the history of the Indian subcontinent and its connections to the broader world in an era shaped by the vibrant movement of people, goods, and ideas across the Indian Ocean, Europe, and Central Asia. Note: This course is part of the following field(s) of study: South Asia. It also fulfills the pre-modern requirement for history majors. (Same as HIST 1440)

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### **ASNS 1625 b-ESD, IP. Everyday Life in India and Pakistan. Sara Dickey. Non-Standard Rotation. Fall 2016**

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Focuses on contemporary life in India and Pakistan by looking at everyday experiences and objects. Explores topics such as teen cyberculture, painted truck designs, romance fiction, AIDS activism, and memories of violence. These seemingly mundane topics offer a window onto larger cultural processes and enable us to examine identities and inequalities of gender, religion, caste, class, ethnicity, and nationality. Sources include ethnographic texts, essays, fiction, government documents, newspapers, popular and documentary films, and YouTube videos (Same as ANTH 1138)

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### **ASNS 2002 c-ESD, IP. The Foundations of Chinese Thought. T.B.A. Non-Standard Rotation. Spring 2017**

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Seminar. Addresses Chinese thought from the time of Confucius, ca. sixth century B.C.E., up to the beginning of the Common Era. The first half of the time period nurtured many renowned thinkers who devoted themselves to the task of defining and disseminating ideas. The latter half witnessed the canonization of a number of significant traditions, including Confucianism. Major problems that preoccupied the thinkers include order and chaos, human nature, the relationship between man and nature, among others. Students instructed to treat philosophical ideas as historically conditioned constructs and to interrogate them in contexts. Note: This course fulfills the pre-modern requirement for history majors. (Same as HIST 2780)

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### **ASNS 2012 c-IP. China's Path to Modernity: 1800 to Present. T.B.A. Non-Standard Rotation. Spring 2017**

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Introduction to modern and contemporary Chinese history. Covers the period from the nineteenth century, when imperial China encountered the greatest national crisis in its contact with the industrial West, to the present People's Republic of China. Provides historical depth to an understanding of the multiple meanings of Chinese modernity. Major topics include: democratic and socialist revolutions; assimilation of Western knowledge and thought; war; imperialism; the origin, development, and unraveling of the Communist rule. (Same as HIST 2322)

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### **ASNS 2071 c-IP. Visual Culture of Modern China: Urbanization via Art and Architecture. T.B.A. Non-Standard Rotation. Spring 2017**

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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 2074 c-IP. Gendered Bodies: Toward a Women's Art in Contemporary China.  
Shu-chin Tsui. Non-Standard Rotation. Fall 2016**

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Introduces students to an emerging subject that has yet to receive much attention from art critics or from scholars. Taking the body, especially the female body, as a discursive subject and visual medium, examines how women artists, through their artistic innovations and visual representations, search for forms of self-expression characterized by female aesthetics and perspectives. Included among topics covered are personal experience and history, sexuality and the gaze, pain and memory, and landscape aesthetics and the body. Examines how different visual media—such as painting, photography, installation, performance art, and video work—play a role in the development of women's art in contemporary China. (Same as GSWS 2605)

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**ASNS 2075 c-IP, VPA. Ecocinema: China's Ecological and Environmental Crisis.  
T.B.A. Every Other Spring. Spring 2017**

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Examines how China's economic development has caused massive destruction to the natural world and how environmental degradation affects the lives of ordinary people. An ecological and environmental catastrophe unfolds through the camera lens in feature films and documentaries. Central topics include the interactions between urbanization and migration, humans and animals, eco-aesthetics and manufactured landscapes, local communities and globalization. Considers how cinema, as mass media and visual medium, provides ecocritical perspectives that influence ways of seeing the built environment. The connections between cinema and environmental studies enable students to explore across disciplinary as well as national boundaries. Note: Fulfills the non-US cinema requirement and the film theory requirement for cinema studies minors. (Same as CINE 2075, ENVS 2475)

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**ASNS 2252 c-ESD, IP. Pacific Passages: Japan in the Early Modern World, 1500-1800.  
T.B.A. Non-Standard Rotation. Spring 2017**

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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. Note: This course is part of the following field(s): East Asia. (Same as HIST 2420)

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**ASNS 2271 c-IP, VPA. Samurai in History, Literature, and Film. Vyjayanthi Selinger. Non-Standard Rotation. Fall 2016**

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An examination of representations of samurai in historical, literary, and filmic texts from the twelfth to the twentieth century. Topics include the changing understanding of the way of the warrior, the influence of warrior culture on the arts in medieval Japan, and the modern appropriation of the martial arts. Analyzes the romanticizing of samurai ethos in wartime writings and the nostalgic longing for a heroic past in contemporary films. Focus on the reimagining of the samurai as a cultural icon throughout Japanese history and the relationship of these discourses to gender, class, and nationalism. Readings include the "Tale of the Heike," "Legends of the Samurai," "Hagakure and Bushido: The Soul of Japan." Films may include "Genroku Chushingura," Akira Kurosawa's "Seven Samurai," and the animation series "Samurai 7."

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**ASNS 2291 c-VPA. Gender in Japanese Art. Alison J. Miller. Non-Standard Rotation. Fall 2016**

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Uses gender as a point of departure for examining works of art in the Japanese tradition. Addresses a variety of theoretical approaches and considers the varying interpretations of gender through time and across cultures, as well as issues associated with applying contemporary gender theory to pre-modern works. Chronological topics from the thirteenth through twentieth centuries CE include Buddhist ideas of the feminine, voyeurism in early modern woodblock prints, modern girls of the early twentieth century, and contemporary art. (Same as ARTH 2180, GSWS 2180)

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**ASNS 2311 c-ESD, IP. Modernity and Identity in Japan. Sakura Christmas. Non-Standard Rotation. Fall 2016**

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In 1853, Commodore Matthew Perry sailed to Japan with four naval warships and issued an ultimatum: open up to trade or face foreign invasion. Charts Japan's swift emergence from its feudal origins to become the world's first non-Western, modern imperial power out of its feudal origins. Lectures introduce the origins, course, and consequences of building a modern state from the perspective of various actors that shaped its past: rebellious samurai, anarchist activists, the modern girl, imperial fascists, and office salarymen. Readings complicate dichotomies of East and West, modern and feudal, nation and empire through the lens of ethnicity, class, and gender. Note: This course is part of the following field(s) of study: East Asia. (Same as HIST 2421)

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**ASNS 2501 c-IP. Construction of Goddess and Deification of Women in Hindu Tradition. Sree Holt. Non-Standard Rotation. Fall 2016**

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Focuses include an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; how various categories of goddesses can be seen or not as the forms of the "great goddess"; and how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Readings may include primary sources, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as GSWS 2289, REL 2289)

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**ASNS 2550 c-ESD, IP. Religion and Fiction in Modern South Asia. John Holt. Non-Standard Rotation. Fall 2016**

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Explains the nexus between religion and society in modern South Asia via the prism of South Asian literature in English. Confined to prose fiction, considering its tendency to attempt approximations of reality. Interrogates how ideas of religion and ideas about religion manifest themselves in literature and affect understanding of south Asian religions among its readership. Does not direct students to seek authentic insights into orthodox or doctrinal religion in the literary texts but to explore the tensions between textual religion and everyday lived reality in South Asia. (Same as REL 2219)

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**ASNS 2552 c-IP. Hindu Literatures. John Holt. Non-Standard Rotation. Fall 2016**

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A reading and discussion of translated classical Hindu literature, including the Rg Veda, Upanishads, Yoga Sutra, the epics Ramayana, Mahabharata (including the Bhagavad Gita), Devi Mahatmya and the Cilapatikaram, etc. Focuses on development of various types of religious worldviews and religious experiences as reflected in classical Sanskrit and vernacular literature of India. (Same as REL 2220)

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**ASNS 2555 c-IP. Religious Culture and Politics in Southeast Asia. T.B.A. Every Other Spring. Spring 2017**

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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. Includes 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 (same as Asian Studies 2554) highly recommended. (Same as REL 2288)

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**ASNS 2582 c-ESD, IP. Politics and Popular Culture in Modern India. T.B.A. Non-Standard Rotation. Spring 2017**

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Examines the new forms of politics and of popular culture that have shaped modernity in India. Topics include the emergence of mass politics, urbanization, modern visual culture, new media technologies, and contemporary media and democracy. Course includes a film component. This course is part of the following field(s) of study: South Asia and Colonial Worlds.  
(Same as HIST 2343)

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**ASNS 2710 b. The Politics of India. Emily Clough. Non-Standard Rotation. Fall 2016**


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Explores politics in the world's largest democracy through the lens of big ideas in comparative politics. Focusing on the post-Independence period, discusses themes that are important both to India and to a general study of politics in developing countries, such as state-building, democracy, social and economic development, state institutions, political parties, conflict, and social movements. Asks how has democratic politics shaped and been shaped by a society divided among numerous cleavages, such as caste, class, language, and religion? How has the context of persistent poverty, low literacy, a history of single party dominance, and an active civil society shaped the workings of India's political institutions? (Same as GOV 2442)

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**ASNS 2801 c-ESD. Introduction to Asian-American Literature. Belinda Kong. Non-Standard Rotation. Fall 2016**


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An introduction not only to the writings of Asian America, but also to the historical development of Asian American literature as a field of discussion, study, and debate. Begins by focusing on a seminal moment in the formation of this field: the critical controversy sparked by the publication of Maxine Hong Kingston's *The Woman Warrior* (1976). Then turns to earlier classics as well as more recent fiction and questions of how to reconceive Asian American literature in light of these works. In addition to Kingston, authors may include Amy Tan, David Henry Hwang, Frank Chin, John Okada, Jade Snow Wong, Carlos Bulosan, Chang-rae Lee, Jhumpa Lahiri, Susan Choi, Lan Cao, and Iê thi diêm thúy. (Same as ENGL 2750)

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**ASNS 2804 c-ESD, IP. Asian America's Aging. T.B.A. Non-Standard Rotation. Spring 2017**


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Asian American literature is dominated by voices of youth: the child narrator and the bildungsroman genre have long been used by writers to tell not only personal coming-of-age stories but also that of Asian America itself, as a relative newcomer into the American nation-state and its cultural landscape. Focuses instead on the latecoming figure of the aged narrator in recent Asian American fiction, who constellates themes of dislocation and reclamation, memory, and the body rather than those of maturation and heritage. Explores old age as a vehicle for engaging contemporary issues of globalization and diaspora; historical trauma and cultural memory; life and biopolitics. Examines these works within the paradigm of transnational Asian America, which goes beyond the United States as geographical frame to shed light on the new diasporic identities and cultural politics emerging from twentieth-century global transits.

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

(Same as ENGL 2755)

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**ASNS 2806 c-ESD. New Fictions of Asian America. T.B.A. Every Other Spring. Spring 2017**

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Surveys developments in Asian American literature since 2000 and asks how post-millennial fictions revise and extend the core concerns of earlier writing. If Asian American writers have long been preoccupied with questions of ethnic identity and national belonging, recent works tackle these themes within new contexts of transnationalism, the post-9/11 security state, and the global financial crisis. Considers the diverse functions of the contemporary Asian American novella's autobiography and narrative of racial passing as social satire and tragicomedy, and as cultural memory and multiracial national history. (Same as ENGL 2758)

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PREREQUISITE: ASNS 1000 or higher or ENGL 1000 - 1049 or ENGL 1100 - 1999

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**ASNS 2860 b-IP. Asian Communism: The Politics of China, Vietnam, North Korea, and Mongolia. Christopher Heurlin. Non-Standard Rotation. Fall 2016**

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Examines the Asian communism in China, Vietnam, North Korea, and Mongolia. Asian communism presents a series of fascinating questions. Why did communist revolutions occur in some Asian states but not others? Why were relations between some Asian communist states peaceful while others were hostile? Why did some adopt significant economic reforms while others maintained command economies? Why did communist regimes persist in most Asian states, while Communism fell in Mongolia and all of Europe? The approach of the course is explicitly comparative and structured around thematic comparisons between the four states. (Same as GOV 2445)

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**ASNS 2892 c-IP. Maps, Territory, and Power. Sakura Christmas. Non-Standard Rotation. Fall 2016**

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Seminar. Maps shape nearly every facet of our modern lives, from guiding us through unfamiliar streets on smart phones to legitimizing immigration restrictions in national policy. Explores the production, meanings, and implications of maps in charting the human relationship to the environment. Examines how modern cartography, from the Mercator projection to GPS, structures nature and society as much as it reflects "objective" representations of our surroundings. Readings emphasize how this technology has also sought to exert scientific hegemony over alternate conceptions of space in non-Western contexts. Sessions include analyzing original specimens in museum collections. Note: This course is part of the following field(s) of study: East Asia. (Same as HIST 2892)

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**ASNS 3060 b-IP. Advanced Seminar in Chinese Politics. T.B.A. Non-Standard Rotation. Spring 2017**

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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 3260 c-VPA. Japanese Prints. Alison J. Miller. Non-Standard Rotation. Fall 2016**


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Introduces students to the breadth of Japanese print culture, from early Buddhist images to twentieth-century artworks. Explores early modern landscapes, “beautiful women,” and actor prints, as well as modern political, creative, and revival prints. Uses the collection of the Bowdoin College Museum of Art to investigate relevant artworks. Emphasis is placed on issues of economy, production, and socio-cultural contexts such as the masculine culture of early modern urban Japan, and globalization in the late nineteenth and early twentieth centuries. Chronological topics focus on the seventeenth through twentieth centuries. (Same as ARTH 3180)

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**ASNS 3300 b-IP. Advanced Seminar in Japanese Politics. T.B.A. Every Other Spring. Spring 2017**


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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. Songren Cui. Every Fall. Fall 2016**


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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. T.B.A. Every Spring. Spring 2017**


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A continuation of Chinese 1101. 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.

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PREREQUISITE: CHIN 1101 or Placement in CHIN 1102

**CHIN 1103 c. Advanced Elementary Chinese I. Xiaoke Jia. Every Fall. Fall 2016**


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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. T.B.A. Every Spring. Spring 2017

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A continuation of Chinese 1103. 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. Propels those with sufficient competence directly to Advanced-Intermediate Chinese [2205 and 2206] after a year of intensive training while prepares others to move up to intermediate (second-year) Chinese language course. Followed by Chinese 2203 or 2205 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 2016

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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. T.B.A. Every Spring. Spring 2017

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A continuation of Chinese 2203. 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.

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PREREQUISITE: CHIN 2203

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## CHIN 2205 c. Advanced-Intermediate Chinese I. Songren Cui. Every Fall. Fall 2016

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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. T.B.A. Every Spring. Spring 2017

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A continuation of Chinese 2205. 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.

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PREREQUISITE: CHIN 2205

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### CHIN 3307 c. Advanced Chinese I. Xiaoke Jia. Every Fall. Fall 2016

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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. T.B.A. Every Spring. Spring 2017

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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' interests and needs. 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 2016

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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 also presented. The two kana syllabaries and sixty commonly used kanji are introduced. No prerequisite. Followed by Japanese 1102.

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### JPN 1102 c. Elementary Japanese II. T.B.A. Every Spring. Spring 2017

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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 ninety 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 2016

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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. T.B.A. Every Spring. Spring 2017**

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A continuation of Japanese 2203 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 2016**

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Building on the fundamentals of Elementary and Intermediate Japanese, students 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 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. T.B.A. Every Spring. Spring 2017**

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A continuation and progression of materials used in Japanese 2205.

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PREREQUISITE: JPN 2205

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**JPN 3307 c. Advanced Japanese I. Hiroo Aridome. Every Fall. Fall 2016**

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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 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

## Biochemistry

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### **BIOC 2124 a-MCSR, INS. Biochemistry and Cell Biology. Bruce Kohorn. Every Fall. Fall 2016**

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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. (Same as BIOL 2124)

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

### **BIOC 2310 a. Fundamentals of Biochemistry. Ibrahim Moustafa. Every Other Fall. Fall 2016**

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Focuses on the fundamentals of biochemistry. Topics include the influence of water on biomolecules; how structure dictates function; properties of the major classes of biomolecules (proteins, nucleic acids, carbohydrates, and lipids); enzyme mechanisms, kinetics, and regulation; metabolic transformations; energetics and metabolic control. Emphasis on how the physical and chemical properties of the universe impact living systems. Does NOT satisfy a requirement for the biochemistry major and not open to students who have credit for Chemistry 2320 . Students who intend to enroll in Chemistry 2320 should not register for Chemistry 2310. (Same as CHEM 2310)

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PREREQUISITE: CHEM 2260

### **BIOC 2320 a-MCSR. Biochemistry. T.B.A. Every Spring. Spring 2017**

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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. (Same as CHEM 2320)

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PREREQUISITE: CHEM 2260



## Biology

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### **BIOL 1056 a-INS. Ecology and Society. T.B.A. Non-Standard Rotation. Spring 2017**

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Presents an overview of ecology covering basic ecological principles and the relationship between human activity and the ecosystems that support us. Examines how ecological processes, both biotic (living) and abiotic (non-living), influence the life history of individuals, populations, communities, and ecosystems. Encourages student investigation of environmental interactions and how human-influenced disturbance is shaping the environment. Required field trips illustrate the use of ecological concepts as tools for interpreting local natural history. (Same as ENVS 1056)

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### **BIOL 1068 a-INS. Cancer Biology. Stephanie Richards. Non-Standard Rotation. Fall 2016**

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Examines the biological basis of cancer, including the role of oncogenes and tumor suppressors in regulating how the cell divides, how environmental agents and viruses can induce DNA mutations leading to cancerous growth, and the genetic basis of cancerous cells. Examines diagnostic procedures and explores emerging technologies that are developing new treatments based on cancer cell characteristics.

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### **BIOL 1090 a-INS. Understanding Climate Change. T.B.A. Non-Standard Rotation. Spring 2017**

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Why is the global climate changing and how will biological systems respond? 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. Incorporates 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 1101 a-MCSR, INS. Biological Principles I. Jack Bateman. Every Fall. Fall 2016**

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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. T.B.A. Every Spring. Spring 2017**

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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 2016**

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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. T.B.A. Every Spring. Spring 2017**

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Understanding environmental challenges requires scientific knowledge about the different spheres of the Earth -- land, water, air, and life -- and how they interact. Presents integrated perspectives across the fields of biology, chemistry, and earth and oceanographic science to examine the scientific basis for environmental change from the molecular to the global level. Foundational principles are developed to address major course themes, including climate change, energy, soil/air/water pollution, chemical exposure and risk, land use change, and biodiversity loss. 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 1101 or BIOL 1109 or CHEM 1091 - 2260 or PHYS 1130 or PHYS 1140 or EOS 1105 or EOS 1305 (same as ENVS 1104) or EOS 1505 (same as ENVS 1102) or EOS 2005 (same as ENVS 2221) or EOS 2115 or EOS 2335 or EOS 2345 (same as ENVS 2270) or EOS 2365 or EOS 2525 (same as ENVS 2251) or EOS 2535 or EOS 2585 (same as ENVS 2282) or ENVS 1101

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## **BIOL 1174 a-MCSR. Biomathematics. T.B.A. Every Fall. Spring 2017**

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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 one-and-a-half 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} (M) or Placement in MATH 1700 (M) or Placement in MATH 1750 (M) or Placement in MATH 1800 (M) or Placement in 2000 2020 2206 M

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**BIOL 2112 a-MCSR, INS. Genetics and Molecular Biology. T.B.A. Every Spring.  
Spring 2017**

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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. T.B.A. Every Spring. Spring 2017**

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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 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 2016**

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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. (Same as BIOC 2124)

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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 2016**

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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. (Same as NEUR 2135)

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

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## **BIOL 2175 a-MCSR, INS. Developmental Biology. William Jackman. Every Fall. Fall 2016**

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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.

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

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## **BIOL 2214 a-MCSR, INS. Comparative Physiology. T.B.A. Every Spring. Spring 2017**

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An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support 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. (Same as NEUR 2214)

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

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## **BIOL 2232 a-MCSR, INS. Benthic Ecology. David Carlon. Non-Standard Rotation. Fall 2016**

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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 designs and implements a long-term study, based at the Bowdoin Marine Laboratory, to monitor and detect changes in community structure driven by climate change in the twenty-first 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 ENVS 2232)

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

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## **BIOL 2315 a-MCSR, INS. Behavioral Ecology and Population Biology. Nathaniel Thoreau Wheelwright. Every Fall. Fall 2016**

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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 ENVS 2224)

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

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## **BIOL 2316 a-MCSR, INS. Evolution. T.B.A. Every Spring. Spring 2017**

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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.

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

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## **BIOL 2319 a-MCSR, INS. Biology of Marine Organisms. Amy Johnson. Every Fall. Fall 2016**

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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 ENVS 2229)

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

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## **BIOL 2330 a-MCSR, INS. Marine Molecular Ecology and Evolution. Sarah Kingston. Non-Standard Rotation. Fall 2016**

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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 ENVS 2233)

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

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## **BIOL 2501 a-INS. Biological Oceanography. Bobbie Lyon. Non-Standard Rotation. Fall 2016**

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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

## **BIOL 2553 a. Neurophysiology. Patsy Dickinson. Every Fall. Fall 2016**

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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. (Same as NEUR 2553)

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

## **BIOL 2554 a-MCSR, INS. Biomechanics. T.B.A. Every Spring. Spring 2017**

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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.

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PREREQUISITE: BIOL 1102 or BIOL 1109 or BIOL 2100 or higher or CHEM 1092 or higher or EOS 1100 or higher or MATH 1100 or higher or PHYS 1100 or higher

## **BIOL 2558 a-INS. Ornithology. T.B.A. Non-Standard Rotation. Spring 2017**

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Advanced study of the biology of birds, including anatomy, physiology, distribution, and systematics, with an emphasis on avian ecology and evolution. Through integrated laboratory sessions, field trips, and discussion of the primary literature, students learn identification of birds, functional morphology, and research techniques such as experimental design, behavioral observation, and field methods. Optional weekend field trip to Monhegan Island or the Bowdoin Scientific Station on Kent Island. (Same as ENVS 2558)

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PREREQUISITE: BIOL 2315 (same as ENVS 2224) or BIOL 2325 (same as ENVS 2225) or ENVS 2224 or ENVS 2225

## **BIOL 2566 a-INS. Molecular Neurobiology. T.B.A. Every Spring. Spring 2017**

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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. (Same as NEUR 2566)

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PREREQUISITE: Two of: || either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level || and either BIOL 2112 or BIOL 2124 (same as BIOC 2124) or BIOL 2135 (same as NEUR 2135) or BIOL 2553 (same as NEUR 2553) or PSYC 2050 (same as NEUR 2050)

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**BIOL 2581 a. Forest Ecology and Conservation. Vladimir Douhovnikoff. Non-Standard Rotation. Fall 2016**

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An examination of how forest ecology and the principles of silviculture inform forest ecosystem restoration and conservation. Explores ecological dynamics of forest ecosystems, the science of managing forests for tree growth and other goals, natural history and historic use of forest resources, and the state of forests today, as well as challenges and opportunities in forest restoration and conservation. Consists of lecture, discussions, field trips, and guest seminars by professionals working in the field. (Same as ENVS 2281)

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**BIOL 3307 a-INS. Evolutionary Developmental Biology. T.B.A. Every Spring. Spring 2017**

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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.

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PREREQUISITE: BIOL 2175 or BIOL 2316

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**BIOL 3314 a. Advanced Genetics and Epigenetics. Jack Bateman. Every Fall. Fall 2016**

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

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PREREQUISITE: BIOL 2112

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**BIOL 3317 a-INS. Molecular Evolution. Michael Palopoli. Every Fall. Fall 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.

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

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**BIOL 3325 a-INS. Topics in Neuroscience. T.B.A. Non-Standard Rotation. Spring 2017**

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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. (Same as NEUR 3325)

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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. T.B.A. Every Spring. Spring 2017**

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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. T.B.A. Every Other Spring. Spring 2017**

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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 3394 a. Ecological Recovery in Maine's Coastal Ecosystem. T.B.A. Non-Standard Rotation. Spring 2017**

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Maine's coastal ecosystems once supported prodigious abundances of wildlife that enabled human communities for millennia before succumbing to multiple anthropogenic stresses in the mid-twentieth century. Today, it is crucial to understand the most pressing ecological and social constraints limiting recovery of these once vital ecosystems to achieve sustainable ecological recovery and provision of ecosystem services. Studies the biophysical and social constraints limiting ecological recovery, and reconsiders the failed management policies of the past. Students participate in a thorough review of the relevant scientific and historical literature and conduct a group study investigating some aspect of the ecology and/or the environmental history of Maine's coastal ecosystems. (Same as ENVS 3994)

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



## Chemistry

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### **CHEM 1055 a-INS. Science of Food and Wine. Richard Broene. Non-Standard Rotation. Fall 2016**

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Methods of food and wine preparation and production emerged from essentially controlled scientific experiments, even if the techniques of cooking are often carried out without thought of the underlying physical processes at play. Considers the science behind food and wine using bread baking, cooking techniques, the role of microbes in our diet, and wine making and appreciation to explore the chemistry and biology that underlie our gastronomy. Molecular structures and complex interactions central to cooking and wine are examined in integrated laboratory exercises. Assumes no background in science. Not open to students who have credit for a chemistry course numbered 1090 or higher.

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### **CHEM 1056 a-MCSR, INS. Investigations: The Chemistry of Forensics Science. T.B.A. Non-Standard Rotation. Spring 2017**

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A study of scientific principles that underlie chemical, instrumental, and some biological techniques used in criminal investigations by forensic scientists. Focuses on understanding materials at an atomic or molecular level to learn how forensic chemistry is used to make qualitative and quantitative measurements key to forensic investigations. Makes use of case studies and the study of specific chemical, physical, and spectroscopic techniques used in forensic investigations. Assumes no background in science. Students take part in three to four laboratory experiences. Not open to students who have credit for a chemistry course numbered 1100 or higher or to students who have credit for Mathematics 1300, Psychology 2520, or Economics 2557.

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### **CHEM 1091 a-INS. Introductory Chemistry and Quantitative Reasoning I. Michael Danahy. Every Fall. Fall 2016**

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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 take Chemistry 1092 as their next chemistry course.

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PREREQUISITE: Placement in CHEM 1091

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**CHEM 1092 a-MCSR, INS. Introductory Chemistry and Quantitative Reasoning II. T.B.A. Every Spring. Spring 2017**

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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

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**CHEM 1101 a-INS. Introductory Chemistry I. The Department. Every Fall. Fall 2016**

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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 take Chemistry 1102, not Chemistry 1109, as their next chemistry course.

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**CHEM 1102 a-MCSR, INS. Introductory Chemistry II. T.B.A. Every Spring. Spring 2017**

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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 may not take Chemistry 1102 for credit.

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PREREQUISITE: CHEM 1101

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**CHEM 1105 a-MCSR, INS. Perspectives in Environmental Science. T.B.A. Every Spring. Spring 2017**

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Understanding environmental challenges requires scientific knowledge about the different spheres of the Earth -- land, water, air, and life -- and how they interact. Presents integrated perspectives across the fields of biology, chemistry, and earth and oceanographic science to examine the scientific basis for environmental change from the molecular to the global level. Foundational principles are developed to address major course themes, including climate change, energy, soil/air/water pollution, chemical exposure and risk, land use change, and biodiversity loss. 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 1101 or BIOL 1109 or CHEM 1091 - 2260 or PHYS 1130 or PHYS 1140 or EOS 1105 or EOS 1305 (same as ENVS 1104) or EOS 1505 (same as ENVS 1102) or EOS 2005 (same as ENVS 2221) or EOS 2115 or EOS 2335 or EOS 2345 (same as ENVS 2270) or EOS 2365 or EOS 2525 (same as ENVS 2251) or EOS 2535 or EOS 2585 (same as ENVS 2282) or ENVS 1101

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**CHEM 1109 a-MCSR, INS. General Chemistry. The Department. Every Semester. Fall 2016**

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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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**CHEM 2100 a-MCSR, INS. Chemical Analysis. Elizabeth Stemmler. Every Fall. Fall 2016**

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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.

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PREREQUISITE: CHEM 1092 or 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 2016**

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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.

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PREREQUISITE: CHEM 1092 or 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. T.B.A. Every Spring. Spring 2017**

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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.

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PREREQUISITE: CHEM 2250

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**CHEM 2310 a. Fundamentals of Biochemistry. Ibrahim Moustafa. Every Other Fall. Fall 2016**

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Focuses on the fundamentals of biochemistry. Topics include the influence of water on biomolecules; how structure dictates function; properties of the major classes of biomolecules (proteins, nucleic acids, carbohydrates, and lipids); enzyme mechanisms, kinetics, and regulation; metabolic transformations; energetics and metabolic control. Emphasis on how the physical and chemical properties of the universe impact living systems. Does NOT satisfy a requirement for the biochemistry major and not open to students who have credit for Chemistry 2320. Students who intend to enroll in Chemistry 2320 should not register for Chemistry 2310. (Same as BIOC 2310)

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PREREQUISITE: CHEM 2260

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**CHEM 2320 a-MCSR. Biochemistry. T.B.A. Every Spring. Spring 2017**

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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. (Same as BIOC 2320)

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PREREQUISITE: CHEM 2260

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**CHEM 2400 a-MCSR, INS. Inorganic Chemistry. T.B.A. Every Spring. Spring 2017**

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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 are also included. Provides a foundation for further work in chemistry and biochemistry. Lectures and four hours of laboratory work per week.

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PREREQUISITE: CHEM 1092 or 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 2016**

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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.

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PREREQUISITE: Three of: | | CHEM 1092 or 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 (M) or Placement in 2000 2020 2206 M | | and PHYS 1140

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**CHEM 2520 a-MCSR, INS. Quantum Chemistry and Spectroscopy. T.B.A. Every Spring. Spring 2017**

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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 is recommended. Note: Chemistry 2510 is not a prerequisite for Chemistry 2520 .

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PREREQUISITE: Three of: | | CHEM 1092 or 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 (M) or Placement in 2000 2020 2206 M | | and PHYS 1140

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**CHEM 3270 a. Biomimetic and Supramolecular Chemistry. Benjamin Gorske. Non-Standard Rotation. Fall 2016**

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A guided exploration of the primary scientific literature concerning weak covalent and noncovalent interactions that collectively determine the three-dimensional structures of biomimetic and foldameric molecules and that govern the aggregation of molecules into discrete multi-molecular assemblies. Surveys practical applications in biochemical investigation, catalysis, and medicine, as well as in the young but rapidly expanding sciences of molecular and nanostructural engineering. NOTE: There is NO LABORATORY WORK associated with this course. The required designated lab is a required discussion session.

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PREREQUISITE: CHEM 2260

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**CHEM 3400 a. Advanced Inorganic Chemistry. T.B.A. Every Other Spring. Spring 2017**

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Inorganic chemistry is incredibly diverse and wide-ranging in scope. Symmetry, spectroscopy, and quantum-based theories and computational methods are employed to gain insight into the molecular and electronic structures and reaction mechanisms of inorganic compounds. Examples from the current literature emphasized, including topics in inorganic photochemistry and biochemistry. Chemistry 2520 is recommended.

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PREREQUISITE: CHEM 2400

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**CHEM 3520 a. Methods in Computational Chemistry. Soren Eustis. Every Other Fall. Fall 2016**

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Modern computational tools have deepened understanding of nearly all aspects of chemistry. Introduces a wide array of computational methods to solve problems ranging from atomic and molecular structure to experimental data analysis. Students work with commercial and open-source tools such as Matlab, R, GAMESS, Gaussian, and LabView.

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PREREQUISITE: CHEM 1092 or CHEM 1109 or CHEM 1102

## Cinema Studies

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### CINE 1007 c. Performance and Theory in James Bond. Sarah Bay-Cheng. Non-Standard Rotation. Fall 2016

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Introduces students to performance theory, critical analysis, and cultural studies through diverse works related to the fictional British spy character, James Bond. Considers selected Bond films, Ian Fleming's novels, and other works related to the iconic series including parodies and spoofs (e.g., Austin Powers), advertising, and games, among others. A weekly group screening is encouraged, but students also have the opportunity to view required films individually. Writing assignments include performance and media analysis, critical reviews, and essays based on original research. (Same as ENGL 1011, THTR 1007)

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### CINE 1036 c. The South on Page and Screen. Meredith McCarroll. Non-Standard Rotation. Fall 2016

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Explores both romanticizing and demonizing representations of the American South in modern and contemporary literature and film. Studies multiple and sometimes conflicting representations of the South in order to understand the power of images and language in the imagining of a place. Topics include the myth of the plantation, gender and power, environment and destruction, violence and race. Readings and screenings may include "Birth of a Nation," "Song of the South," "Showboat," "The Sound and the Fury," "Cane," "Black Boy," "The Moviegoer," "Deliverance," "Bastard Out of Carolina," "A Streetcar Named Desire," "The Dollmaker," "Slingblade," "Django Unchained," "Beasts of the Southern Wild." Students expected to screen films outside of class; group screenings offered. (Same as ENGL 1036)

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### CINE 1043 c. East Asian Genre Cinema: The Martial Arts. Shu-chin Tsui. Every Other Fall. Fall 2016

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Explores East Asian cinema from a genre perspective with a focus on transnational martial arts films. The course calls on social-cultural history and genre theory in examining the form and content of such films. The role of local/global and national/transnational relations in cinema is considered. And genre-specific issues, such as spectators' perception or industry practices, are studied to discern the role of gender, nation, power, and historiography. After taking the course, students will be able to explain the theoretical concepts of genre cinema, analyze the genre's visual formation, and comprehend the social-cultural implications of the genre. (Same as ASNS 1043)

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### CINE 1101 c-VPA. Film Narrative. Allison Cooper. Non-Standard Rotation. Fall 2016

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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 2075 c-IP, VPA. Ecocinema: China's Ecological and Environmental Crisis. T.B.A. Every Other Spring. Spring 2017**

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Examines how China's economic development has caused massive destruction to the natural world and how environmental degradation affects the lives of ordinary people. An ecological and environmental catastrophe unfolds through the camera lens in feature films and documentaries. Central topics include the interactions between urbanization and migration, humans and animals, eco-aesthetics and manufactured landscapes, local communities and globalization. Considers how cinema, as mass media and visual medium, provides ecocritical perspectives that influence ways of seeing the built environment. The connections between cinema and environmental studies enable students to explore across disciplinary as well as national boundaries. Note: Fulfills the non-US cinema requirement and the film theory requirement for cinema studies minors. (Same as ASNS 2075, ENVS 2475)

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**CINE 2201 c-VPA. History of Film 1895 to 1935. Tricia Welsch. Non-Standard Rotation. Fall 2016**

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Examines the development of film from its origins to the American studio era. Includes early work by the Lumières, Méliès, and Porter, and continues with Griffith, Murnau, Eisenstein, Chaplin, Keaton, Stroheim, Pudovkin, Lang, Renoir, and von Sternberg. Special attention is paid to the practical and theoretical concerns over the coming of sound. Attendance at weekly evening screenings is required.

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**CINE 2202 c-VPA. Film History 1935 to 1975. T.B.A. Non-Standard Rotation. Spring 2017**

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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 2224 c-VPA. The Films of Alfred Hitchcock. T.B.A. Non-Standard Rotation. Spring 2017**

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Considers the films of Alfred Hitchcock from his career in British silent cinema to the Hollywood productions of the 1970s. Examines his working methods and style of visual composition, as well as consistent themes and characterizations. Of particular interest is his adaptation of Daphne du Maurier's "Rebecca" as a way of exploring the tensions between literary sources and film, and between British and American production contexts. Ends with a brief look at Hitchcock's television career and his influence on recent film. Attendance at weekly evening screenings is required.

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

## **CINE 2428 c-VPA. Introduction to Film Theory. T.B.A. Non-Standard Rotation. Spring 2017**

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A survey of some of the major currents in film theory from the early days of motion pictures to the present, including formalism, genre theory, auteur theory, psychoanalytic theory, feminist theory, and queer theory. Includes mandatory evening film screenings; a choice of two screening times available for each film. Note: Fulfills the film theory requirement for cinema studies minors.. (Same as ENGL 2428)

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## **CINE 2831 b-IP. Ethnographic Film. April Strickland. Non-Standard Rotation. Fall 2016**

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Considers the development of ethnographic film from an anthropological lens and international perspectives. Starting with the advent of the documentary and concluding with ethnographic new media, investigates how, why, and to what end film has been used as a tool by anthropologists and the communities that they work with to expand discussions about the modern world. Topics include filmmaking as a methodology for social scientists, the connections between ethnographic film and self-determination efforts in minority communities, critical examinations of media-making practices--onscreen and off--and the global impact these factors have had. (Same as ANTH 2340)

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PREREQUISITE: ANTH 1101 or SOC 1101

## **CINE 3321 c. German Expressionism and Its Legacy. Tricia Welsch. Non-Standard Rotation. Fall 2016**

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Considers the flowering of German cinema during the Weimar Republic and its enormous impact on American film. Examines work produced in Germany from 1919 to 1933, the films made by German expatriates in Hollywood after Hitler's rise to power, and the wide influence of the expressionist tradition in the following decades. Attendance at weekly evening screenings is required. Note: Fulfills the non-US cinema requirement for cinema studies minors.

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PREREQUISITE: CINE 1000 or higher or FILM 1000 or higher

## **CINE 3351 c-VPA. Creative Writing and Filmmaking. Lyes Salem. Non-Standard Rotation. Fall 2016**

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From storyboarding and script-writing to the exploration of French and Francophone cinematographic genres, introduces students to much of what goes into making a twelve-minute short movie. Teaches how to create characters, write dialogues, and act for the camera in French. Also introduces students to filmmaking techniques, from camera work to editing. Students improve their oral and writing skills as well as their knowledge of French and Francophone film while working toward the goal of producing collaboratively a short film. Conducted in French. (Same as FRS 3215)

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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 or either FRS 2407 (same as AFRS 2407 and LAS 2407) or FRS 2408 - 2411 or FRS 3000 or higher || and either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher or either FRS 2407 (same as AFRS 2407 and LAS 2407) or FRS 2408 - 2411 or FRS 3000 or higher



## Classics

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### **ARCH 1102 c. Roman Archaeology. Catherine Baker. Every Other Fall. Fall 2016**

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Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other minor arts. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as ARTH 2100)

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### **CLAS 1010 c. Identity and Experience in the Ancient Mediterranean. Catherine Baker. Non-Standard Rotation. Fall 2016**

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Examines how ancient Greeks and Romans thought about their own identities and those of the populations around them. Explores how factors such as race and ethnicity, gender, and social class influenced the way people in the ancient Mediterranean understood and experienced their world. Why did the Egyptians seem so strange to the Greek author Herodotus? Did an Athenian immigrant living in Rome feel like a Greek, a Roman, or some combination of the two? How did women or freed slaves choose to express their identities through the tombs they built for themselves? Examines texts from ancient authors like Homer and Tacitus, objects, and art, including materials from the Bowdoin College Museum of Art, in order to consider how identities could be created and negotiated in the ancient world.

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### **CLAS 1018 c. Cleopatra: Versions and Visions. Barbara Weiden Boyd. Non-Standard Rotation. Fall 2016**

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Who was Cleopatra, the last Pharaoh of Egypt and lover of two Roman leaders? Explores the historical character and inspirational charisma of a woman who has informed Western discourses of power, gender, and cultural identity for more than two millennia. Drawing on a variety of media, considers how Cleopatra's image has shaped and been shaped by the cultural contexts in which she appears. Readings include works by Virgil, Horace, Plutarch, Boccaccio, Shakespeare, Shaw, and Wilder; other sources to be studied include portrayals of Cleopatra by Hollywood and HBO.

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**CLAS 1102 c-ESD, IP. Introduction to Ancient Greek Culture. T.B.A. Every Other Spring. Spring 2017**

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Introduces students to the study of the literature and culture of ancient Greece. Examines different Greek responses to issues such as religion and the role of gods in human existence, heroism, the natural world, the individual and society, and competition. Considers forms of Greek rationalism, the flourishing of various literary and artistic media, Greek experimentation with different political systems, and concepts of Hellenism and barbarism. Investigates not only what is known and not known about ancient Greece, but also the types of evidence and methodologies with which this knowledge is constructed. Evidence is drawn primarily from the works of authors such as Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Thucydides, Aristophanes, Plato, and Hippocrates, but attention is also given to documentary and artistic sources. All readings are done in translation.

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**CLAS 1112 c-ESD, IP. History of Ancient Rome: From Romulus to Justinian. Robert Sobak. Every Other Fall. Fall 2016**

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Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multiculturalism. Introduces different types of sources -- literary, epigraphical, archaeological, etc. -- for use as historical documents. Note: This course is part of the following field(s) of study: Europe. It also fulfills the pre-modern requirement for history majors. (Same as HIST 1112)

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**CLAS 2232 c-ESD, VPA. Ancient Greek Theater. Jennifer B. Clarke Kosak. Non-Standard Rotation. Fall 2016**

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Examines the development and character of tragedy and comedy in ancient Greece. Topics include the dramatic festivals of Athens, the nature of Greek theaters and theatrical production; the structure and style of tragic and comic plays; tragic and comic heroism; gender, religion and myth in drama; the relationship of tragedy and comedy to the political and social dynamics of ancient Athens. Some attention will be paid to the theory of tragedy and to the legacy of Greek drama. Authors include Aeschylus, Sophocles, Euripides, and Aristophanes. Includes a performance component.

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**GRK 1101 c. Elementary Greek I. T.B.A. Every Spring. Spring 2017**

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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 2016**

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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. T.B.A. Every Spring. Spring 2017**

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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 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 2016**

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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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**LATN 1101 c. Elementary Latin I. The Department. Every Fall. Fall 2016**

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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. T.B.A. Every Spring. Spring 2017**

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

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**LATN 2203 c. Intermediate Latin for Reading. Robert Sobak. Every Fall. Fall 2016**

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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. T.B.A. Every Spring. Spring 2017**

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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 or three to four years of high school Latin is required.

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**LATN 3317 c. Ovid's Roman Calendar. Barbara Weiden Boyd. Non-Standard Rotation. Fall 2016**

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Ovid's "Fasti," an elegiac poem on the Roman calendar in six books, is the focus of much recent scholarship on Roman literature and culture. Rather than being read, as formerly, as an escapist and antiquarian foray into the byways of Roman religion and folklore, it is now read as a political poem—perhaps the most explicitly political of Ovid's career. Considers contemporary readings of the poem in an attempt to make sense of what it means to call Ovid an Augustan poet. In addition to reading three books of the "Fasti" in Latin, students read and discuss the whole work in translation. Research seminar.

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## Computer Science

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### **CSCI 1101 a-MCSR. Introduction to Computer Science. The Department. Every Semester. Fall 2016**

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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 2016**

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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. Laura Toma. Every Semester. Fall 2016**

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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. T.B.A. Every Other Year. Spring 2017**

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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

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**CSCI 2325 a-MCSR. Principles of Programming Languages. T.B.A. Every Year. Spring 2017**

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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

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**CSCI 2400 a-MCSR. Artificial Intelligence. Stephen Majercik. Every Year. Fall 2016**

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Explores the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations, reinforcement learning, neural networks, and other approaches are applied to a variety of problems with an emphasis on agent-based approaches.

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PREREQUISITE: CSCI 2101

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**CSCI 2505 a. Mobile Computing. Eric Chown. Every Year. Fall 2016**

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As computer science enters the post-PC era, basic computing paradigms are shifting to take advantage of mobile platforms such as phones and tablets. Covers all aspects of programming for mobile devices including development environments, programming languages, the use of touch screens for input, and associated sensors such as accelerometers and GPS. Students engage in a series of introductory projects before taking on a large self-designed term project that highlights the differences between mobile applications and more traditional applications designed for the desktop.

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PREREQUISITE: CSCI 2101

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**CSCI 3225 a. GIS Algorithms and Data Structures. Laura Toma. Every Year. Fall 2016**

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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

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## CSCI 3250 a. Computational Geometry. T.B.A. Every Year. Spring 2017

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Computational geometry studies algorithms for collections of geometric objects such as points, lines, polygons. For example: given a set of locations, find the closest pair of locations; find a triangulation of a set of surface samples that maximizes the minimum angle of a triangle -- this type of meshing is often used in solid modeling, where small angles cause numerical instability; find whether two polygons intersect. Geometric algorithms arise in areas such as computer graphics, robotics, or image processing. Covers the basic geometric problems and techniques: polygon triangulations, convex hulls, Delaunay triangulations and Voronoi diagrams, visibility, geometric searching, and motion planning. Class work consists of a set of programming assignments in C/C++.

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

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## CSCI 3300 a. Computer Networks. Allen Harper. Non-Standard Rotation. Fall 2016

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Computer networks are everywhere: e-mail, the Web, wireless networks, mobile devices, networked sensors, satellite communication, peer-to-peer applications. New applications based on networks appear constantly. Provides an introduction to the exciting field of computer networks by taking a top-down approach. Begins with an overview of computer networks, hardware and software components, the Internet, and the concept of protocols and layered service. Delves into details about the four main layers making up the computer network stack: Application (HTTP, FTP, e-mail, DNS, peer-to-peer applications and socket programming), Transport (TCP, UDP, and congestion control), Network (IP, routers, and routing algorithms) and Link Layer and Local Area Networks (medium access control, switches, and Ethernet). Also covers wireless and mobile networks (CDMA, WiFi, cellular internet access, mobile IP, and managing mobility).

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PREREQUISITE: CSCI 2101

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## CSCI 3415 a. Robotics. Eric Chown. Non-Standard Rotation. Fall 2016

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Robotics is a challenging discipline that encourages students to apply theoretical ideas from a number of different areas—artificial intelligence, cognitive science, operations research—in pursuit of an exciting, practical application: programming robots to do useful tasks. Two of the biggest challenges are building effective models of the world using inaccurate and limited sensors, and using such models for efficient robotic planning and control. Addresses these problems from both a theoretical perspective (computational complexity and algorithm development) and a practical perspective (systems and human/robot interaction) through multiple programming projects involving simulated and actual robots.

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PREREQUISITE: CSCI 2101

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## CSCI 3665 a. From Data to Visualization: Designing Interactive Approaches to Understanding Information. Clare Bates Congdon. New Course. Fall 2016

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Information visualization is used to reveal patterns and outliers within abstract data, allowing powerful perceptual abilities to support slower and more deliberate cognitive abilities. Interactive visualizations can help investigate data and assist in the formation and exploration of hypotheses. Covers topics such as the transformation of data to visual representations, common approaches to dealing with different types of data, perceptual and cultural issues that influence how visualizations are interpreted, and the development of interactive visualization tools. Culminates in a significant final interactive visualization project.

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

## Digital and Computational St

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### DCS 1100 c-MCSR. Introduction to Digital and Computational Studies. Crystal Hall. Mohammad Irfan. Every Fall. Fall 2016

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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 of 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 asks 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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### DCS 2020 b. Forecasting and Predictions. Michael Kowal. Non-Standard Rotation. Fall 2016

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Computers and the Internet have enabled an explosion in the prediction market where everyone from political consultants to large corporations rely on an ever-increasing amount of data to make predictions that drive their decision making. Examines the topic of predictions through the lens of how it is currently impacting our world. Students learn and apply predictive analytic techniques including traditional time-series analysis, elementary Bayesian statistics, and the design of cutting-edge models through data mining and machine learning. Applications and examples focus on the methods that data analysts use to forecast future events. Readings and discussions model how to assess the quality of those predictions and interrogate the ethics of using forecasts to shape strategy and policy that have real-world implications. Instructor selects thematic content and when pertinent, applies these techniques to the case study of presidential and congressional elections. (Same as GOV 2901)

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PREREQUISITE: MATH 1600 or Placement in MATH 1700 (M) or Placement in MATH 1750 (M) or Placement in MATH 1800 (M) or Placement in 2000 2020 2206 M

### DCS 2331 b-MCSR. The Nature of Data: Introduction to Environmental Analysis. T.B.A. Every Spring. Spring 2017

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Examines emerging digital techniques in environmental management and analysis within government, academic, and media sectors. Topics include collaborative resource management, leveraging the power of social networks, social-ecological system management, the role of volunteered information and citizen science, and expanding capacities for adaptation and resilience. Labs introduce the basics of a programming language such as R or Python for network and text analysis, spatial analysis and GIS, geotagging, and crowdsourcing. (Same as ENVS 2331)

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**DCS 2420 MCSR. Data Driven Societies. T.B.A. Every Spring. Spring 2017**

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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? 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. 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, is achieved.

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## Earth and Oceanographic Sci

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### EOS 1105 a-INS. Investigating Earth. Emily Peterman. Every Fall. Fall 2016

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Dynamic processes, such as earthquakes and volcanoes, shape the earth. 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 Fall. Fall 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. T.B.A. Every Spring. Spring 2017

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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 ocean's 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 2016

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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 1092 or CHEM 1102 or CHEM 1109 or ENVS 1102 or ENVS 1104 or ENVS 1515

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## **EOS 2020 a-INS. Earth, Ocean, and Society. T.B.A. Every Other Spring. Spring 2017**

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Explores the historical, current, and future demands of society on the natural resources of the earth and the ocean. Discusses the formation and extraction of salt, gold, diamonds, rare earth elements, coal, oil, natural gas, and renewable energies (e.g., tidal, geothermal, solar, wind). Examines how policies for these resources are written and revised to reflect changing societal values. Students complete a research project that explores the intersection of natural resources and society. (Same as ENV5 2250)

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PREREQUISITE: EOS 1100 - 1999 or EOS 2005 (same as ENV5 2221) or ENV5 1102 or ENV5 1104 or ENV5 1515 or ENV5 2221

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## **EOS 2125 a-MCSR, INS. Field Studies in Structural Geology. Christian Schrader. Non-Standard Rotation. Fall 2016**

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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. Class exercises focus on problem solving through the use of geologic maps, cross-sections, stereographic projections, strain analysis, and computer applications.

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PREREQUISITE: EOS 1100 - 1999 or EOS 2005 (same as ENV5 2221) or ENV5 1102 or ENV5 1104 or ENV5 1515 or ENV5 2221

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## **EOS 2145 a-INS. The Plate Tectonics Revolution. T.B.A. Every Other Spring. Spring 2017**

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Although only about forty years old, the theory of plate tectonics forever changed the way we view our earth, from static to dynamic. Plate tectonics provides a global framework to understand such varied phenomena as earthquakes, volcanoes, ocean basins, and mountain systems both on continents (e.g., the Himalaya, the Andes) and beneath the seas (e.g., the Mid-Atlantic Ridge, the East Pacific Rise). In-depth analysis of plate boundaries, the driving forces of plate tectonics, global plate reconstructions, and the predictive power of plate tectonics. Lectures and three hours of laboratory or fieldwork per week.

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PREREQUISITE: EOS 1100 - 1999 or EOS 2005 (same as ENV5 2221) or ENV5 1102 or ENV5 1104 or ENV5 1515 or ENV5 2221

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## **EOS 2345 a. Landscapes and Global Change. Peter Lea. Every Other Fall. Fall 2016**

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Earth's surface is marked by the interactions of the atmosphere, water and ice, biota, tectonics, and underlying rock and soil. Even familiar landscapes beget questions on how they formed, how they might change, and how they relate to patterns at both larger and smaller scales. Examines Earth's landscapes and the processes that shape them, with particular emphasis on how future changes may both influence and be influenced by humans. Topics include specific land-shaping agents (rivers, glaciers, landslides, groundwater), as well as how these agents interact with one another and with changing climate, tectonics, and human activities. (Same as ENV5 2270)

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PREREQUISITE: EOS 2005 (same as ENV5 2221) or ENV5 2221

## EOS 2665 a-MCSR, INS. Chemical Tracers of Ocean Processes. Rachel Eveleth. Non-Standard Rotation. Fall 2016

Chemical tracers including gases, nutrients, stable isotopes, and radioisotopes provide a valuable tool for investigating both biological and physical processes in the marine environment. Explores the foundational principles of these tracers and their applications, including identifying water masses and global ocean circulation and quantifying air-sea gas exchange, sea ice meltwater input, and particle export. Weekly labs involve analysis of cutting-edge global data from GEOTRACES and other programs in Matlab and the development of analytical techniques. Local data collected along the Maine coastline is placed in a global context.

PREREQUISITE: Two of: | EOS 1050 - 1999 | and EOS 2005 (same as ENVS 2221) or ENVS 2221

## EOS 3020 a. Earth Climate History. T.B.A. Every Year. Spring 2017

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 versus 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. T.B.A. Every Year. Spring 2017

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.

## EOS 3140 a. Tectonics and Climate. T.B.A. Every Spring. Spring 2017

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 3525 a-MCSR, INS. Research Experience in Oceanography: Topics in Coastal Ocean Dynamics and Ecosystems. Collin Roesler. Non-Standard Rotation. Fall 2016**

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Explores the coastal waters from estuaries and bays to the continental shelf. Emphasis on the interconnectedness of physical processes that control the dynamics (e.g., waves, tides, coastal currents, upwelling, and estuarine circulation) and the response of biological processes that structure planktonic ecosystems (e.g., bottom up versus top down controls, carrying capacity, life history, and species succession). Weekly labs and semester-long research project focus on developing skills in field observation, experimentation, and data analysis. Course with separate lab fulfills the 3000-level capstone research requirement for the EOS major.

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PREREQUISITE: Three of: | | either EOS 2115 or EOS 2125 or EOS 2145 or EOS 2165 or EOS 2335 or EOS 2345 (same as ENVS 2270) or EOS 2355 or EOS 2365 | | and either EOS 2525 (same as ENVS 2251) or EOS 2535 or EOS 2585 (same as ENVS 2282) or EOS 2625 or EOS 2665 | | and EOS 2005 (same as ENVS 2221)

## Economics

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### **ECON 1018 b. The Art of the Deal: Commerce and Culture. Zorina Khan. Non-Standard Rotation. Fall 2016**

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Explores the economics of culture, including the analysis of markets for art, music, literature, and movies. If culture is priceless, then why do artists starve while providers of pet food make billions? Why are paintings by dead artists generally worth more than paintings by living artists? Could music piracy on the information superhighway benefit society? Can Tom Hanks turn a terrible movie into a contender at the box office? Students are not required to have any prior knowledge of economics, and will not be allowed to argue that baseball comprises culture.

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### **ECON 1050 b-MCSR. Introductory Microeconomics and Quantitative Reasoning. Rachel Connelly. Non-Standard Rotation. Fall 2016**

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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 2016**

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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 2016**

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

## **ECON 2001 b. Economic Policy. Gregory DeCoster. Every Year. Fall 2016**

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Economic analysis can bring clarity to confused and contentious policy debates. Focuses on using economic analysis to anticipate the potential consequences of implementing major policy proposals, including those relating to globalization, international trade and finance, inequality of income and wealth, economic growth and development, the financial system, the government budget and debt, price stability and employment, and the environment.

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

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

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

## **ECON 2227 b-MCSR, IP. Human Resources and Economic Development. Deborah DeGraff. Non-Standard Rotation. Fall 2016**

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An analysis of human resource issues in the context of developing countries. Topics include the composition of the labor force by age and gender, productivity of the labor force, unemployment and informal sector employment, child labor and the health and schooling of children, and the effects of structural adjustment policies and other policy interventions on the development and utilization of human resources. Examples from selected African, Asian, and Latin American countries are integrated throughout and the interaction of sociocultural environments with economic forces is considered.

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

## **ECON 2304 b-MCSR, IP. Economics of the European Union. Gonca Senel. Non-Standard Rotation. Fall 2016**

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: | | either ECON 1101 or ECON 1050 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 2555 b-MCSR. Microeconomics. The Department. Every Semester. Fall 2016**

An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

PREREQUISITE: Three of: | | ECON 1050 or either 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 | | and MATH 1600 or higher or Placement in MATH 1700 (M) or Placement in MATH 1750 (M) or Placement in MATH 1800 (M) or Placement in 2000 2020 2206 M

## **ECON 2556 b-MCSR. Macroeconomics. The Department. Every Semester. Fall 2016**

An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

PREREQUISITE: Three of: | | ECON 1050 or either 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 | | and MATH 1600 or higher or Placement in MATH 1700 (M) or Placement in MATH 1750 (M) or Placement in MATH 1800 (M) or Placement in 2000 2020 2206 M

## **ECON 2557 b-MCSR. Economic Statistics. Rachel Connelly. Every Semester. Fall 2016**

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.

PREREQUISITE: Three of: | | ECON 1050 or either 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 | | and MATH 1600 or higher or Placement in MATH 1700 (M) or Placement in MATH 1750 (M) or Placement in MATH 1800 (M) or Placement in 2000 2020 2206 M



## **ECON 3301 b. Financial Economics. Matthew Botsch. Non-Standard Rotation. Fall 2016**

An introduction to the economics of finance using the tools of intermediate microeconomic theory. Explores the economic role of financial markets in determining the price of risk, allocating capital across space, and moving economic value through time. Particular emphasis on questions of market efficiency and social usefulness. Topics likely to include choice under uncertainty, the time value of money, portfolio optimization, the Capital Asset Pricing Model, the Efficient Market Hypothesis, options and derivatives, and the Modigliani-Miller Theorem. Not open to students with credit for Economics 2301 taken in the fall 2014 or fall 2015 semesters.

PREREQUISITE: ECON 2555

## **ECON 3516 b. Econometrics. Jonathan Goldstein. Every Fall. Fall 2016**

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 (M) or Placement in MATH 1750 (M) or Placement in MATH 1800 (M) or Placement in 2000 2020 2206 M

## **ECON 3521 b. The Economics of Land Use, Ecosystem Services, and Biodiversity. Erik Nelson. Non-Standard Rotation. Fall 2016**

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 3545 b. Applied Macroeconomics for Policy and Finance. Leslie Lipschitz. Non-Standard Rotation. Fall 2016**

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 covered.

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

## **ECON 3558 b-MCSR. Macroeconomic Risk, Forecasting, and Valuation. Stephen Morris. Non-Standard Rotation. Fall 2016**

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Frames investment decisions from the perspective of formal macroeconomic theory and data analysis. Investigates trading strategies pertaining to currencies, commodities, interest rates, and equity indices. Elucidates the influence of geopolitical events and functioning of international monetary and fiscal authorities. Considers variation along the business cycle. Develops principles of forecasting and out of sample testing. Discusses the importance of liquidity management and functioning of hedge funds looking to exploit global imbalances. Daily work with current macroeconomic data and formal strategy validation are central components.

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

## Education

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### EDUC 1027 c. "To Market, To Market": Public Education and School Choice Policies. Sarah Jessen. Non-Standard Rotation. Fall 2016

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School choice policies have emerged in the last few decades as a way to save the “failing” public educational system. Many policy-makers have argued that the introduction of market competition into public schools will “in and of itself” spur lasting change, resulting in improved performance and more innovative practices. Critics have argued, however, that, in practice, school choice policies produce different behaviors and results than market advocates had anticipated. Examines a range of school choice policies—from open enrollment plans, to charter schools and vouchers— from a variety of different perspectives, including in-depth reviews of the roles of the parents, students, educators, schools, and policymakers. Also incorporates case studies of several districts around the country, and the choice policies they have implemented.

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### EDUC 1101 c-ESD. Contemporary American Education. Sarah Jessen. Every Semester. Fall 2016

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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 Americas 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 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, important insights are gained 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, vouchers, unequal educational opportunities and outcomes; and accountability, standardization, and testing.

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### EDUC 2203 c-ESD. Educating All Students. Alison Miller. Every Fall. Fall 2016

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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 1020 or EDUC 1101

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**EDUC 2250 c. Education and Law. George Isaacson. Non-Standard Rotation. Fall 2016**

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A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and the education of those with disabilities. (Same as GOV 2940)

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**EDUC 2251 c. Teaching Writing: Theory and Practice. Kathleen O'Connor. Every Fall. Fall 2016**

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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 2260 c. Science Education: Purpose, Policy, and Potential. Alison Miller. Non-Standard Rotation. Fall 2016**

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Why do all Americans need to learn science and what is being done to improve science education in schools? With the release of the Next Generation Science Standards and in response to America's poor standing on international assessments of math and science, there has been a shift in public interest and dialogue around why and how science reminiscent of the 1950s is taught. Considers the goals of science education in the United States and explores research and policy related to science curriculum, teaching practice, and student learning.

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PREREQUISITE: EDUC 1101

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**EDUC 3301 c. Teaching and Learning. Doris Santoro. Every Fall. Fall 2016**

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Teaching and Learning 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. Doris Santoro. Every Fall. Fall 2016**

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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. T.B.A. Every Spring. Spring 2017**

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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 must be taken concurrently. Students must complete an application and interview. Students with the following are eligible for this course: Education 2203, 3301, and 3302; junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in Education 3301 and 3302; 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. T.B.A. Every Spring. Spring 2017**

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Taken concurrently with Education 3303, Student Teaching Practicum. Considers theoretical and practical issues related to effective classroom instruction. Students with the following are eligible for this course: Education 2203, 3301, and 3302; junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in Education 3301 and 3302; 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 1011 c. Performance and Theory in James Bond. Sarah Bay-Cheng. Non-Standard Rotation. Fall 2016**

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Introduces students to performance theory, critical analysis, and cultural studies through diverse works related to the fictional British spy character, James Bond. Considers selected Bond films, Ian Fleming's novels, and other works related to the iconic series including parodies and spoofs (e.g., Austin Powers), advertising, and games, among others. A weekly group screening is encouraged, but students also have the opportunity to view required films individually. Writing assignments include performance and media analysis, critical reviews, and essays based on original research. (Same as CINE 1007, THTR 1007)

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### **ENGL 1012 c. Jane Austen. Ann Kibbie. Non-Standard Rotation. Fall 2016**

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A study of Jane Austen's major works, *Sense and Sensibility*, *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*. (Same as GSWS 1025)

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### **ENGL 1013 c. Asian Dystopias. Belinda Kong. Every Other Fall. Fall 2016**

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Focuses on contemporary dystopian novels by Asian and Asian diaspora writers. Explores the idea that dystopic fiction works not simply by reimagining time and forecasting bleak futures but also by remapping political spaces and redrawing social boundaries. Anarchists and vigilantes, aliens and clones, murderous children and mythic animal deities populate these worlds as writers examine totalitarianism and dissidence, globalization and labor slavery, pandemics and biotechnology, race riots and environmental devastation. (Same as ASNS 1041)

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### **ENGL 1023 c. (Im)Possible Lives: Young Adult Speculative Fiction. Angel Matos. Non-Standard Rotation. Fall 2016**

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How do wizards, monsters, cyborgs, and giant killer insects shed light on precarious issues such as sexism, homophobia, racism, poverty, and illness? Examines representations of identity and difference in young adult speculative fiction -- texts created for younger audiences that include elements from genres such as fantasy, horror, science fiction, and magical realism. Students not only analyze the approaches that writers implement to construct hypothetical settings and characters, but also examine how speculative young adult novels depict different possibilities for existing and mattering in the world. Potential authors include Cassandra Clare, Patrick Ness, Rainbow Rowell, and Andrew Smith. (Same as GSWS 1028)

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## **ENGL 1028 c. What We Talk about When We Talk about Love. Guy Mark Foster. Non-Standard Rotation. Fall 2016**

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Examines literary texts in which writers from the United States and Europe follow a well-worn literary dictum to “show rather than tell” narratives dramatizing the always complex, sometimes painful, but always endlessly challenging negotiations of intimate relationships. Throughout the term, students read a variety of literary works: from an Anton Chekhov play to short stories by Edwidge Danticat and Raymond Carver. Attention given to the impact on these narratives of historical and cultural shifts in race, gender, class, and sexual discourses. (Same as GSW 1026)

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## **ENGL 1032 c. Maine Writers. Elizabeth Muther. Non-Standard Rotation. Fall 2016**

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Explores the wild and diverse literary territories of the state of Maine—past and present. Considers Maine’s multi-ethnic folkways, its austere modernisms, remorseless gothic landscapes, natural splendors and antagonisms, small town humor and naturalism, coastal rhapsodies and adversities, post-industrial regionalism, and contemporary urban cultures. Includes poetry, short stories, novels, memoirs, personal narratives, children’s literature, and urban storytelling by such writers as Sarah Orne Jewett, Edwin Arlington Robinson, Edna St. Vincent Millay, Robert McCloskey, Stephen King, Richard Russo, Elizabeth Strout, and Ashley Bryan.

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## **ENGL 1033 c. Modernity at Sea. Samia Rahimtoola. Non-Standard Rotation. Fall 2016**

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Beginning with Walt Whitman’s celebration of a seafaring globe “spann’d, connected by network,” the figure of the oceanic has spoken to a dream of embracing everything, from far-flung peoples to the earth’s most evasive animal life. Makes use of of twentieth/twenty-first-century American visual and textual materials to consider the ways in which poetry, stories, film, and multimedia works have advanced and critiqued Whitman’s vision of a unified modernity. Subtopics include modernist aesthetics; globalization and its limits; place, space, and the representation of landscape; and the artistic retrieval of lost or undocumented histories, such as the slave trade and migration. Authors may include Herman Melville, Sarah Orne Jewett, Hart Crane, Robert Hayden, Rachel Carson, M. NourbeSe Philip, and Ruth Ozeki. Class visits neighboring coastal sites, including the Coastal Studies Center.

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## **ENGL 1036 c. The South on Page and Screen. Meredith McCarroll. Non-Standard Rotation. Fall 2016**

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Explores both romanticizing and demonizing representations of the American South in modern and contemporary literature and film. Studies multiple and sometimes conflicting representations of the South in order to understand the power of images and language in the imagining of a place. Topics include the myth of the plantation, gender and power, environment and destruction, violence and race. Readings and screenings may include “Birth of a Nation,” “Song of the South,” “Showboat,” “The Sound and the Fury,” “Cane,” “Black Boy,” “The Moviegoer,” “Deliverance,” “Bastard Out of Carolina,” “A Streetcar Named Desire,” “The Dollmaker,” “Slingblade,” “Django Unchained,” “Beasts of the Southern Wild.” Students expected to screen films outside of class; group screenings offered. (Same as CINE 1036)

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**ENGL 1043 c. Fact and Fiction. Brock Clarke. Non-Standard Rotation. Fall 2016**


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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. Note: Fulfills the creative writing concentration requirement for English majors.

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**ENGL 1060 c. English Composition. Morten Hansen. Every Semester. Fall 2016**


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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. T.B.A. Non-Standard Rotation. Spring 2017**


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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. Does not count toward the major or minor in English.

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**ENGL 1105 c. Introduction to Poetry. Marilyn Reizbaum. Non-Standard Rotation. Fall 2016**


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Aims to understand poetry's varied workings, considering, most extensively, the basic materials -- words, lines, metaphors, sentences -- from which poems have traditionally been assembled. By studying closely the components of meter, diction, syntax and line, rhyme, and figure -- in essence, how poems work -- aims to see more clearly into the ends poems work for: meaning, rhapsody, transport, etc.

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**ENGL 1109 c. Introduction to Narrative. Morten Hansen. Non-Standard Rotation. Fall 2016**


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Explores some of the many ways that narrative allows literature to instruct and delight. Why do we need stories to make sense of our lives? How have the ways we tell stories about ourselves changed over the course of the last two centuries? Surveying a range of short stories and novels, considers how formal elements such as theme, plot, perspective, style, and genre shape our understanding of a text. Authors include Edgar Allan Poe, Herman Melville, Ernest Hemingway, Flannery O'Connor, Alice Munro, David Foster Wallace, and Chimamanda Ngozi Adichie.

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## ENGL 1111 c-ESD. Introduction to LGBTQ Fiction. T.B.A. Non-Standard Rotation. Spring 2017

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Using an intersectional reading approach, students closely analyze both classic and more contemporary lesbian, gay, trans, and queer fictional texts of the last one hundred years. Students consider the historically and culturally changing ways that sexuality has been understood within popular, medical, as well as religious discourses. And because gender conflict and the tendency to analogize the struggles of sexual and racial minorities are key features of this literary tradition, students are expected to engage this subject matter sensitively and critically. Possible texts include *The Well of Loneliness*, *Giovanni's Room*, *Rubyfruit Jungle*, *A Single Man*, *Oranges Are Not the Only Fruit*, and *The Limits of Pleasure*. (Same as GSWS 1111)

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## ENGL 1228 c. Introductory Fiction Workshop. Brock Clarke. Every Semester. Fall 2016

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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 examines student work. Critical writings on craft introduce students to technical aspects of the form: character, dialogue, setting, point of view, scene, summary, etc. Exercises and short assignment lead to longer works. All are expected to read, comment on, and discuss in depth each story that passes through the workshop, as well as to complete a major revision. Note: Fulfills the creative writing concentration requirement for English majors.

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## ENGL 1300 c. Black Biography. T.B.A. New Course. Spring 2017

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Introduces students to the genre of African American biography by examining 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 including Jackie Robinson, Mohammad Ali, and Nina Simone. (Same as AFRS 1300)

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## ENGL 2010 c. The Rise of the Novel. T.B.A. Non-Standard Rotation. Spring 2017

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Seminar. While prose fiction pre-dates the eighteenth century, it is during this century that both writers and readers begin to construct the idea of the novel as we know it. Uses a variety of eighteenth-century novels to explore the evolution of what we call the novel, and also explores various critical and theoretical approaches to the genre. Readings include Daniel Defoe's "Robinson Crusoe" and "Roxana," Samuel Richardson's "Pamela," Ann Radcliffe's "The Romance of the Forest," Mary Wollstonecraft's "The Wrongs of Woman," and Jane Austen's "Sense and Sensibility," as well as a wide range of critical and theoretical essays. Note: Fulfills the pre-1800 literature requirement for English majors.

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## ENGL 2011 c. Science and Art of the Sex Photograph. T.B.A. Non-Standard Rotation. Spring 2017

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Intermediate seminar. Explores 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 GSWS 2602)

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## ENGL 2014 c. Romantic Sexualities. David Collings. Every Other Year. Fall 2016

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Intermediate seminar. Investigates constructions of sexuality in English romantic writing, especially tales of seduction by supernatural or demonic figures; the sexualized world of the Gothic; the Byronic hero; lyrical depictions of incest; the yearning for an eroticized muse or goddess; and same-sex desire in travel writing, diaries, and realist fiction. Discusses the place of such writing in the history of normative and non-normative sexual identities, repression, the unconscious, and the sublime. Authors may include Burke, Lewis, Mary Shelley, Byron, Wollstonecraft, Lister, Austen, Coleridge, and Keats, with further readings in queer theory and the history of sexuality. (Same as GSWS 2660)

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## ENGL 2015 c. Representing Race in the English Renaissance. Aaron Kitch. Non-Standard Rotation. Fall 2016

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Intermediate Seminar. How does “race” signify in the English Renaissance, a period that witnessed the emergence of the Atlantic slave trade, intensified urbanization in European capital cities, and the development of new global trade routes? Explores a range of literary strategies Renaissance authors use to represent ethnic, religious, and cultural otherness. Considers how literary and dramatic works might critique, justify, and reproduce racial ideologies. Texts include sonnets by Sidney and Shakespeare; plays by Marlowe, Shakespeare, and Middleton; masques by Ben Jonson; poetry by John Donne and William Herbert; and the first English “novel,” Aphra Behn’s “Oroonoko.” Note: Fulfills the pre-1800 literature requirement for English majors. (Same as AFRS 2205)

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## ENGL 2200 c-VPA. English Renaissance Drama. Aaron Kitch. Non-Standard Rotation. Fall 2016

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Traces the emergence of new modes and genres of theater in the decades following the construction of the first permanent English commercial theater in 1576. Analyzes popular genres like revenge tragedy, domestic tragedy, and city comedy as expressions of political and cultural desires of the age. Topics include the politics and poetics of racial, gendered, and national identity; the use of language as a form of action; and the relation of drama to other forms of art in the period. Working in small groups, students select and study one scene that they perform for the class at the end of the semester. Authors include Thomas Kyd, Christopher Marlowe, William Shakespeare, Ben Jonson, Thomas Middleton, and John Webster. Note: Fulfills the pre-1800 literature requirement for English majors (Same as THTR 2823)

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## **ENGL 2305 c. Imagining London in Eighteenth-Century Literature. Ann Kibbie. Non-Standard Rotation. Fall 2016**

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Focuses on journals, plays, poems, and novels in which London itself plays a vital role, including James Boswell's "London Journal," Daniel Defoe's "Moll Flanders," John Gay's "Trivia"; or the "Art of Walking the Streets of London," and Frances Burney's "Evelina." In addition to engaging in critical analysis of these literary texts, students learn how to use digital mapping, spatial analysis, and image markup to imagine eighteenth-century London and work collaboratively to create maps charting the movements of real people (such as Boswell) and fictional characters (such as Moll Flanders) within the city. Theaters, coffeehouses, shops, prisons, hospitals, and parks are among the public spaces explored in order to contextualize, enrich, and question the literature. Note: Fulfills the pre-1800 requirement for English majors.

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## **ENGL 2350 c. Radicals, Feminists, Poets, Monsters, circa 1800. T.B.A. Non-Standard Rotation. Spring 2017**

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Examines the rise of and reactions to the literature of radical sensibility in the wake of the French Revolution. Focuses upon such topics as apocalyptic lyricism, anarchism, non-violent revolution, and the critique of marriage, family, male privilege, and patriarchal religious belief, as well as the defense of tradition, attacks on radical thinking, and the depiction of revolution as monstrosity. Discusses poetic experimentation, innovations in the English novel, and the intersections between political writing and the Gothic. Authors may include Burke, Paine, Blake, Wollstonecraft, Godwin, Opie, Percy Shelley, and Mary Shelley. (Same as GSWS 2242)

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## **ENGL 2428 c-VPA. Introduction to Film Theory. T.B.A. Non-Standard Rotation. Spring 2017**

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A survey of some of the major currents in film theory from the early days of motion pictures to the present, including formalism, genre theory, auteur theory, psychoanalytic theory, feminist theory, and queer theory. Includes mandatory evening film screenings; a choice of two screening times available for each film. Note: Fulfills the film theory requirement for cinema studies minors.. (Same as CINE 2428)

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## **ENGL 2452 c. Modern Drama and Performance. T.B.A. Non-Standard Rotation. Spring 2017**

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Examines dramatic trends of the modern period, beginning with a triumvirate of modern dramatists -- Henrik Ibsen, Bertolt Brecht, and Samuel Beckett -- and draws lines from their work in drama of ideas, epic theatre, and absurdism to developments in the dramatic arts through the modern period into the twenty-first century. Includes plays by Lorraine Hansberry, Caryl Churchill, and Martin McDonagh. Readings staged. (Same as GSWS 2262, THTR 2846)

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## ENGL 2541 c. Twentieth-Century American Poetry. T.B.A. Non-Standard Rotation. Spring 2017

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Readings of contemporary poetic projects with an emphasis on different modes of poetic influence, the role of high and low culture in these canons and the role of narrative, biography, mythology, and performativity. Poets may include Philip Levine, Mark Doty, Louise Gluck, Laurie Sheck, and Amy Clampitt.

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PREREQUISITE: ENGL 1000 - 1049 or ENGL 1100 - 1999

## ENGL 2548 c. American Wilderness. Samia Rahimtoola. Non-Standard Rotation. Fall 2016

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Examines changing American attitudes towards the environment through the specific lens of wilderness literature from first encounters with the American wilderness by European colonialists to the current period, which some scientists call the sixth mass extinction. Topics include the mastery of nature; myths of natural plenitude and natural scarcity; the relationship of wilderness to nature and civilization; race, gender, and wilderness; and the end of nature. Devotes attention to queer, feminist, and of color interventions, from the outright rejection of wilderness to the cultivation of alternative wilderness traditions such as feminist/queer pastoral and African American georgic. Texts may include literary works by Mary Rowlandson, Henry David Thoreau, Ralph Waldo Emerson, Frederick Douglass, T.S. Eliot, Ezra Pound, Jean Toomer, Gary Snyder, and Octavia Butler, as well as visual/multimedia works by Jacob Riis, Ang Lee, Werner Herzog, and Maya Lin. (Same as ENVS 2548, GSWS 2548)

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## ENGL 2550 c. Modern and Contemporary American Literature. T.B.A. Non-Standard Rotation. Spring 2017

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Survey of twentieth and early twenty-first-century American literature. Readings include novels, short stories, poems, and plays. Explores the relationship between literary form and the changes brought on by the epochal events of modernity. Pays special attention to how America is imagined and reimagined as a geographical space, a community, and a set of purposes. Topics include immigration, changing race relations, war, issues of gender and sexuality, and new technologies. Authors may include Willa Cather, Ernest Hemingway, Tennessee Williams, James Baldwin, and Claudia Rankine. Note: This course fulfills the literature of the Americas requirement for English majors.

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## ENGL 2583 c. Literature of the Civil War Era. T.B.A. Every Other Spring. Spring 2017

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Examines literature published in the United States between 1861 and 1865, with particular emphasis on the wartime writings of Louisa May Alcott, William Wells Brown, Frederick Douglass, William Gilmore Simms, Herman Melville, and Walt Whitman. Students also consider writings of less well-known writers of the period found in popular magazines such as "Harpers Monthly," "The Atlantic Monthly," "The Southern Illustrated News," and Frank Leslie's "Illustrated Newspaper." Note: This course fulfills the literature of the Americas requirement for English majors. (Same as AFRS 2583)

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## ENGL 2600 c. African American Poetry. Elizabeth Muther. Non-Standard Rotation. Fall 2016

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African American poetry as counter-memory -- from Wheatley to the present -- with a focus on oral traditions, activist literary discourses, trauma and healing, and productive communities. Special emphasis on the past century: dialect and masking; the Harlem Renaissance; Brown, Brooks, and Hayden at mid-century; the Black Arts Movement; black feminism; and contemporary voices.

(Same as AFRS 2600)

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## ENGL 2605 c. The Harlem Renaissance. T.B.A. Non-Standard Rotation. Spring 2017

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Focuses on the African American literary and cultural call-to-arms of the 1920s. Modernist resistance languages; alliances and betrayals on the left; gender, sexuality, and cultural images; activism and literary journalism; and music and visual culture are of special interest.

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

(Same as AFRS 2266)

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## ENGL 2653 c. Interracial Narratives. Guy Mark Foster. Non-Standard Rotation. Fall 2016

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Violence and interracial sex have long been conjoined in U.S. literary, televisual, and filmic work. The enduring nature of this conjoining suggests there is some symbolic logic at work in these narratives, such that black/white intimacy functions as a figural stand-in for negative (and sometimes positive) commentary on black/white social conflict. When this happens, what becomes of “sex” as a historically changing phenomenon when it is yoked to the historically unchanging phenomenon of the “interracial”? Although counter-narratives have recently emerged to compete with such symbolic portrayals, i.e. romance novels, popular films and television shows, not all of these works have displaced this earlier figural logic; in some cases, this logic has merely been updated. Explores the broader cultural implications of both types of narratives. Possible authors/texts: Richard Wright, Chester Himes, Ann Petry, Lillian Smith, Jack Kerouac, Frantz Fanon, Kara Walker, Amiri Baraka, Alice Walker, Octavia Butler, John R. Gordon, Kim McLarin, Monster’s Ball, Far From Heaven, and Sex and the City.

(Same as AFRS 2653, GSWS 2283)

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## ENGL 2701 c-ESD, IP. Global Fiction and “The Great Game”. T.B.A. Non-Standard Rotation. Spring 2017

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Examines recent Anglophone global fiction’s return to the Great Game metaphor -- originally referring to Britain and Russia’s 1813-1907 imperial rivalry over central Asia -- now revived in contemporary works that, playing off past genres of espionage and adventure, figure global politics as a competitive game and imagine its space as a playing field. Considers the effects of colonialism, globalization, and 9/11 on this literature as well as, conversely, this literature’s influence on our perceptions of global politics. Authors may include Rushdie, Ghosh, Norbu, Aslam, Khan, and Shamsie.

PREREQUISITE: ENGL 1000 - 1049 or ENGL 1100 - 1999

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## ENGL 2750 c-ESD. Introduction to Asian-American Literature. Belinda Kong. Non-Standard Rotation. Fall 2016

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An introduction not only to the writings of Asian America, but also to the historical development of Asian American literature as a field of discussion, study, and debate. Begins by focusing on a seminal moment in the formation of this field: the critical controversy sparked by the publication of Maxine Hong Kingston's *The Woman Warrior* (1976). Then turns to earlier classics as well as more recent fiction and questions of how to reconceive Asian American literature in light of these works. In addition to Kingston, authors may include Amy Tan, David Henry Hwang, Frank Chin, John Okada, Jade Snow Wong, Carlos Bulosan, Chang-rae Lee, Jhumpa Lahiri, Susan Choi, Lan Cao, and Iê thi diêm thúy. (Same as ASNS 2801)

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## ENGL 2755 c-ESD, IP. Asian America's Aging. T.B.A. Non-Standard Rotation. Spring 2017

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Asian American literature is dominated by voices of youth: the child narrator and the bildungsroman genre have long been used by writers to tell not only personal coming-of-age stories but also that of Asian America itself, as a relative newcomer into the American nation-state and its cultural landscape. Focuses instead on the latecoming figure of the aged narrator in recent Asian American fiction, who constellates themes of dislocation and reclamation, memory, and the body rather than those of maturation and heritage. Explores old age as a vehicle for engaging contemporary issues of globalization and diaspora; historical trauma and cultural memory; life and biopolitics. Examines these works within the paradigm of transnational Asian America, which goes beyond the United States as geographical frame to shed light on the new diasporic identities and cultural politics emerging from twentieth-century global transits.

Note: This course fulfills the literature of the Americas requirement for English majors.  
(Same as ASNS 2804)

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## ENGL 2758 c-ESD. New Fictions of Asian America. T.B.A. Every Other Spring. Spring 2017

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Surveys developments in Asian American literature since 2000 and asks how post-millennial fictions revise and extend the core concerns of earlier writing. If Asian American writers have long been preoccupied with questions of ethnic identity and national belonging, recent works tackle these themes within new contexts of transnationalism, the post-9/11 security state, and the global financial crisis. Considers the diverse functions of the contemporary Asian American novella's autobiography and narrative of racial passing as social satire and tragicomedy, and as cultural memory and multiracial national history.  
(Same as ASNS 2806)

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PREREQUISITE: ASNS 1000 or higher or ENGL 1000 - 1049 or ENGL 1100 - 1999

## **ENGL 2802 c. Writing about the Coastal Environment. Russell Rymer. Non-Standard Rotation. Fall 2016**

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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. David Collings. Non-Standard Rotation. Fall 2016**

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Explores some of the most important and compelling aspects of literary and cultural theory from the past century. Situates critical movements such as Marxism, psychoanalysis, feminism, structuralism, deconstruction, queer theory, postcolonial theory, critical race theory, and cultural studies in their historical and intellectual context. Includes such authors as Marx, Freud, Benjamin, Barthes, Derrida, Foucault, Lacan, Sedgwick, Butler, and Žižek.

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## **ENGL 2852 c. Creative Writing: Poetry II. Anthony Walton. Non-Standard Rotation. Fall 2016**

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Builds upon the method of studying and crafting poetry encountered in English 1225. Students exposed to advanced methods of writing and interpretation, including the in-depth study of one particular poet's oeuvre and evolution. Students encouraged to develop a more comprehensive view of their own individual poetic practices. Each week students responsible for evaluating the assigned reading and for writing poems. Note: Fulfills the creative writing concentration requirement for English majors.

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## **ENGL 2853 c. Advanced Fiction Workshop: The World in Prose. T.B.A. Every Spring. Spring 2017**

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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 include published fiction and critical writing on craft, but the central focus of conversation is 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 2854 c. Telling Environmental Stories. Anthony Walton. Non-Standard Rotation. Fall 2016

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Intended for students with a demonstrated interest in environmental studies as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through the workshop method, and includes study of several texts, including “The Control of Nature,” “Cadillac Desert,” “Living Downstream,” and “Field Notes from a Catastrophe.” Note: Fulfills the creative writing concentration requirement for English majors. (Same as ENVS 2423)

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## ENGL 3002 c. James Joyce Revolution. Marilyn Reizbaum. Non-Standard Rotation. Fall 2016

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An examination of James Joyce’s signal contributions to modern writing and critical theories. Reading includes the major works (“Dubliners,” “Portrait of the Artist as a Young Man,” “Ulysses”), essays by Joyce, and writings by others who testify to the Joyce mystique, e.g., Oliver St. John Gogarty, T. S. Eliot, Virginia Woolf, Jacques Derrida, Seamus Heaney, Maud Ellmann.

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PREREQUISITE: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GLS 3000) or higher

## ENGL 3012 c. Cosmopolitanism and Creaturely Life. Hilary Thompson. Non-Standard Rotation. Fall 2016

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An exploration of the ways contemporary planetary consciousness has influenced conceptions of the human and the animal, as well as their supposed difference. Examines, in light of modern and current world literature, new models for both the exemplary world citizen and human species identity. Investigates to what extent, and by what creative means, reconsiderations of humans’ impact on the planet and place in the world are recorded in narratives of other creatures and the perceptual possibilities of their worlds. Texts may include fiction by Kafka, Rilke, Borges, Woolf, Murakami, and Sinha, as well as the philosophies of Uexkull, Heidegger, Derrida, Latour, and Agamben.

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PREREQUISITE: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GLS 3000) or higher

## ENGL 3015 c. James Baldwin. T.B.A. Non-Standard Rotation. Spring 2017

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Examines the major postwar writings of the controversial African American author and the role his fiction and nonfiction played in challenging that era’s static understandings of racial, gender, and sexual politics. Although Baldwin lived abroad for much of his life, many critics associate the author narrowly with the United States black civil rights and sexual liberation struggles. In recent years, however, Baldwin has increasingly been recognized as a transnational figure and for his invaluable contributions to the discourse of globalization. Indeed, Baldwin’s “geographical imagination,” one informed by critical racial literacy, led him to anticipate many of the central insights of contemporary Queer Studies, Whiteness Studies, as well as Africana philosophical thought. Note: This course fulfills the pre-1800 literature requirement for English majors. (Same as AFRS 3015, GSWS 3015)

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PREREQUISITE: ENGL 2000 - 2969 or AFRS 2000 - 2969 or GLS 2000 - 2969 or GSWS 2000 - 2969



## Environmental Studies

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### ENVS 1016 c. Art and the Environment: 1960 to Present. Natasha Goldman. Non-Standard Rotation. Fall 2016

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Since the 1960s, artists in Western Europe and the United States have used the environment as a site of visual exploration, discussion, critique, and action. From Robert Smithson and his ever-disintegrating “Spiral Jetty,” to Agnes Denes’s “Wheatfield” growing alongside Wall Street, to Mierle Ukeles’s installation and performance art in conjunction with the New York Department of Sanitation, to Eduardo Kac’s “GFP Bunny,” artists have explored the ways in which art objects are in dialogue with the environment, recycling, and biology. Works engage with concepts such as entropy, the agricultural industry, photosynthesis, and green tourism encouraging us to see in new ways the natural world around us. Visits to the Bowdoin College Museum of Art’s collections complement the material studied. Writing-intensive course emphasizes firm understanding of library and database research and the value of writing, revision, and critique. (Same as ARTH 1016)

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### ENVS 1056 a-INS. Ecology and Society. T.B.A. Non-Standard Rotation. Spring 2017

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Presents an overview of ecology covering basic ecological principles and the relationship between human activity and the ecosystems that support us. Examines how ecological processes, both biotic (living) and abiotic (non-living), influence the life history of individuals, populations, communities, and ecosystems. Encourages student investigation of environmental interactions and how human-influenced disturbance is shaping the environment. Required field trips illustrate the use of ecological concepts as tools for interpreting local natural history. (Same as BIOL 1056)

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### ENVS 1090 a-INS. Understanding Climate Change. T.B.A. Non-Standard Rotation. Spring 2017

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Why is the global climate changing and how will biological systems respond? 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. Incorporates 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 1101 Intro to Environmental Studies. Matthew Klinge. Dharni Vasudevan. Every Fall. Fall 2016

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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. T.B.A. Every Spring. Spring 2017**

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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 ocean's 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 Fall. Fall 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 1155 c-IP. Into the Wild. Jens Klenner. Non-Standard Rotation. Fall 2016**

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An examination of the mix of conflicting ideas that shape the many conceptions of "wilderness." Among other questions, explores the ideas of wilderness as a space without or preceding culture and civilization, as a mental state, and as an aesthetic experience. Considers the place of wilderness in the 'urban jungle' of cities. Puts Anglo-American and European theories and images of the wilderness into dialogue by comparing literary works, film, artworks, and philosophical texts. No knowledge of German is required. (Same as GER 1155)

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**ENVS 2004 a-MCSR. Understanding Place: GIS and Remote Sensing. T.B.A. Every Year. Spring 2017**

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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. T.B.A. Every Spring. Spring 2017**

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Understanding environmental challenges requires scientific knowledge about the different spheres of the Earth -- land, water, air, and life -- and how they interact. Presents integrated perspectives across the fields of biology, chemistry, and earth and oceanographic science to examine the scientific basis for environmental change from the molecular to the global level. Foundational principles are developed to address major course themes, including climate change, energy, soil/air/water pollution, chemical exposure and risk, land use change, and biodiversity loss. 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 1101 or BIOL 1109 or CHEM 1091 - 2260 or PHYS 1130 or PHYS 1140 or EOS 1105 or EOS 1305 (same as ENVS 1104) or EOS 1505 (same as ENVS 1102) or EOS 2005 (same as ENVS 2221) or EOS 2115 or EOS 2335 or EOS 2345 (same as ENVS 2270) or EOS 2365 or EOS 2525 (same as ENVS 2251) or EOS 2535 or EOS 2585 (same as ENVS 2282) or ENVS 1101

## **ENVS 2221 a. Biogeochemistry: An Analysis of Global Change. Phil Camill. Every Fall. Fall 2016**

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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)

PREREQUISITE: EOS 1100 - 1999 or BIOL 1102 or BIOL 1109 or CHEM 1092 or CHEM 1102 or CHEM 1109 or ENVS 1102 or ENVS 1104 or ENVS 1515

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## **ENVS 2224 a-MCSR, INS. Behavioral Ecology and Population Biology. Nathaniel Thoreau Wheelwright. Every Fall. Fall 2016**

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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)

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 2016**

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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 2016**

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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

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**ENVS 2232 a-MCSR, INS. Benthic Ecology. David Carlon. Non-Standard Rotation. Fall 2016**

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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 designs and implements a long-term study, based at the Bowdoin Marine Laboratory, to monitor and detect changes in community structure driven by climate change in the twenty-first 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 2016**

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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 2250 a-INS. Earth, Ocean, and Society. T.B.A. Every Other Spring. Spring 2017**

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Explores the historical, current, and future demands of society on the natural resources of the earth and the ocean. Discusses the formation and extraction of salt, gold, diamonds, rare earth elements, coal, oil, natural gas, and renewable energies (e.g., tidal, geothermal, solar, wind). Examines how policies for these resources are written and revised to reflect changing societal values. Students complete a research project that explores the intersection of natural resources and society. (Same as EOS 2020)

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

## **ENVS 2270 a. Landscapes and Global Change. Peter Lea. Every Other Fall. Fall 2016**

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Earth's surface is marked by the interactions of the atmosphere, water and ice, biota, tectonics, and underlying rock and soil. Even familiar landscapes beget questions on how they formed, how they might change, and how they relate to patterns at both larger and smaller scales. Examines Earth's landscapes and the processes that shape them, with particular emphasis on how future changes may both influence and be influenced by humans. Topics include specific land-shaping agents (rivers, glaciers, landslides, groundwater), as well as how these agents interact with one another and with changing climate, tectonics, and human activities. (Same as EOS 2345)

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

## **ENVS 2281 a. Forest Ecology and Conservation. Vladimir Douhovnikoff. Non-Standard Rotation. Fall 2016**

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An examination of how forest ecology and the principles of silviculture inform forest ecosystem restoration and conservation. Explores ecological dynamics of forest ecosystems, the science of managing forests for tree growth and other goals, natural history and historic use of forest resources, and the state of forests today, as well as challenges and opportunities in forest restoration and conservation. Consists of lecture, discussions, field trips, and guest seminars by professionals working in the field. (Same as BIOL 2581)

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## **ENVS 2301 b-MCSR. Building Resilient Communities. Eileen Sylvan Johnson. Every Year. Fall 2016**

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Examines efforts by communities and regions to build resilience in the face of changing environmental and social conditions. Examines 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. Provides students with firsthand understanding of how Geographic Information Systems (GIS) are 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 learn GIS as part of the course.

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## **ENVS 2306 b-IP. Comparative Environmental Politics. Laura Henry. Non-Standard Rotation. Fall 2016**

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Examines environmental politics from a comparative perspective, drawing on case material from the United States, Europe, Latin America, Africa, and Asia. Asks why, despite the fact that many contemporary environmental problems are shared globally, states develop different environmental policies. Readings cover issues ranging from forest conservation to climate policy and consider explanatory factors such as type of political regime, level of economic development, activism by citizens, and culture and values. (Same as GOV 2484)

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## **ENVS 2312 b-ESD, IP. Contemporary Arctic Environmental and Cultural Issues. Susan Kaplan. Non-Standard Rotation. Fall 2016**

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Throughout the Arctic, northern peoples face major environmental changes and cultural and economic challenges. Landscapes, icescapes, and seascapes on which communities rely are being transformed, and arctic plants and animals are being affected. Many indigenous groups see these dramatic changes as endangering their health and cultural way of life. Others see a warming Arctic as an opportunity for industrial development. Addressing contemporary issues that concern northern peoples in general and Inuit in particular involves understanding connections between leadership, global environmental change, human rights, indigenous cultures, and foreign policies, and being able to work on both a global and local level. (Same as ANTH 2572)

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PREREQUISITE: Two of: | either ANTH 1150 or ANTH 1101 or ANTH 1102 | | and ENVS 1101

## **ENVS 2331 b-MCSR. The Nature of Data: Introduction to Environmental Analysis. T.B.A. Every Spring. Spring 2017**

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Examines emerging digital techniques in environmental management and analysis within government, academic, and media sectors. Topics include collaborative resource management, leveraging the power of social networks, social-ecological system management, the role of volunteered information and citizen science, and expanding capacities for adaptation and resilience. Labs introduce the basics of a programming language such as R or Python for network and text analysis, spatial analysis and GIS, geotagging, and crowdsourcing. (Same as DCS 2331)

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## **ENVS 2341 b-IP. Community-Based Natural Resource Management: Stories from East and West. T.B.A. New Course. Spring 2017**

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Focuses on the role of community participation in natural resource management -- both traditional and contemporary practices -- by considering cases from around the world. Details of the methodology involved in studying these cases are discussed to better grasp different ways information is gathered in comprehending community practice and participation. Explores how community participation can be used to facilitate devolution of power, promote resource equity, and sustain resources for the long term.

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PREREQUISITE: ENVS 1101

## **ENVS 2403 c-ESD. Environment and Culture in North American History. T.B.A. Every Spring. Spring 2017**

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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 2416 c-ESD. California Dreamin': A History of the Golden State. T.B.A. Every Other Spring. Spring 2017**

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Seminar. Sunshine, beaches, shopping malls, and movie stars are the popular stereotypes of California, but social conflicts and environmental degradation have long tarnished the state’s golden image. Unravels the myth of the California dream by examining the state’s social and environmental history from the end of Mexican rule and the discovery of gold in 1848 to the early twenty-first century. Major topics include immigration and racial violence; radical and conservative politics; extractive and high-tech industries; environmental disasters; urban, suburban, and rural divides; and California in American popular culture. This course is part of the following field(s) of study: United States. (Same as HIST 2640)

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## **ENVS 2420 c. The History of Energy. T.B.A. Every Other Spring. Spring 2017**

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Explores how and why Americans (and others) have made the energy choices that they have. The production and distribution of energy is one of the key challenges for modern societies. It involves the development of specific technologies and industries- from fossil fuels to solar power to nuclear plants. But the history of energy transcends the technical. It intersects with law, politics, and economics; social norms and cultural values play a role as well. The connections between the technical and non-technical are central to understanding both the history of energy itself, as well as its place in the history of the modern United States. This course is part of the following field(s) of study: United States. (Same as HIST 2202)

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### **ENVS 2423 c. Telling Environmental Stories. Anthony Walton. Non-Standard Rotation. Fall 2016**

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Intended for students with a demonstrated interest in environmental studies as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through the workshop method, and includes study of several texts, including “The Control of Nature,” “Cadillac Desert,” “Living Downstream,” and “Field Notes from a Catastrophe.” Note: Fulfills the creative writing concentration requirement for English majors. (Same as ENGL 2854)

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### **ENVS 2432 c-ESD. History of the American West. Connie Chiang. Every Other Fall. Fall 2016**

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Survey of what came to be called the Western United States from the nineteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of Western myths in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. This course is part of the following field(s) of study: United States. (Same as HIST 2160)

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### **ENVS 2445 c-VPA. Nature of Frank Lloyd Wright. T.B.A. Non-Standard Rotation. Spring 2017**

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An in-depth investigation of the buildings of North America’s most celebrated architect, with emphasis on the major theme of his work -- the complex relationship between architecture and nature. Examines Wright’s key projects for a diverse range of environments and regions while also placing the master builder and his works into a larger historical, cultural, and architectural context. Engages in a critical analysis of the rich historical literature that Wright has evoked in recent decades, along with the prolific writings of the architect himself. Note: Counts toward the art history requirement for the visual arts major and minor.

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### **ENVS 2459 c. The Ethics of Climate Change. T.B.A. Non-Standard Rotation. Spring 2017**

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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 2475 c-IP, VPA. Ecocinema: China's Ecological and Environmental Crisis. T.B.A. Every Other Spring. Spring 2017**

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Examines how China's economic development has caused massive destruction to the natural world and how environmental degradation affects the lives of ordinary people. An ecological and environmental catastrophe unfolds through the camera lens in feature films and documentaries. Central topics include the interactions between urbanization and migration, humans and animals, eco-aesthetics and manufactured landscapes, local communities and globalization. Considers how cinema, as mass media and visual medium, provides ecocritical perspectives that influence ways of seeing the built environment. The connections between cinema and environmental studies enable students to explore across disciplinary as well as national boundaries. Note: Fulfills the non-US cinema requirement and the film theory requirement for cinema studies minors. (Same as ASNS 2075, CINE 2075)

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**ENVS 2504 c. Animals in American History. Strother Roberts. Every Other Year. Fall 2016**

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Seminar. Although modern humans tend to think of themselves as above nature, they are in fact part of it: partners in a myriad of relationships that have tied them to other members of the animal kingdom throughout their history. Examines a number of these relationships, focusing on North America from the sixteenth through the twentieth century. Topics considered include the role of animals in the development of the American economy, how domestic and wild animals have shaped the American environment, how Americans have conceived of the boundary between humanity and animality, and how pets have come to be viewed as part of the modern family. Note: This course is part of the following field(s) of study: United States. (Same as HIST 2504)

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**ENVS 2537 b. Political Ecology: Global Inequality, Social (In)justice, and the Environment. Jennifer Baca. Non-Standard Rotation. Fall 2016**

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From the water crisis in Flint, Michigan, to the assassination of environmental activists in Honduras, the news is filled with stories of environmental contamination, conflict, and climate change. Enables students to evaluate different understandings of key environmental issues using a political ecology framework. A sub-field of geography, political ecology is an approach to understanding human-environment interactions that puts difference in social power at the heart of environmental conflict and change. Studies the origins and methodology of political ecology and applies this framework to case studies from across the globe, but with a particular emphasis on the US and Latin America. Case studies include, among others, environmental racism in the Bay Area, the global food sovereignty movement, and indigenous struggles for land rights in Chile. (Same as LAS 2537)

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## ENVS 2548 c. American Wilderness. Samia Rahimtoola. Non-Standard Rotation. Fall 2016

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Examines changing American attitudes towards the environment through the specific lens of wilderness literature from first encounters with the American wilderness by European colonialists to the current period, which some scientists call the sixth mass extinction. Topics include the mastery of nature; myths of natural plenitude and natural scarcity; the relationship of wilderness to nature and civilization; race, gender, and wilderness; and the end of nature. Devotes attention to queer, feminist, and of color interventions, from the outright rejection of wilderness to the cultivation of alternative wilderness traditions such as feminist/queer pastoral and African American georgic. Texts may include literary works by Mary Rowlandson, Henry David Thoreau, Ralph Waldo Emerson, Frederick Douglass, T.S. Eliot, Ezra Pound, Jean Toomer, Gary Snyder, and Octavia Butler, as well as visual/multimedia works by Jacob Riis, Ang Lee, Werner Herzog, and Maya Lin. (Same as ENGL 2548, GSWS 2548)

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## ENVS 2558 a-INS. Ornithology. T.B.A. Non-Standard Rotation. Spring 2017

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Advanced study of the biology of birds, including anatomy, physiology, distribution, and systematics, with an emphasis on avian ecology and evolution. Through integrated laboratory sessions, field trips, and discussion of the primary literature, students learn identification of birds, functional morphology, and research techniques such as experimental design, behavioral observation, and field methods. Optional weekend field trip to Monhegan Island or the Bowdoin Scientific Station on Kent Island. (Same as BIOL 2558)

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PREREQUISITE: BIOL 2315 (same as ENVS 2224) or BIOL 2325 (same as ENVS 2225) or ENVS 2224 or ENVS 2225

## ENVS 2802 c. Writing about the Coastal Environment. Russell Rymer. Non-Standard Rotation. Fall 2016

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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-IP. Natural Resource Management and Biodiversity Conservation. Divya Gupta. Non-Standard Rotation. Fall 2016**

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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: Common Pool Resource Management Theories, Challenges, and Opportunities. Divya Gupta. Non-Standard Rotation. Fall 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 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. T.B.A. Every Year. Spring 2017**

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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 versus human-caused climate change.

(Same as EOS 3020)

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

## **ENVS 3921 b. The Economics of Land Use, Ecosystem Services, and Biodiversity. Erik Nelson. Non-Standard Rotation. Fall 2016**

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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

## **ENVS 3938 c. Consumed: The Nature of Consumerism. Matthew Klinge. Non-Standard Rotation. Fall 2016**

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Explores connections between consumerism and the environment in North America and internationally. Analyzes the evolution of consumerism from the sixteenth century to the present, the material effects of consumers upon nearby and distant locales, and the social and cultural conflicts entailed in consumption across from the local to the global. Topics include relationships between producers and consumers, transformations to industries like mining or fishing, the rise of the leisure and outdoor recreation, industrialization and its discontents, the natural food and health movements, shopping and mass consumption, and the paradoxes of modern environmentalism and consumerism. Writing-intensive, including several short papers and a longer project based on original archival and/or field research.

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PREREQUISITE: Two of || ENVS 1101 || and ENVS 2403 (same as HIST 2182) or HIST 2182

## **ENVS 3963 b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. T.B.A. Non-Standard Rotation. Spring 2017**

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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 3980 c. Nature and Health in America. T.B.A. Non-Standard Rotation. Spring 2017**

Explores relationships between humans, environment, and health in North American history from the sixteenth century to the present day. Topics may include the evolution of public health, biomedical research, and clinical practice; folk remedies and popular understandings of health; infectious and chronic diseases; links between landscape, health, and inequality; gender and reproductive health; occupational health and safety; the effects of agriculture, industrialization, and urbanization on human and ecological health; state and federal policies; and the colonial and global dimensions of public health and medicine. Students write a major research paper based on primary sources. Environmental Studies 1101, 2403, and at least one history course numbered 2000-2969 is recommended. This course is part of the following field(s) of study: United States. (Same as HIST 3180)

Explores relationships between humans, environment, and health in North American history from the sixteenth century to the present day. Topics may include the evolution of public health, biomedical research, and clinical practice; folk remedies and popular understandings of health; infectious and chronic diseases; links between landscape, health, and inequality; gender and reproductive health; occupational health and safety; the effects of agriculture, industrialization, and urbanization on human and ecological health; state and federal policies; and the colonial and global dimensions of public health and medicine. Students write a major research paper based on primary sources. Environmental Studies 1101, 2403, and at least one history course numbered 2000-2969 recommended. (Same as HIST 3180)

## **ENVS 3991 Fishing in the Gulf of Maine. T.B.A. Every Other Spring. Spring 2017**

Around the world and in the Gulf of Maine, overfishing, threats to habitat, and climate change are putting marine ecosystems and coastal communities under great stress. Interdisciplinary senior seminar draws on oceanography, ecology, history, economics, anthropology, and political science to explore the causes and scope of pressures on the marine environment; the potential for restoring ecosystems, fisheries, and coastal economies; political conflicts over fisheries and related issues; federal, state, and community-based approaches to managing marine ecosystems; and strategies for coping with scientific and management uncertainties.

## **ENVS 3994 a. Ecological Recovery in Maine's Coastal Ecosystem. T.B.A. Non-Standard Rotation. Spring 2017**

Maine's coastal ecosystems once supported prodigious abundances of wildlife that enabled human communities for millennia before succumbing to multiple anthropogenic stresses in the mid-twentieth century. Today, it is crucial to understand the most pressing ecological and social constraints limiting recovery of these once vital ecosystems to achieve sustainable ecological recovery and provision of ecosystem services. Studies the biophysical and social constraints limiting ecological recovery, and reconsiders the failed management policies of the past. Students participate in a thorough review of the relevant scientific and historical literature and conduct a group study investigating some aspect of the ecology and/or the environmental history of Maine's coastal ecosystems. (Same as BIOL 3394)

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

**ENVS 3998 c. The City since 1960. Jill Pearlman. Every Other Fall. Fall 2016**

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Seminar. Focuses on important issues in the history of the American city during the past half century with some comparative excursions to cities beyond. Issues include urban renewal and responses to it, historic preservation, gentrification, high-rise syndrome, the loss and creation of public places, and the making of a humane and successful city today. Considers both the city's appearance and form and the social and cultural issues that help shape that form. Examines these issues in depth through primary and secondary source readings. Throughout the semester students pursue a research project of their own, culminating in a presentation to the class and a substantial (twenty-five page) paper.

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## Gender, Sexuality and Women St

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### GLS 2112 b-ESD. Sociology of Sexuality. T.B.A. Non-Standard Rotation. Spring 2017

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Examines the theoretical and methodological approaches used in the sociological study of sex and sexuality. Explores how people construct meanings around sex, how people use and question notions of sexuality, and why sexuality is socially and politically regulated. Links sexuality to broader sociological questions pertaining to culture and morality, social interaction, social and economic stratification, social movements, urbanization and community, science, health, and public policy. Topics also include the historical and legal construction of heterosexuality, sexual fluidity, gay identity, masculinities and femininities, the queer dilemma, and the “post-gay” phenomenon. (Same as SOC 2212)

PREREQUISITE: SOC 1101 or ANTH 1101

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### GSWS 1022 c. “Bad” Women Make Great History: Gender, Identity, and Society in Modern Europe, 1789–1945. Page Herrlinger. Every Other Fall. Fall 2016

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Focuses on the lives and works of path-breaking women who defied the norms of modern European society in order to assume extraordinary and often controversial identities in a range of fields -- as writers, scientists, performers, athletes, soldiers, and social and political activists. What does each woman’s deviance reveal about cultural constructions of identity and the self in Modern Europe; about contemporary views on issues such as women’s work, gender relations, education, marriage, sexuality, motherhood, health, and the struggle for civil and political rights? When studied together, what do these women’s experiences reveal about patterns of change and continuity with respect to definitions of masculinity versus femininity, the public versus private sphere, and the relationship of the individual to the modern state? Note: This course is part of the following field(s) of study: Europe. (Same as HIST 1012)

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### GSWS 1025 c. Jane Austen. Ann Kibbie. Non-Standard Rotation. Fall 2016

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A study of Jane Austen’s major works, *Sense and Sensibility*, *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*. (Same as ENGL 1012)

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### GSWS 1026 c. What We Talk about When We Talk about Love. Guy Mark Foster. Non-Standard Rotation. Fall 2016

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Examines literary texts in which writers from the United States and Europe follow a well-worn literary dictum to “show rather than tell” narratives dramatizing the always complex, sometimes painful, but always endlessly challenging negotiations of intimate relationships. Throughout the term, students read a variety of literary works: from an Anton Chekhov play to short stories by Edwidge Danticat and Raymond Carver. Attention given to the impact on these narratives of historical and cultural shifts in race, gender, class, and sexual discourses. (Same as ENGL 1028)

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## **GSWS 1028 c. (Im)Possible Lives: Young Adult Speculative Fiction. Angel Matos. Non-Standard Rotation. Fall 2016**

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How do wizards, monsters, cyborgs, and giant killer insects shed light on precarious issues such as sexism, homophobia, racism, poverty, and illness? Examines representations of identity and difference in young adult speculative fiction -- texts created for younger audiences that include elements from genres such as fantasy, horror, science fiction, and magical realism. Students not only analyze the approaches that writers implement to construct hypothetical settings and characters, but also examine how speculative young adult novels depict different possibilities for existing and mattering in the world. Potential authors include Cassandra Clare, Patrick Ness, Rainbow Rowell, and Andrew Smith. (Same as ENGL 1023)

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## **GSWS 1031 c. Science, Sex, and Politics. David Hecht. Non-Standard Rotation. Fall 2016**

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Examines the intersection of science, sex and politics in twentieth-century United States history. Issues of sex and sexuality have been contested terrain over the past hundred years, as varying conceptions of gender, morality, and proper sexual behavior have become politically and socially controversial. Explores the way that science has impacted these debates-- often as a tool by which activists of varying political and intellectual persuasions have attempted to use notions of scientific objectivity and authority to advance their agendas. Explores debates over issues such as birth control, eugenics, abortion, and the "gay gene." Note: This course is part of the following field(s) of study: United States. (Same as HIST 1023)

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## **GSWS 1101 b-ESD. Introduction to Gender, Sexuality, and Women's Studies. Joseph Sosa. Every Semester. Fall 2016**

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Introduces key concepts, questions, and methods that have developed within the interdisciplinary fields of gender, sexuality, and women's studies. Explores how gender norms differ across cultures and change over time. Examines how gender and sexuality are inseparable from other forms of identification--race, class, ability, and nationality. And considers the role that gender, sexuality, and other identity knowledges play in resisting sexism, racism, homophobia, and transphobia.

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## **GSWS 1102 c-ESD, VPA. Cultural Choreographies: An Introduction to Dance. T.B.A. Every Other Year. Spring 2017**

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Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs -- for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hip-hop -- through readings, performances, workshops in the studio, and field work. (Same as DANC 1102)

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**GSWS 1111 c-ESD. Introduction to LGBTQ Fiction. T.B.A. Non-Standard Rotation. Spring 2017**

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Using an intersectional reading approach, students closely analyze both classic and more contemporary lesbian, gay, trans, and queer fictional texts of the last one hundred years. Students consider the historically and culturally changing ways that sexuality has been understood within popular, medical, as well as religious discourses. And because gender conflict and the tendency to analogize the struggles of sexual and racial minorities are key features of this literary tradition, students are expected to engage this subject matter sensitively and critically. Possible texts include *The Well of Loneliness*, *Giovanni's Room*, *Rubyfruit Jungle*, *A Single Man*, *Oranges Are Not the Only Fruit*, and *The Limits of Pleasure*. (Same as ENGL 1111)

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**GSWS 1321 c-ESD. Philosophical Issues of Gender and Race. Kristi Olson. Non-Standard Rotation. Fall 2016**

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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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**GSWS 1592 c-ESD, VPA. Issues in Hip-Hop I. T.B.A. Every Other Fall. Spring 2017**

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Traces the history of hip-hop culture (with a focus on rap music) from its beginnings in the Caribbean to its transformation into a global phenomenon by the early 1990s. Explores constructions of race, gender, class, and sexuality in hip-hop's production, promotion, and consumption, as well as the ways in which changing media technology and corporate consolidation influenced the music. Artists/bands investigated include Grandmaster Flash, Run-D.M.C., Public Enemy, De La Soul, Queen Latifah, N.W.A., MC Lyte, Snoop Doggy Dogg, and Dr. Dre. (Same as AFRS 1592, MUS 1292)

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**GSWS 2001 ESD. Queer Theory. T.B.A. Every Spring. Spring 2017**

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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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## **GSWS 2112 b. Gender and Crime. T.B.A. Discontinued Course. Spring 2017**

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Examines how gender intersects with the understanding of crime and the criminal justice system. Gender is a salient issue in examining who commits what types of crimes, who is most often victimized, and how the criminal justice system responds to these victims and offenders. Students explore the social context of crime, as well as how gender affects the correctional system and social policy. (Same as SOC 2112)

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PREREQUISITE: SOC 1101 or ANTH 1101

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## **GSWS 2180 c-VPA. Gender in Japanese Art. Alison J. Miller. Non-Standard Rotation. Fall 2016**

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Uses gender as a point of departure for examining works of art in the Japanese tradition. Addresses a variety of theoretical approaches and considers the varying interpretations of gender through time and across cultures, as well as issues associated with applying contemporary gender theory to pre-modern works. Chronological topics from the thirteenth through twentieth centuries CE include Buddhist ideas of the feminine, voyeurism in early modern woodblock prints, modern girls of the early twentieth century, and contemporary art. (Same as ARTH 2180, ASNS 2291)

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## **GSWS 2201 b-ESD. Feminist Theory. Kristen Ghodsee. Every Fall. Fall 2016**

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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 or GSWS 1101

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## **GSWS 2207 c-ESD, VPA. Black Women, Politics, Music, and the Divine. Judith Casselberry. Every Fall. Fall 2016**

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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, Meshell 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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## **GSWS 2222 b-ESD. “The Wire”: Race, Class, Gender, and the Urban Crisis. T.B.A. Every Other Spring. Spring 2017**

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Postwar US cities were considered social, economic, political, and cultural zones of crisis. African Americans -- their families; gender relations; their relationship to urban political economy, politics, and culture -- were at the center of this discourse. Uses David Simon’s epic series “The Wire” as a critical source on postindustrial urban life, politics, conflict, and economics to cover the origins of the urban crisis, the rise of an underclass theory of urban class relations, the evolution of the urban underground economy, and the ways the urban crisis shaped depictions of African Americans in American popular culture. (Same as AFRS 2220, SOC 2220)

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PREREQUISITE: AFRS 1101 or EDUC 1101 or GWS 1101 or SOC 1101

## **GSWS 2231 c-ESD. Gender and Sexuality in Early Christianity. T.B.A. Non-Standard Rotation. Spring 2017**

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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 REL 2235)

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## **GSWS 2242 c. Radicals, Feminists, Poets, Monsters, circa 1800. T.B.A. Non-Standard Rotation. Spring 2017**

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Examines the rise of and reactions to the literature of radical sensibility in the wake of the French Revolution. Focuses upon such topics as apocalyptic lyricism, anarchism, non-violent revolution, and the critique of marriage, family, male privilege, and patriarchal religious belief, as well as the defense of tradition, attacks on radical thinking, and the depiction of revolution as monstrosity. Discusses poetic experimentation, innovations in the English novel, and the intersections between political writing and the Gothic. Authors may include Burke, Paine, Blake, Wollstonecraft, Godwin, Opie, Percy Shelley, and Mary Shelley. (Same as ENGL 2350)

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## **GSWS 2248 c-ESD. Family and Community in American History, 1600–1900. Sarah McMahan. Every Other Fall. Fall 2016**

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Examines the social, economic, and cultural history of American families from 1600 to 1900, and the changing relationship between families and their kinship networks, communities, and the larger society. Topics include gender relationships; racial, ethnic, cultural, and class variations in family and community ideals, structures, and functions; the purpose and expectations of marriage; philosophies of child-rearing; organization of work and leisure time; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life and community organization. This course is part of the following field(s) of study: United States. (Same as HIST 2128)

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**GSWS 2262 c. Modern Drama and Performance. T.B.A. Non-Standard Rotation. Spring 2017**

Examines dramatic trends of the modern period, beginning with a triumvirate of modern dramatists -- Henrik Ibsen, Bertolt Brecht, and Samuel Beckett -- and draws lines from their work in drama of ideas, epic theatre, and absurdism to developments in the dramatic arts through the modern period into the twenty-first century. Includes plays by Lorraine Hansberry, Caryl Churchill, and Martin McDonagh. Readings staged. (Same as ENGL 2452, THTR 2846)

**GSWS 2270 c-ESD. Spirit Come Down: Religion, Race, and Gender in America. T.B.A. Every Spring. Spring 2017**

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)

**GSWS 2283 c. Interracial Narratives. Guy Mark Foster. Non-Standard Rotation. Fall 2016**

Violence and interracial sex have long been conjoined in U.S. literary, televisual, and filmic work. The enduring nature of this conjoining suggests there is some symbolic logic at work in these narratives, such that black/white intimacy functions as a figural stand-in for negative (and sometimes positive) commentary on black/white social conflict. When this happens, what becomes of "sex" as a historically changing phenomenon when it is yoked to the historically unchanging phenomenon of the "interracial"? Although counter-narratives have recently emerged to compete with such symbolic portrayals, i.e. romance novels, popular films and television shows, not all of these works have displaced this earlier figural logic; in some cases, this logic has merely been updated. Explores the broader cultural implications of both types of narratives. Possible authors/texts: Richard Wright, Chester Himes, Ann Petry, Lillian Smith, Jack Kerouac, Frantz Fanon, Kara Walker, Amiri Baraka, Alice Walker, Octavia Butler, John R. Gordon, Kim McLarin, *Monster's Ball*, *Far From Heaven*, and *Sex and the City*.

(Same as AFRS 2653, ENGL 2653)

**GSWS 2289 c-IP. Construction of Goddess and Deification of Women in Hindu Tradition. Sree Holt. Non-Standard Rotation. Fall 2016**

Focuses include an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; how various categories of goddesses can be seen or not as the forms of the "great goddess"; and how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Readings may include primary sources, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as ASNS 2501, REL 2289)

## GSWS 2380 b-IP. Gender in the Middle East. Oyman Basaran. Non-Standard Rotation. Fall 2016

Explores the contemporary debates on the construction and organization of gender and sexuality in the Middle East. Provides a critical lens on the colonial and orientalist legacies that mediate the dominant representations and discourses on the region. Questions the normative assumptions behind “modernity,” “religion,” and “tradition” by covering a variety of issues including veiling, honor killings, female circumcision, and military masculinities. Examines the emergence of new femininities, masculinities, sexual identifications, and feminist and queer struggles in the Middle East. (Same as SOC 2380)

PREREQUISITE: SOC 1101 or ANTH 1101

## GSWS 2548 c. American Wilderness. Samia Rahimtoola. Non-Standard Rotation. Fall 2016

Examines changing American attitudes towards the environment through the specific lens of wilderness literature from first encounters with the American wilderness by European colonialists to the current period, which some scientists call the sixth mass extinction. Topics include the mastery of nature; myths of natural plenitude and natural scarcity; the relationship of wilderness to nature and civilization; race, gender, and wilderness; and the end of nature. Devotes attention to queer, feminist, and of color interventions, from the outright rejection of wilderness to the cultivation of alternative wilderness traditions such as feminist/queer pastoral and African American georgic. Texts may include literary works by Mary Rowlandson, Henry David Thoreau, Ralph Waldo Emerson, Frederick Douglass, T.S. Eliot, Ezra Pound, Jean Toomer, Gary Snyder, and Octavia Butler, as well as visual/multimedia works by Jacob Riis, Ang Lee, Werner Herzog, and Maya Lin. (Same as ENGL 2548, ENV5 2548)

## GSWS 2601 c. History of Women's Voices in America. T.B.A. Every Other Spring. Spring 2017

Seminar. Examines women’s voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels; essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women’s writings. Research projects focus on the form and content of women’s literature and the ways that it illuminates women’s understandings, reactions, and responses to their historical situation. This course is part of the following field(s) of study: United States. (Same as HIST 2609)

## GSWS 2602 c. Science and Art of the Sex Photograph. T.B.A. Non-Standard Rotation. Spring 2017

Intermediate seminar. Explores 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)

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### **GSWS 2605 c-IP. Gendered Bodies: Toward a Women's Art in Contemporary China. Shu-chin Tsui. Non-Standard Rotation. Fall 2016**

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Introduces students to an emerging subject that has yet to receive much attention from art critics or from scholars. Taking the body, especially the female body, as a discursive subject and visual medium, examines how women artists, through their artistic innovations and visual representations, search for forms of self-expression characterized by female aesthetics and perspectives. Included among topics covered are personal experience and history, sexuality and the gaze, pain and memory, and landscape aesthetics and the body. Examines how different visual media—such as painting, photography, installation, performance art, and video work—play a role in the development of women's art in contemporary China. (Same as ASNS 2074)

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### **GSWS 2606 b. Radical Politics, Radical Families. Kristen Ghodsee. Non-Standard Rotation. Fall 2016**

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Seminar. Women's emancipation and sexual freedom were common themes among utopian socialists, anarchists, and other radical left communities in the United States and Europe in the nineteenth and twentieth centuries. Sexual equality was also a bedrock principle of "scientific socialist" and communist societies throughout the twentieth century. Explores how a variety of communalist ideologies re-imagined the shape of the family and the gender relations between men and women. Examines the theoretical foundations and practical implications of sexual equality through a detailed history of a wide variety of ideological movements, including Owenism, anarchism, utopian socialism, scientific socialism, and "really-existing" socialism in the twentieth century. Special attention paid to the ongoing tensions between theory and practice.

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### **GSWS 2610 b. Sex and State Power. Joseph Sosa. Non-Standard Rotation. Fall 2016**

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Seminar. Considers the way governments have addressed sex, gender, and sexuality and how sexual politics are enmeshed in the state. Explores feminist and queer responses to the relationship between sex and power from a variety of disciplines and traditions. Readings cover a variety of approaches that analyze and even critique the ways in which sex is regulated by governing bodies. Topics may include reproductive rights, sex work, marriage, hate crimes, espionage, militarism, and prisons.

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### **GSWS 2660 c. Romantic Sexualities. David Collings. Every Other Year. Fall 2016**

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Intermediate seminar. Investigates constructions of sexuality in English romantic writing, especially tales of seduction by supernatural or demonic figures; the sexualized world of the Gothic; the Byronic hero; lyrical depictions of incest; the yearning for an eroticized muse or goddess; and same-sex desire in travel writing, diaries, and realist fiction. Discusses the place of such writing in the history of normative and non-normative sexual identities, repression, the unconscious, and the sublime. Authors may include Burke, Lewis, Mary Shelley, Byron, Wollstonecraft, Lister, Austen, Coleridge, and Keats, with further readings in queer theory and the history of sexuality. (Same as ENGL 2014)

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**GSWS 3015 c. James Baldwin. T.B.A. Non-Standard Rotation. Spring 2017**


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Examines the major postwar writings of the controversial African American author and the role his fiction and nonfiction played in challenging that era's static understandings of racial, gender, and sexual politics. Although Baldwin lived abroad for much of his life, many critics associate the author narrowly with the United States black civil rights and sexual liberation struggles. In recent years, however, Baldwin has increasingly been recognized as a transnational figure and for his invaluable contributions to the discourse of globalization. Indeed, Baldwin's "geographical imagination," one informed by critical racial literacy, led him to anticipate many of the central insights of contemporary Queer Studies, Whiteness Studies, as well as Africana philosophical thought. Note: This course fulfills the pre-1800 literature requirement for English majors. (Same as AFRS 3015, ENGL 3015)

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PREREQUISITE: ENGL 2000 - 2969 or AFRS 2000 - 2969 or GLS 2000 - 2969 or GSWS 2000 - 2969

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**GSWS 3100 b-ESD, IP. Global Sexualities/Local Desires. Krista Van Vleet. Non-Standard Rotation. Fall 2016**


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Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks how Western conceptions of sexuality, sex, and gender help (or hinder) understanding of the lives and desires of people in other social and cultural contexts. Topics may include third gendered individuals; intersexuality and the naturalization of sex; language and the performance of sexuality; drag; global media and the construction of identity; lesbian and gay families; sex work; AIDS and HIV and health policy; migration, asylum, and human rights issues; ethical issues and activism. Ethnographic examples are drawn from United States, Latin America (Brazil, Dominican Republic, Mexico, Argentina, Cuba); Asia (India, Japan, Indonesia) and Oceania (Papua New Guinea); and Africa (Nigeria, South Africa). Presents issues of contemporary significance along with key theoretical perspectives and methodological approaches used by anthropologists. Integrates perspectives on globalization and the intersection of multiple social differences (including class, race, and ethnicity) with discussion of sexuality and gender. Not open to students with credit in Anthropology 210. (Same as ANTH 3100, LAS 3711)

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

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**GSWS 3103 c. Gender, Sexuality, and Popular Music. T.B.A. Every Other Spring. Spring 2017**


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Employs gender as a theoretical tool to investigate the production, consumption, and representation of popular music in the United States and around the world. Examines how gender and racial codes have been used historically, for example to describe music as "authentic" (rap, rock) or "commercial" (pop, new wave), and at how these codes may have traveled, changed, or re-appeared in new guises over the decades. Considers how gender and sexuality are inscribed at every level of popular music as well as how music-makers and consumers have manipulated these representations to transgress normative codes and open up new spaces in popular culture for a range of sexual and gender expressions. Juniors and seniors only; sophomores admitted with consent of the instructor during the add/drop period. (Same as MUS 3103)

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## GSWS 3211 c. Bringing the Female Maroon to Memory: Female Marronage and Douboutism in French Caribbean Literature. Hanetha Vete-Congolo. Non-Standard Rotation. Fall 2016

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History has retained the names of great male Caribbean heroes and freedom fighters during slavery such as the Haitians, Mackandal or Toussaint Louverture, the Jamaican, Cudjoe or the Cuban Caba. Enslaved Africans who rebelled against oppression and fled from the plantation system are called maroons and their act, marronage. Except for Queen Nanny of the Jamaican Blue Mountains, only male names have been consecrated as maroons. Yet, enslaved women did fight against slavery and practice marronage. Caribbean writers have made a point of bringing to memory forgotten acts of marronage by women during slavery or shortly thereafter. Proposes to examine the fictional treatment French-speaking Caribbean authors grant to African or Afro-descent women who historically rebelled against slavery and colonization. Literary works studied against the backdrop of douboutism, a conceptual framework derived from the common perception about women in the French Caribbean which means strong woman. Authors studied may include Suzanne Dracius (Martinique), Fabienne Kanor (Martinique), André Schwart-Bart (Guadeloupe), Maryse Condé (Guadeloupe), Evelyn Trouillot (Haiti). Conducted in French. (Same as AFRS 3211, FRS 3211, LAS 3211)

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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 or either FRS 2407 (same as AFRS 2407 and LAS 2407) or FRS 2408 - 2411 or FRS 3000 or higher | and either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher or either FRS 2407 (same as AFRS 2407 and LAS 2407) or FRS 2408 - 2411 or FRS 3000 or higher

## GSWS 3230 c. Colonial Seductions in Spanish America. Matthew Goldmark. Non-Standard Rotation. Fall 2016

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Studies how divergent European and indigenous conceptions of marriage, sex, and sin shaped the colonization of the Spanish Americas during the sixteenth and seventeenth centuries. A variety of conquest histories, epics, and plays by authors like Hernán Cortés, Titu Cusi Yupanqui, and Sor Juana Inés de la Cruz are read alongside theoretical texts on the study of gender, sexuality, and colonialism. Through historical and literary analyses, considers how Europeans and indigenous subjects understood, imposed, and violated sexual norms. Conducted in Spanish. (Same as HISP 3230, LAS 3230)

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PREREQUISITE: SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) or HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher

## GSWS 3301 b. Doing Gender Studies: Ethnographies of Gender. T.B.A. Every Spring. Spring 2017

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Explores how research and scholarship on gender can be an engine for social change. Students learn how to use the different tools of the scholar: interviews, surveys, oral history, archival research, participant observation, and discourse analysis. Through a semester-long research project, each student has a hands-on experience of designing and implementing an in-depth study on the gender issue of the student's choice. Open to gender, sexuality, and women's studies majors and minors, or with permission of the instructor.

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## German

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### GER 1101 c. Elementary German I. The Department. Every Fall. Fall 2016

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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. T.B.A. Every Spring. Spring 2017

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Continuation of German 1101. Equivalent of German 1101 is required.

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PREREQUISITE: GER 1101 or Placement in GER 1102

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### GER 1155 c-IP. Into the Wild. Jens Klenner. Non-Standard Rotation. Fall 2016

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An examination of the mix of conflicting ideas that shape the many conceptions of “wilderness.” Among other questions, explores the ideas of wilderness as a space without or preceding culture and civilization, as a mental state, and as an aesthetic experience. Considers the place of wilderness in the ‘urban jungle’ of cities. Puts Anglo-American and European theories and images of the wilderness into dialogue by comparing literary works, film, artworks, and philosophical texts. No knowledge of German is required. (Same as ENVS 1155)

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### GER 2203 c. Intermediate German I: Germany within Europe. The Department. Every Fall. Fall 2016

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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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### GER 2204 c. Intermediate German II: German History through Visual Culture. T.B.A. Every Spring. Spring 2017

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Continuation of German 2203. Equivalent of German 2203 is required.

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PREREQUISITE: GER 2203 or Placement in GER 2204

## **GER 2205 c-IP. Advanced German Texts and Contexts. Birgit Tautz. Every Fall. Fall 2016**

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.

PREREQUISITE: GER 2204 or Placement in GER 2205

## **GER 3310 c-IP. German Culture Studies: Made in Germany. T.B.A. Every Other Spring. Spring 2017**

An examination of the most influential “products” made in Germany. From technological developments to musical innovations, many things made in Germany have had an enduring, global impact. Explores the context in which these products were made or ideas were developed, the process of their worldwide dissemination, as well as the ways in which they shape the national and cultural imagination. Designed to be an introduction to methods of cultural analysis through an examination of diverse materials. Expands students’ knowledge of German culture, history, and language while also developing skills, including close reading, visual analysis, and contextualization. All materials and coursework in German.

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

## **GER 3316 c-IP. German Modernism -- Urbanity, Interiority, Sexuality. Jill Smith. Non-Standard Rotation. Fall 2016**

Examines works of modern German literature, art, music, and film in their historical and social contexts. Analyzes the narrative modes used to deal with the interiority of modern protagonists and explores the particular urban settings in which works were conceived: Munich, Prague, Zurich, and Berlin. Familiarizes students with the intellectual history of the period by discussing the extent to which modernist writers were influenced by Nietzschean and Freudian thought and the questions of morality, sexuality, and pleasure raised by both of these thinkers. Asks why modernism is (or is perceived to be) rooted in urban settings, and how modernism became politicized during the Weimar Republic, as writers witnessed and sought to respond to the rise of Fascism. Contemporary artistic movements such as Expressionism, Dadaism, and Neue Sachlichkeit; literary texts by Brecht, Wedekind, Kafka, Mann, Rilke, Lasker-Schüler, and Kästner; musical works by Berg, Schoenberg, and Weill; and relevant films of the period.

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

## **GER 3398 c-IP. Colors: Signs of Ethnic Difference 1800/1900/2000. Birgit Tautz. Non-Standard Rotation. Fall 2016**

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In German culture, color/hue has played an important role in marking ethnic difference. Investigates the presence of color--metaphorical and actual, as provocative rhetoric and residual thought--in Germany today (e.g., around 2000), before exploring to what extent this presence is a lingering effect of the cultures around 1900 and 1800. In German culture color marks not only "racial difference" (e.g., "black" vs. "white"), but also geographical difference ("tropical colors") or diversity ("Bunte Republik Deutschland"). Considers changing discourse on color and ethnic difference in literary texts and films, all of which serve to illuminate the broader cultural context at three historical junctures: 1800, 1900, and 2000. Considers texts and films in conjunction with non-fiction, including examples from the visual arts (paintings, photographs, "Hagenbecks Völkerschauen"), medical and 'scientific,' encyclopedic entries, policy statements and advertisements ("Reklamemarken," commercials), and popular music (hip-hop, lyrics), recognizing, in the process, how German culture ("national identity") defines itself through and against color. Taught in German.

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

## **GER 3399 c-IP. Narrating Crisis and Catastrophe. T.B.A. Non-Standard Rotation. Spring 2017**

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Studies the ubiquity of images and ideas of crises and catastrophes in modern culture. Natural disasters, accidents, financial collapse, wars, and terror permeate the media; crises legitimize political and legal interventions; catastrophic scenarios are central to disaster films. To be imagined and processed, catastrophes must be narrated. Consequently, different models and functions of such narratives from Austria, Germany, and Switzerland since 1800 are investigated; media and formats examined; social and political dimensions explored; and concepts like trauma, survival, prophecy, testimony, or sovereignty scrutinized. 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

## Government and Legal Studies

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### **GOV 1001 b. Representation, Participation, and Power in American Politics. Janet Martin. Non-Standard Rotation. Fall 2016**

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An introductory seminar in American national politics. Readings, papers, and discussion explore the changing nature of power and participation in the American polity, with a focus on the interaction between individuals (non-voters, voters, party leaders, members of Congress, the president) and political institutions (parties, Congress, the executive branch, the judiciary). Not open to students who have credit for or are concurrently taking Government 1100.

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### **GOV 1003 b. Political Science and the American Founding. Jeffrey Selinger. Non-Standard Rotation. Fall 2016**

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Introduces the study of politics and the discipline of political science through an exploration of the people, interests, and ideas that shaped the Founding from the American Revolution to the framing of the US Constitution. In particular, uses concepts employed by scholars who study social movements, legislative coalition-building, and international relations to examine the movement for independence, the negotiations that unfolded at the Constitutional Convention, the rhetorical positioning of Federalists and Anti-Federalists during the ratification debate, and the ongoing negotiation over the status of slavery in the new republic.

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### **GOV 1004 b. The Supreme Court and Social Change. Maron Sorenson. Non-Standard Rotation. Fall 2016**

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The Supreme Court has played a role in adjudicating many of the nation's most important social issues, addressing matters such as segregation in schools, gender discrimination, and same-sex marriage. Since Thurgood Marshall orchestrated the NAACP's legal strategy to bring civil rights issues before the court rather than Congress, many other interest groups have followed suit. Investigates the trend of seeking legal change via courts, focusing on the Supreme Court's role in social change by asking two connected questions: first, should the Supreme Court be deciding issues with such far-reaching impacts; second, since the court does wade into these matters, how effective are the justices in moving public opinion and influencing social change? Examines areas of policy in which the court has been particularly active including civil rights, access to abortion, and same-sex marriage, among others.

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### **GOV 1011 b. Fundamental Questions: Exercises in Political Theory. Jean Yarbrough. Non-Standard Rotation. Fall 2016**

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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 1012 b. Human Being and Citizen. Paul Franco. Non-Standard Rotation. Fall 2016**

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An introduction to the fundamental issues of political philosophy: human nature, the relationship between individual and political community, the nature of justice, the place of virtue, the idea of freedom, and the role of history. Readings span both ancient and modern philosophical literature. Authors may include Plato, Aristotle, Hobbes, Locke, Rousseau, the American Founders, Tocqueville, Mill, and Nietzsche.

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**GOV 1025 b. NGOs in Politics. Laura Henry. Non-Standard Rotation. Fall 2016**

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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 1028 b. The Daughters of Mars: Women at War. Christian Potholm. Non-Standard Rotation. Fall 2016**

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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. Non-Standard Rotation. Fall 2016**

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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 1100 b. Introduction to American Government. T.B.A. Every Year. Spring 2017**

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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. Emily Clough. Every Year. Fall 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. Rebecca Gibbons. Every Year. Fall 2016**

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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. T.B.A. Non-Standard Rotation. Spring 2017**

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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. T.B.A. Every Year. Spring 2017**


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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. Janet Martin. Every Year. Fall 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. Maron Sorenson. Every Fall. Fall 2016**


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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. T.B.A. Every Spring. Spring 2017**


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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. Non-Standard Rotation. Fall 2016**


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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 2055 b. Political Parties in the United States. Jeffrey Selinger. Non-Standard Rotation. Fall 2016**

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Throughout American political history, parties have been among the most adept institutions at organizing political conflict and, more generally, American political life. In this vein, the role of political parties in the evolution of American politics is discussed. Special attention is given to the present political context, which many characterize as an era of ideologically polarized parties. Explores and challenges this conventional wisdom.

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### **GOV 2060 b. Campaigns and Elections. Michael Franz. Non-Standard Rotation. Fall 2016**

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Addresses current theories and controversies concerning political campaigns and elections in the United States. Takes advantage of the fact that the class meets during the heart of the next presidential and congressional campaigns. Uses concepts from the political science literature on elections to explore general trends in electoral choice at the legislative and presidential level. Students will be expected to follow journalistic accounts of the fall campaigns closely. A second set of readings introduces political science literature on campaigns and elections. These readings touch upon a wide range of themes, including voting behavior (e.g., economic voting and issue voting), campaign finance, media strategy, the role of incumbency, presidential primaries, the Electoral College, and trends in partisan realignment.

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### **GOV 2080 b-MCSR. Quantitative Analysis in Political Science. T.B.A. Non-Standard Rotation. Spring 2017**

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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 (such as Chi-square tests, difference of means, and linear regression) 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 (such as Stata, SPSS, and/or R) as a research tool, with a focus on effective presentation of data and results. The assignments include a mix of essay writing and problem sets. The course is designed for students with little or no experience in statistical inference.

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### **GOV 2200 b. Classical Political Philosophy. Jean Yarbrough. Non-Standard Rotation. Fall 2016**

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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. T.B.A. Non-Standard Rotation. Spring 2017**

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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 2230 b. American Political Thought. T.B.A. Non-Standard Rotation. Spring 2017**

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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 2260 b. Contemporary Political Philosophy. Paul Franco. Non-Standard Rotation. Fall 2016**

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A survey of political philosophy in Europe and the United States since 1945. Examines a broad array of topics, including the revival of political philosophy, relativism, rationalism, contemporary liberal theory, communitarianism, conservatism, multiculturalism, feminism, and postmodernism. Authors may include Strauss, Arendt, Oakeshott, Berlin, Hayek, Rawls, Sandel, Taylor, Walzer, Okin, Habermas, and Foucault.

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PREREQUISITE: GOV 1007 - 1019 or GOV 1040 - 1045 or GOV 2100 - 2399 or GOV 2800 - 2899 or GOV 2975 - 2979 or GOV 3100 - 3399 or GOV 3800 - 3899 or GOV 4005 - 4009

**GOV 2280 b. Eros and Politics. T.B.A. Non-Standard Rotation. Spring 2017**

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What and who do we love? Do we seek another self or someone to complement our natures? Is there something other than human beings that we love? The Good, God, or some other principle? How do the answers to these questions affect our views of politics and justice? Readings include Plato's "Symposium"; the Bible; Shakespeare; Rousseau's "Emile"; Tocqueville; and contemporary thinkers.

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PREREQUISITE: GOV 1007 - 1019 or GOV 1040 - 1045 or GOV 2100 - 2399 or GOV 2800 - 2899 or GOV 2975 - 2979 or GOV 3100 - 3399 or GOV 3800 - 3899 or GOV 4005 - 4009

## **GOV 2410 b-IP. Post-Communist Russian Politics and Society. T.B.A. Non-Standard Rotation. Spring 2017**

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Explores the most dramatic political event of the twentieth century: the collapse of Soviet communism and Russia's subsequent political development. Begins by examining the Soviet system and the political and social upheaval of the late Soviet period. Proceeds to investigate the challenges of contemporary Russian politics, including the semi-authoritarian regime, the challenges of sustainable economic growth and modernization, the demographic crisis, the loss of superpower status, and the search for a role in international politics. Comparisons made with other countries in the post-Communist region.

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## **GOV 2442 b. The Politics of India. Emily Clough. Non-Standard Rotation. Fall 2016**

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Explores politics in the world's largest democracy through the lens of big ideas in comparative politics. Focusing on the post-Independence period, discusses themes that are important both to India and to a general study of politics in developing countries, such as state-building, democracy, social and economic development, state institutions, political parties, conflict, and social movements. Asks how has democratic politics shaped and been shaped by a society divided among numerous cleavages, such as caste, class, language, and religion? How has the context of persistent poverty, low literacy, a history of single party dominance, and an active civil society shaped the workings of India's political institutions? (Same as ASNS 2710)

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## **GOV 2445 b-IP. Asian Communism: The Politics of China, Vietnam, North Korea, and Mongolia. Christopher Heurlin. Non-Standard Rotation. Fall 2016**

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Examines the Asian communism in China, Vietnam, North Korea, and Mongolia. Asian communism presents a series of fascinating questions. Why did communist revolutions occur in some Asian states but not others? Why were relations between some Asian communist states peaceful while others were hostile? Why did some adopt significant economic reforms while others maintained command economies? Why did communist regimes persist in most Asian states, while Communism fell in Mongolia and all of Europe? The approach of the course is explicitly comparative and structured around thematic comparisons between the four states. (Same as ASNS 2860)

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## **GOV 2484 b-IP. Comparative Environmental Politics. Laura Henry. Non-Standard Rotation. Fall 2016**

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Examines environmental politics from a comparative perspective, drawing on case material from the United States, Europe, Latin America, Africa, and Asia. Asks why, despite the fact that many contemporary environmental problems are shared globally, states develop different environmental policies. Readings cover issues ranging from forest conservation to climate policy and consider explanatory factors such as type of political regime, level of economic development, activism by citizens, and culture and values. (Same as ENVS 2306)

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**GOV 2486 b-IP. The Politics of Dictatorship: Authoritarian Resilience and Democratization. Christopher Heurlin. Non-Standard Rotation. Fall 2016**

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Despite the end of the Cold War, dictatorship has persisted, even thrived. At least 40 percent of states in the world remain authoritarian. Introduces students to the social and political logic of dictatorship. Explores questions such as: Where do dictatorships come from? Why might people support dictatorships? What effect does dictatorship have on political, economic, and social outcomes? How do dictatorships differ from one another? Why are some dictatorships resilient and stand the test of time while some quickly collapse? When dictatorships collapse, why are some dictatorships replaced by other dictatorships, while others democratize? Concentrates on the post-World War II era and explores the dynamics of dictatorship in regions throughout the world, including the Middle East, Latin America, Asia, Europe, and Africa.

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**GOV 2574 b. Rioters, Rebels, and Revolutionaries: Contentious Politics. T.B.A. Non-Standard Rotation. Spring 2017**

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Examines the rough and tumble world of contentious politics, which includes forms of social mobilization as diverse as riots, revolutions, and rebellions. While much of “routine politics” takes place through elections, examines activities that cross over into the extraordinary and asks questions such as: What is the relationship between elections and riots? Why do some revolutionary movements succeed while others fail? Given great personal risks, why do some people protest in dictatorships? How do states respond to protests and why? Examines the commonalities and differences between these diverse events through case studies throughout the developing world, including Asia, Latin America, and the Middle East.

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**GOV 2580 b-IP. Advanced Comparative Politics: Government, War, and Society. T.B.A. Non-Standard Rotation. Spring 2017**

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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 are analyzed and particular attention is 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-IP. International Law. Allen Springer. Non-Standard Rotation. Fall 2016**

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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 2615 b-IP. International Environmental Policy. T.B.A. Non-Standard Rotation. Spring 2017**

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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.

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**GOV 2680 b-IP. International Security. Rebecca Gibbons. Non-Standard Rotation. Fall 2016**

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National security is a principal interest for states, but what exactly does that mean in international political life, and for the security of ordinary people like us? What strategic options are available to decision makers tasked with protecting national security? How much do national security policies reflect coherent planning, and how much are policies the product of competing international, economic, and technological constraints, or domestic political interests? Analyzing the strategy and politics of diplomacy, alliances, threats, aid, and war, aims to provide an overview of security studies within the field of international relations.

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**GOV 2901 b. Forecasting and Predictions. Michael Kowal. Non-Standard Rotation. Fall 2016**

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Computers and the Internet have enabled an explosion in the prediction market where everyone from political consultants to large corporations rely on an ever-increasing amount of data to make predictions that drive their decision making. Examines the topic of predictions through the lens of how it is currently impacting our world. Students learn and apply predictive analytic techniques including traditional time-series analysis, elementary Bayesian statistics, and the design of cutting-edge models through data mining and machine learning. Applications and examples focus on the methods that data analysts use to forecast future events. Readings and discussions model how to assess the quality of those predictions and interrogate the ethics of using forecasts to shape strategy and policy that have real-world implications. Instructor selects thematic content and when pertinent, applies these techniques to the case study of presidential and congressional elections. (Same as DCS 2020)

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PREREQUISITE: MATH 1600 or Placement in MATH 1700 (M) or Placement in MATH 1750 (M) or Placement in MATH 1800 (M) or Placement in 2000 2020 2206 M

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**GOV 2911 b-IP. Natural Resource Management and Biodiversity Conservation. Divya Gupta. Non-Standard Rotation. Fall 2016**

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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 ENV5 2911)

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**GOV 2912 b. Governing the Commons: Common Pool Resource Management Theories, Challenges, and Opportunities. Divya Gupta. Non-Standard Rotation. Fall 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 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 2940 c. Education and Law. George Isaacson. Non-Standard Rotation. Fall 2016**

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A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and the education of those with disabilities. (Same as EDUC 2250)

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**GOV 3010 b. Advanced Seminar in American Politics: Presidential-Congressional Relations. T.B.A. Non-Standard Rotation. Spring 2017**

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Examines presidential-congressional relations through a number of perspectives, including use of historical, quantitative, and institutional analyses. Readings consider the relationship between the executive branch and Congress in both the domestic arena (including regulatory and budgetary policy) and in the area of foreign and defense policy.

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**GOV 3020 b. Money and Politics. T.B.A. Non-Standard Rotation. Spring 2017**

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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. T.B.A. Non-Standard Rotation. Spring 2017**

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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 examines how these and other developments have shaped America's liberal democratic values and transformed its political institutions.

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## **GOV 3220 b. Nietzsche. T.B.A. Non-Standard Rotation. Spring 2017**

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An examination of the broad range of Nietzsche's thought with a special view to its moral and political implications. Readings include Nietzsche's major works, including *Thus Spoke Zarathustra*. May also consider various twentieth-century interpretations and appropriations of Nietzsche's philosophy.

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PREREQUISITE: GOV 1010 - 1012 or GOV 2200 or GOV 2210 or GOV 2230 or GOV 2260 or GOV 2270 or GOV 2280 or GOV 2800 or GOV 3200 or GOV 3210

## **GOV 3400 b-IP. Advanced Seminar in Japanese Politics. T.B.A. Every Other Spring. Spring 2017**

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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-IP. Advanced Seminar in Chinese Politics. T.B.A. Non-Standard Rotation. Spring 2017**

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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-IP. Social Protest and Political Change. T.B.A. Non-Standard Rotation. Spring 2017**

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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 3600 b-IP. Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution. T.B.A. Non-Standard Rotation. Spring 2017**

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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. T.B.A. Non-Standard Rotation. Spring 2017**

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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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## History

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### HIST 1009 c. Reacting to the Past. Meghan Roberts. Non-Standard Rotation. Fall 2016

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Immerses students in the religious, political, and scientific culture of early modern Europe through the study of two key episodes: Henry VIII's efforts to assume control of the Church of England and Galileo's trial for heresy. Students participate in these debates through role-playing games. Each plays a historical figure and attempts to shape the course of events. After an initial set-up phase, students take charge of the class, giving speeches, writing letters, conducting secret negotiations, and otherwise working to convince their classmates of their views. Note: This course is part of the following field(s) of study: Europe. It also fulfills the pre-modern requirement for history majors.

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### HIST 1012 c. “Bad” Women Make Great History: Gender, Identity, and Society in Modern Europe, 1789–1945. Page Herrlinger. Every Other Fall. Fall 2016

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Focuses on the lives and works of path-breaking women who defied the norms of modern European society in order to assume extraordinary and often controversial identities in a range of fields -- as writers, scientists, performers, athletes, soldiers, and social and political activists. What does each woman's deviance reveal about cultural constructions of identity and the self in Modern Europe; about contemporary views on issues such as women's work, gender relations, education, marriage, sexuality, motherhood, health, and the struggle for civil and political rights? When studied together, what do these women's experiences reveal about patterns of change and continuity with respect to definitions of masculinity versus femininity, the public versus private sphere, and the relationship of the individual to the modern state? Note: This course is part of the following field(s) of study: Europe. (Same as GSWS 1022)

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### HIST 1014 c. Utopia: Intentional Communities in America, 1630-1997. Sarah McMahan. Every Other Fall. Fall 2016

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An examination of the evolution of utopian visions and utopian experiments that begins in 1630 with John Winthrop's "City upon a Hill," explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with an examination of twentieth-century counterculture communes, intentional communities, and dystopian separatists. Readings include primary source accounts by members (letters, diaries, essays, etc.), community histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussions and essays focus on teaching students how to subject primary and secondary source materials to critical analysis. This course is part of the following field(s) of study: United States.

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## **HIST 1023 c. Science, Sex, and Politics. David Hecht. Non-Standard Rotation. Fall 2016**

Examines the intersection of science, sex and politics in twentieth-century United States history. Issues of sex and sexuality have been contested terrain over the past hundred years, as varying conceptions of gender, morality, and proper sexual behavior have become politically and socially controversial. Explores the way that science has impacted these debates-- often as a tool by which activists of varying political and intellectual persuasions have attempted to use notions of scientific objectivity and authority to advance their agendas. Explores debates over issues such as birth control, eugenics, abortion, and the "gay gene." Note: This course is part of the following field(s) of study: United States. (Same as GSWS 1031)

## **HIST 1038 c. Globalizing India. Rachel Sturman. Non-Standard Rotation. Fall 2016**

Explores the lived experience of globalization on the ground in India, looking at the everyday lives and livelihoods, landscapes, and imaginations that have been transformed in recent decades. Key themes include urbanization, rising wealth and inequality, and changes in social and political visions. This course is part of the following field(s) of study: South Asian and Colonial Worlds. (Same as ASNS 1035)

## **HIST 1112 c-ESD, IP. History of Ancient Rome: From Romulus to Justinian. Robert Sobak. Every Other Fall. Fall 2016**

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multiculturalism. Introduces different types of sources -- literary, epigraphical, archaeological, etc. -- for use as historical documents. Note: This course is part of the following field(s) of study: Europe. It also fulfills the pre-modern requirement for history majors. (Same as CLAS 1112)

## **HIST 1440 c-IP. Merchants, Mughals, Mendicants: India and the Early Modern World. Rachel Sturman. Non-Standard Rotation. Fall 2016**

Introductory exploration of the history of the Indian subcontinent and its connections to the broader world in an era shaped by the vibrant movement of people, goods, and ideas across the Indian Ocean, Europe, and Central Asia. Note: This course is part of the following field(s) of study: South Asia. It also fulfills the pre-modern requirement for history majors. (Same as ASNS 1560)

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**HIST 2040 c. Science, Magic, and Religion. T.B.A. Every Other Spring. Spring 2017**

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Traces the origins of the scientific revolution through the interplay between late-antique and medieval religion, magic, and natural philosophy. Particular attention is paid to the conflict between paganism and Christianity, the meaning and function of religious miracles, the rise and persecution of witchcraft, and Renaissance hermeticism. Note: This course fulfills the pre-modern requirement for history majors. Note: This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement. (Same as REL 2204)

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**HIST 2042 c. The Good Life: From Plato to the Enlightenment. Dallas Denery. Every Other Spring. Fall 2016**

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What does it mean to lead a good life, a happy life? Examines changing responses to this question from the ancient Greeks to the twenty-first century. Primary sources include (among others) Plato, Aristotle, Christine de Pizan, Martin Luther, Earl of Shaftesbury, and Oprah Winfrey. Note: This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement.

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**HIST 2060 c-ESD, IP. Old Regime and Revolutionary France. T.B.A. Every Other Spring. Spring 2017**

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At the beginning of the eighteenth century, many heralded King Louis XIV as the most powerful monarch to ever rule. By the end of the century, however, the French people overthrew this vaunted monarchy. Topics include: Why did France have a revolution? What were the global implications of events in France, especially for the enslaved populations of French colonies? Why did the French Revolution become radical and—all too often—violent? Class sessions will incorporate lecture, discussion, and role-playing. Note: This course is part of the following field(s) of study: Europe. It also fulfills the pre-modern requirement for history majors.

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**HIST 2062 c-IP. Europe's Age of Expansion, 1492-1789. Meghan Roberts. Every Other Fall. Fall 2016**

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The practice of European politics changed dramatically between the Renaissance and the French Revolution. National governments became more centralized and more powerful. At the same time, Europe transformed from a relatively weak region to a dominant world power. Specific topics include political thought, cross-cultural encounters, fiscal crisis and reform, policing, commerce, war, and rebellion. Note: This course is part of the following field(s) of study: Europe, Atlantic Worlds, and Colonial Worlds. It also fulfills the pre-modern requirement for history majors.

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## **HIST 2083 c-IP. History of England, 1485-1688. T.B.A. Every Other Spring. Spring 2017**

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 is part of the following field(s) of study: Europe. It also meets the pre-modern requirement.

## **HIST 2109 c-ESD, IP. Russia's Twentieth Century: Revolution and Beyond. Page Herrlinger. Non-Standard Rotation. Fall 2016**

Examines major transformations in Russian society, culture, and politics from the Revolutions of 1917 through the fall of the Soviet Empire in 1991. Topics include the building of socialist society under Lenin and Stalin, the political Terror of the 1930s and the expansion of the Gulag system, the experience of World War II, Soviet influence in Central Asia and Eastern Europe, attempts at de-Stalinization under Khrushchev, everyday life under “developed socialism,” the period of “glasnost” and “perestroika” under Gorbachev, and the problems of de-Sovietization in the early 1990s. Note: This course is part of the following field(s) of study: Europe.

## **HIST 2121 c-ESD. Colonial America and the Atlantic World, 1607-1763. T.B.A. Every Other Spring. Spring 2017**

A social history of the emigration to and founding and growth of the colonies in British North America. Explores the difficulties of creating a new society, economy, polity, and culture in an unfamiliar and already inhabited environment; the effects of diverse regional and national origins, and often conflicting goals and expectations on the early settlement and development of the colonies; the gradual adaptations and changes in European, Native American, and African cultures, and their separate, combined, and often contested contributions to a new provincial, increasingly stratified (socially, economically, and politically), and regionally disparate culture; and the later problems of maturity and stability as the thirteen colonies began to outgrow the British imperial system and become a new American society. This course is part of the following field(s) of study: United States and Atlantic Worlds. It also meets the pre-modern requirement.

## **HIST 2128 c-ESD. Family and Community in American History, 1600–1900. Sarah McMahan. Every Other Fall. Fall 2016**

Examines the social, economic, and cultural history of American families from 1600 to 1900, and the changing relationship between families and their kinship networks, communities, and the larger society. Topics include gender relationships; racial, ethnic, cultural, and class variations in family and community ideals, structures, and functions; the purpose and expectations of marriage; philosophies of child-rearing; organization of work and leisure time; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life and community organization. This course is part of the following field(s) of study: United States. (Same as GSWS 2248)

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**HIST 2140 c-ESD. The History of African Americans, 1619-1865. T.B.A. Every Other Spring. Spring 2017**

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Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including the establishment of slavery in colonial America, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and the coming of the Civil War and the death of slavery. This course is part of the following field(s) of study: United States. (Same as AFRS 2140)

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**HIST 2141 c-ESD. The History of African Americans from 1865 to the Present. T.B.A. Every Other Spring. Spring 2017**

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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. This course is part of the following field(s) of study: United States. (Same as AFRS 2141)

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**HIST 2160 c-ESD. History of the American West. Connie Chiang. Every Other Fall. Fall 2016**

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Survey of what came to be called the Western United States from the nineteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of Western myths in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. This course is part of the following field(s) of study: United States. (Same as ENVS 2432)

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**HIST 2182 c-ESD. Environment and Culture in North American History. T.B.A. Every Spring. Spring 2017**

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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)

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PREREQUISITE: ENVS 1101

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## HIST 2202 c. The History of Energy. T.B.A. Every Other Spring. Spring 2017

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Explores how and why Americans (and others) have made the energy choices that they have. The production and distribution of energy is one of the key challenges for modern societies. It involves the development of specific technologies and industries- from fossil fuels to solar power to nuclear plants. But the history of energy transcends the technical. It intersects with law, politics, and economics; social norms and cultural values play a role as well. The connections between the technical and non-technical are central to understanding both the history of energy itself, as well as its place in the history of the modern United States. This course is part of the following field(s) of study: United States. (Same as ENVS 2420)

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## HIST 2322 c-IP. China's Path to Modernity: 1800 to Present. T.B.A. Non-Standard Rotation. Spring 2017

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Introduction to modern and contemporary Chinese history. Covers the period from the nineteenth century, when imperial China encountered the greatest national crisis in its contact with the industrial West, to the present People's Republic of China. Provides historical depth to an understanding of the multiple meanings of Chinese modernity. Major topics include: democratic and socialist revolutions; assimilation of Western knowledge and thought; war; imperialism; the origin, development, and unraveling of the Communist rule. (Same as ASNS 2012)

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## HIST 2343 c-ESD, IP. Politics and Popular Culture in Modern India. T.B.A. Non-Standard Rotation. Spring 2017

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Examines the new forms of politics and of popular culture that have shaped modernity in India. Topics include the emergence of mass politics, urbanization, modern visual culture, new media technologies, and contemporary media and democracy. Course includes a film component. This course is part of the following field(s) of study: South Asia and Colonial Worlds.  
(Same as ASNS 2582)

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## HIST 2362 c-ESD, IP. Africa and the Atlantic World, 1400-1880. David Gordon. Non-Standard Rotation. Fall 2016

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A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social, and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? Ends by considering the contradictory effects of Abolition on Africa. Note: This course is part of the following field(s) of study: Africa and Atlantic Worlds. It also fulfills the pre-modern requirement for history majors.  
(Same as AFRS 2362)

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**HIST 2364 c-ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880. T.B.A. Every Other Spring. Spring 2017**

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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 2365 c-IP. Mogadishu to Madagascar: East African History. T.B.A. Non-Standard Rotation. Spring 2017**

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Examines the history of East Africa with a special focus on the interactions between east Africans and the Indian Ocean World. Considers African societies prior to Portuguese conquest, continues through Omani colonialism, and the spread of slavery across East Africa and the Indian Ocean islands of Madagascar and Mauritius; the onset of British, Italian, and German colonialism, rebellions against colonialism including Mau Mau in Kenya, and post-colonial conflicts including the Zanzibar revolution of 1964; and the rise of post-colonial Tanzania, Kenya, Mozambique, Madagascar, and Somalia, and challenges to their sovereignty by present-day Indian Ocean rebels, such as the Somali pirates. (Same as AFRS 2365)

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**HIST 2380 c-IP. Christianity and Islam in West Africa. Olufemi Vaughan. Every Fall. Fall 2016**

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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, careful attention is paid to 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 illuminates broader West African, African, and global perspectives that underscore the historical significance of religion in politics and society, especially in non-Western contexts. Note: This course is part of the following field(s) of study: Africa. (Same as AFRS 2380)

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**HIST 2381 b-IP. History of African and African Diaspora Thought. T.B.A. Every Other Spring. Spring 2017**

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Lecture course on seminal works in African and African diasporic thought since the decline of Atlantic slavery in the nineteenth century to the period of decolonization after the Second World War. Topics include anti-slavery movement, mission Christianity, Islamic reformism, Pan-Africanism, Negritude, colonialism, nationalism, neocolonialism, and black feminist thought. Lectures presented in the context of global and regional historical currents in the nineteenth and twentieth centuries. (Same as AFRS 2841)

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**HIST 2401 c-IP. Colonial Latin America. Allen Wells. Every Other Fall. Fall 2016**


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Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. This course is part of the following field(s) of study: Latin America, Atlantic Worlds, and Colonial Worlds. It also meets the pre-modern requirement. (Same as LAS 2401)

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**HIST 2420 c-ESD, IP. Pacific Passages: Japan in the Early Modern World, 1500-1800. T.B.A. Non-Standard Rotation. Spring 2017**


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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. Note: This course is part of the following field(s): East Asia. (Same as ASNS 2252)

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**HIST 2421 c-ESD, IP. Modernity and Identity in Japan. Sakura Christmas. Non-Standard Rotation. Fall 2016**


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In 1853, Commodore Matthew Perry sailed to Japan with four naval warships and issued an ultimatum: open up to trade or face foreign invasion. Charts Japan's swift emergence from its feudal origins to become the world's first non-Western, modern imperial power out of its feudal origins. Lectures introduce the origins, course, and consequences of building a modern state from the perspective of various actors that shaped its past: rebellious samurai, anarchist activists, the modern girl, imperial fascists, and office salaried men. Readings complicate dichotomies of East and West, modern and feudal, nation and empire through the lens of ethnicity, class, and gender. Note: This course is part of the following field(s) of study: East Asia. (Same as ASNS 2311)

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**HIST 2504 c. Animals in American History. Strother Roberts. Every Other Year. Fall 2016**


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Seminar. Although modern humans tend to think of themselves as above nature, they are in fact part of it: partners in a myriad of relationships that have tied them to other members of the animal kingdom throughout their history. Examines a number of these relationships, focusing on North America from the sixteenth through the twentieth century. Topics considered include the role of animals in the development of the American economy, how domestic and wild animals have shaped the American environment, how Americans have conceived of the boundary between humanity and animality, and how pets have come to be viewed as part of the modern family. Note: This course is part of the following field(s) of study: United States. (Same as ENV5 2504)

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**HIST 2524 c. Everything is Wrong! The History of Doubt. Dallas Denery. Every Other Year. Fall 2016**

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Seminar. Examines the history of doubt, suspicion, and skepticism from the ancient world to the present as both a philosophical and cultural problem. Particular attention paid to moments of radical doubt among historians, scientists, politicians, and public groups. Readings include works by Rene Descartes, Sextus Empiricus, Charles Fort, Jean Hardouin, and Erich von Daniken. Note: This course is part of the following field(s) of study: Europe. It also fulfills the pre-modern requirement for history majors.

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**HIST 2540 c-ESD, IP. The Politics of Private Life. T.B.A. Every Other Spring. Spring 2017**

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Seminar. Examines how and why “the personal was political” in Europe and the Atlantic World from 1500 to 1800 by analyzing the politics (broadly defined) of marriage, love, and sex. How did ideas about and practices of private life change in the wake of the Protestant Reformation, colonial expansion, rise of Atlantic slavery, and political revolutions? Readings include correspondence, novels, and memoirs as well as scholarly analyses of divorce, homosexuality, romantic love, and marriage. Students write a research paper based on research in primary sources. Note: This course is part of the following field(s) of study: Europe. It also fulfills the pre-modern requirement for history majors.

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**HIST 2580 c-ESD, IP. The German Experience, 1918-1945. T.B.A. Non-Standard Rotation. Spring 2017**

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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. This course is part of the following field(s) of study: Europe.

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**HIST 2609 c. History of Women's Voices in America. T.B.A. Every Other Spring. Spring 2017**

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Seminar. Examines women’s voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels; essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women’s writings. Research projects focus on the form and content of women’s literature and the ways that it illuminates women’s understandings, reactions, and responses to their historical situation. This course is part of the following field(s) of study: United States. (Same as GSWS 2601)

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## **HIST 2640 c-ESD. California Dreamin': A History of the Golden State. T.B.A. Every Other Spring. Spring 2017**

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Seminar. Sunshine, beaches, shopping malls, and movie stars are the popular stereotypes of California, but social conflicts and environmental degradation have long tarnished the state's golden image. Unravels the myth of the California dream by examining the state's social and environmental history from the end of Mexican rule and the discovery of gold in 1848 to the early twenty-first century. Major topics include immigration and racial violence; radical and conservative politics; extractive and high-tech industries; environmental disasters; urban, suburban, and rural divides; and California in American popular culture. This course is part of the following field(s) of study: United States. (Same as ENVS 2416)

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## **HIST 2780 c-ESD, IP. The Foundations of Chinese Thought. T.B.A. Non-Standard Rotation. Spring 2017**

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Seminar. Addresses Chinese thought from the time of Confucius, ca. sixth century B.C.E., up to the beginning of the Common Era. The first half of the time period nurtured many renowned thinkers who devoted themselves to the task of defining and disseminating ideas. The latter half witnessed the canonization of a number of significant traditions, including Confucianism. Major problems that preoccupied the thinkers include order and chaos, human nature, the relationship between man and nature, among others. Students instructed to treat philosophical ideas as historically conditioned constructs and to interrogate them in contexts. Note: This course fulfills the pre-modern requirement for history majors. (Same as ASNS 2002)

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## **HIST 2821 c-ESD, IP. After Mandela: History, Memory, and Identity in Contemporary South Africa. David Gordon. Non-Standard Rotation. Fall 2016**

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How do South Africans remember their past? Begins with the difficulties in developing a conciliatory version of the past during Nelson Mandela's presidency immediately after apartheid. Then explores the changing historiography and popular memory of diverse historical episodes, including European settlement, the Khoisan "Hottentot Venus" Sara Baartman, Shaka Zulu, the Great Trek, the Anglo-Boer War, the onset of apartheid, and resistance to it. Aims to understand the present-day social, economic, and cultural forces that shape the memories of South Africans and the academic historiography of South Africa. Note: This course is part of the following field(s) of study: Africa. (Same as AFRS 2821)

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## **HIST 2840 c. African Migration and Globalization. Olufemi Vaughan. Every Fall. Fall 2016**

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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. Note: This course is part of the following field(s) of study: Africa, and Atlantic Worlds. (Same as AFRS 2840)

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## **HIST 2862 c. The Haitian Revolution and its Legacy. Allen Wells. Non-Standard Rotation. Fall 2016**

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Seminar. Examines one of the most neglected revolutions in history, and arguably, one of its most significant. The first half of the course treats the Revolution's causes and tracks its evolution between 1791-1804. The second part studies its aftermath and its impact on Haiti, the Caribbean, Latin America, Europe, Africa, and the United States. Course requirements include four short papers on the readings and one substantive paper that assesses the scholarly literature on a topic of the student's choosing. This course is part of the following field(s) of study: Latin America, Atlantic Worlds, and Colonial Worlds. (Same as AFRS 2862, LAS 2162)

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PREREQUISITE: HIST 1000 - 2969 or LAS 1000 - 2969

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## **HIST 2892 c-IP. Maps, Territory, and Power. Sakura Christmas. Non-Standard Rotation. Fall 2016**

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Seminar. Maps shape nearly every facet of our modern lives, from guiding us through unfamiliar streets on smart phones to legitimizing immigration restrictions in national policy. Explores the production, meanings, and implications of maps in charting the human relationship to the environment. Examines how modern cartography, from the Mercator projection to GPS, structures nature and society as much as it reflects "objective" representations of our surroundings. Readings emphasize how this technology has also sought to exert scientific hegemony over alternate conceptions of space in non-Western contexts. Sessions include analyzing original specimens in museum collections. Note: This course is part of the following field(s) of study: East Asia. (Same as ASNS 2892)

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## **HIST 3160 c. The United States Home Front in World War II. Connie Chiang. Every Other Fall. Fall 2016**

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Examines social and cultural changes on the United States home front during World War II. While some Americans remember World War II as the good war, an examination of this period reveals a more complicated history. By analyzing a variety of historical sources -- scholarly writings, government documents and propaganda, films, memoirs, fiction, and advertising -- investigates how the war shaped and reshaped sexuality, family dynamics, and gender roles; race and ethnic relations; labor conflicts; social reform, civil rights, and citizenship; and popular culture. Also considers the war's impact on the immediate postwar years and how Americans have remembered the war. Students write a major paper based on primary source research. This course is part of the following field(s) of study: United States.

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## HIST 3180 c. Nature and Health in America. T.B.A. Non-Standard Rotation. Spring 2017

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Explores relationships between humans, environment, and health in North American history from the sixteenth century to the present day. Topics may include the evolution of public health, biomedical research, and clinical practice; folk remedies and popular understandings of health; infectious and chronic diseases; links between landscape, health, and inequality; gender and reproductive health; occupational health and safety; the effects of agriculture, industrialization, and urbanization on human and ecological health; state and federal policies; and the colonial and global dimensions of public health and medicine. Students write a major research paper based on primary sources. Environmental Studies 1101, 2403, and at least one history course numbered 2000-2969 is recommended. This course is part of the following field(s) of study: United States. (Same as ENVS 3980)

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Explores relationships between humans, environment, and health in North American history from the sixteenth century to the present day. Topics may include the evolution of public health, biomedical research, and clinical practice; folk remedies and popular understandings of health; infectious and chronic diseases; links between landscape, health, and inequality; gender and reproductive health; occupational health and safety; the effects of agriculture, industrialization, and urbanization on human and ecological health; state and federal policies; and the colonial and global dimensions of public health and medicine. Students write a major research paper based on primary sources. Environmental Studies 1101, 2403, and at least one history course numbered 2000-2969 recommended. (Same as ENVS 3980)

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## HIST 3360 c. The Common Good? A History of International Aid. T.B.A. Every Other Spring. Spring 2017

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The history of international aid to the third world through the twentieth century. Seminar considers the imperial mission and white man's burden, aid during modern colonialism, the post-colonial aid community, the Bretton Woods Institutions, the rise of small-scale NGO aid interventions, aid in modern warfare, and the varied contemporary impacts of aid. Readings focus on Africa, along with examples from Latin America and South Asia. Participants should have some background in the history of at least one of these regions. Each student writes an original research paper on the history of an aid project. Note: This course is part of the following field(s) of study: Africa, Latin America, South Asia, and Colonial Worlds. (Same as AFRS 3306)

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PREREQUISITE: HIST 1000 or higher or AFRS 1000 or higher or ASNS 1000 or higher or LAS 1000 or higher

## Interdisciplinary Studies

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### INTD 1030 The Moral Leader. Clayton Rose. Non-Standard Rotation. Fall 2016

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The challenge of leadership is considered through the reading and analysis of works of fiction and non-fiction. Leadership is examined in three blocks--accountability (to whom or for what), values (how they inform and shape leadership), and effectiveness (what are the results). Approaches each text with an eye to understanding the challenge that is being confronted and the moral reasoning that guides action. Readings likely to include "Antigone" (Sophocles), "Remains of the Day" (Ishiguro), "How to Get Filthy Rich in Rising Asia" (Hamid), "Things Fall Apart" (Achebe), "Just and Unjust Wars" (Walzer), "Truman and the Bomb" (Sucher), "Personal History" (Graham), and "American Ground" (Langewiesche).

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## Latin American Studies

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### **LAS 1267 c. Power, Play, and Resistance in the Music of the Caribbean. Darien Lamén. Non-Standard Rotation. Fall 2016**

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Explores issues of colonialism, race, and gender through the medium of popular and traditional Caribbean music. Topics include Afro-Caribbean carnival traditions, dance music, verbal arts, and media representation. Students will learn to question assumptions about musical value with the aim of "decolonizing" listening practices. (Same as AFRS 1267, MUS 1267)

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### **LAS 1300 c-IP, VPA. Introduction to the Arts of Ancient Mexico and Peru. T.B.A. Non-Standard Rotation. Spring 2017**

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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 2005 c-ESD. The Making of a Race: Latino Fictions. Nadia Celis. Non-Standard Rotation. Fall 2016**

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Explores the creation, representation, and marketing of U.S. Latino/a identities in American literature and popular culture from the 1960s to the present. Focuses on the experiences of artists and writers of Puerto Rican, Cuban, and Dominican origin; their negotiations with notions of race, class, gender, and sexuality in the United States; and their role in the struggle for social rights, in cultural translation, and in the marketing of ethnic identities, as portrayed in a variety of works ranging from movies and songs to poetry and narrative. Authors include Álvarez, Blades, Braschi, Díaz, Hijuelos, Ovejas, Pietri, and Quiñones. Readings and writing in English, discussions in Spanish. Spanish speaking skills required. (Same as HISP 2505)

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### **LAS 2162 c. The Haitian Revolution and its Legacy. Allen Wells. Non-Standard Rotation. Fall 2016**

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Seminar. Examines one of the most neglected revolutions in history, and arguably, one of its most significant. The first half of the course treats the Revolution's causes and tracks its evolution between 1791-1804. The second part studies its aftermath and its impact on Haiti, the Caribbean, Latin America, Europe, Africa, and the United States. Course requirements include four short papers on the readings and one substantive paper that assesses the scholarly literature on a topic of the student's choosing. This course is part of the following field(s) of study: Latin America, Atlantic Worlds, and Colonial Worlds. (Same as AFRS 2862, HIST 2862)

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PREREQUISITE: HIST 1000 - 2969 or LAS 1000 - 2969

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## **LAS 2205 c. Advanced Spanish. The Department. Every Semester. Fall 2016**

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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 HISP 2305)

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PREREQUISITE: SPAN 2204 or Placement in HISP 2305 or HISP 2204

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## **LAS 2209 c-ESD, IP. From the Spoken Word to the Written Text. Katherine Dauge-Roth. Every Semester. Fall 2016**

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Examines oral and written traditions of areas where French is spoken in Africa, the Caribbean, Europe, and North America from the Middle Ages to 1848. Through interdisciplinary units, students examine key moments in the history of the francophone world, drawing on folktales, epics, poetry, plays, short stories, essays, and novels. Explores questions of identity, race, colonization, and language in historical and ideological context. Taught in French. (Same as AFRS 2409, FRS 2409)

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

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## **LAS 2210 c-ESD, IP. Literature, Power, and Resistance. Hanetha Vete-Congolo. Every Semester. Fall 2016**

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Examines questions of power and resistance as addressed in the literary production of the French-speaking world from the nineteenth through the twenty-first centuries. Examines how language and literature serve as tools for both oppression and liberation during periods of turmoil: political and social revolutions, colonization and decolonization, the first and second world wars. Authors may include Hugo, Sand, Sartre, Fanon, Senghor, Yacine, Beauvoir, Condé, Césaire, Djébar, Camus, Modiano, Perce, and Piketty. Students gain familiarity with a range of genres and artistic movements and explore the myriad ways that literature and language reinforce boundaries and register dissent. Taught in French. (Same as AFRS 2412, FRS 2410)

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

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## **LAS 2401 c-IP. Colonial Latin America. Allen Wells. Every Other Fall. Fall 2016**

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Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. This course is part of the following field(s) of study: Latin America, Atlantic Worlds, and Colonial Worlds. It also meets the pre-modern requirement. (Same as HIST 2401)

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## **LAS 2409 c-IP. Introduction to Hispanic Studies: Poetry and Theater. Gustavo Faveron Patriau. Every Semester. Fall 2016**

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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 HISP 2409)

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PREREQUISITE: SPAN 2305 (same as LAS 2205) or LAS 2205 or Placement in HISP 2409 or 2410 or HISP 2305 (same as LAS 2205)

## **LAS 2410 c-IP. Introduction to Hispanic Studies: Essay and Narrative. The Department. Every Semester. Fall 2016**

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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 HISP 2410)

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PREREQUISITE: SPAN 2305 (same as LAS 2205) or LAS 2205 or Placement in HISP 2409 or 2410 or HISP 2305 (same as LAS 2205)

## **LAS 2537 b. Political Ecology: Global Inequality, Social (In)justice, and the Environment. Jennifer Baca. Non-Standard Rotation. Fall 2016**

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From the water crisis in Flint, Michigan, to the assassination of environmental activists in Honduras, the news is filled with stories of environmental contamination, conflict, and climate change. Enables students to evaluate different understandings of key environmental issues using a political ecology framework. A sub-field of geography, political ecology is an approach to understanding human-environment interactions that puts difference in social power at the heart of environmental conflict and change. Studies the origins and methodology of political ecology and applies this framework to case studies from across the globe, but with a particular emphasis on the US and Latin America. Case studies include, among others, environmental racism in the Bay Area, the global food sovereignty movement, and indigenous struggles for land rights in Chile. (Same as ENVS 2537)

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## **LAS 2708 b. Race and Ethnicity. Ingrid Nelson. Non-Standard Rotation. Fall 2016**

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The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States. (Same as AFRS 2208, SOC 2208)

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PREREQUISITE: SOC 1101 or AFRS 1101 or ANTH 1101

## **LAS 3005 c-ESD. The Making of a Race: Latino Fictions. Nadia Celis. Non-Standard Rotation. Fall 2016**

Explores the creation, representation, and marketing of US Latino/a identities in American literature and popular culture from the 1960s to the present. Focuses on the experiences of artists and writers of Puerto Rican, Cuban, and Dominican origin, their negotiations with notions of race, class, gender, and sexuality in the United States, their role in the struggle for social rights, in cultural translation, and in the marketing of ethnic identities, as portrayed in a variety of works ranging from movies and songs to poetry and narrative. Authors include Álvarez, Blades, Braschi, Díaz, Hijuelos, Ovejas, Pietri, and Quiñones. Readings in English, discussions and writing in Spanish. (Same as HISP 3005)

PREREQUISITE: SPAN 2409 (same as LAS 2409)- 2410 or LAS 2409 - 2410 or HISP 2409 (same as LAS 2409)- 2410

## **LAS 3211 c. Bringing the Female Maroon to Memory: Female Marronage and Douboutism in French Caribbean Literature. Hanetha Vete-Congolo. Non-Standard Rotation. Fall 2016**

History has retained the names of great male Caribbean heroes and freedom fighters during slavery such as the Haitians, Mackandal or Toussaint Louverture, the Jamaican, Cudjoe or the Cuban Coda. Enslaved Africans who rebelled against oppression and fled from the plantation system are called maroons and their act, marronage. Except for Queen Nanny of the Jamaican Blue Mountains, only male names have been consecrated as maroons. Yet, enslaved women did fight against slavery and practice marronage. Caribbean writers have made a point of bringing to memory forgotten acts of marronage by women during slavery or shortly thereafter. Proposes to examine the fictional treatment French-speaking Caribbean authors grant to African or Afro-descent women who historically rebelled against slavery and colonization. Literary works studied against the backdrop of douboutism, a conceptual framework derived from the common perception about women in the French Caribbean which means strong woman. Authors studied may include Suzanne Dracius (Martinique), Fabienne Kanor (Martinique), André Schwart-Bart (Guadeloupe), Maryse Condé (Guadeloupe), Evelyn Trouillot (Haiti). Conducted in French. (Same as AFRS 3211 , FRS 3211, GSWS 3211)

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

## **LAS 3230 c. Colonial Seductions in Spanish America. Matthew Goldmark. Non-Standard Rotation. Fall 2016**

Studies how divergent European and indigenous conceptions of marriage, sex, and sin shaped the colonization of the Spanish Americas during the sixteenth and seventeenth centuries. A variety of conquest histories, epics, and plays by authors like Hernán Cortés, Titu Cusi Yupanqui, and Sor Juana Inés de la Cruz are read alongside theoretical texts on the study of gender, sexuality, and colonialism. Through historical and literary analyses, considers how Europeans and indigenous subjects understood, imposed, and violated sexual norms. Conducted in Spanish. (Same as GSWS 3230, HISP 3230)

PREREQUISITE: SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) or HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher



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**LAS 3247 c. Translating Cultures. Janice Jaffe. Non-Standard Rotation. Fall 2016**


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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 explore these questions and develop strategies and techniques through translating texts from a variety of cultural contexts and literary and non-literary genres. Also explores ethics and techniques of interpreting between Spanish and English in different fields. (Same as HISP 3247)

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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) or either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) or either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher

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**LAS 3711 b-ESD, IP. Global Sexualities/Local Desires. Krista Van Vleet. Non-Standard Rotation. Fall 2016**


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Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks how Western conceptions of sexuality, sex, and gender help (or hinder) understanding of the lives and desires of people in other social and cultural contexts. Topics may include third gendered individuals; intersexuality and the naturalization of sex; language and the performance of sexuality; drag; global media and the construction of identity; lesbian and gay families; sex work; AIDS and HIV and health policy; migration, asylum, and human rights issues; ethical issues and activism. Ethnographic examples are drawn from United States, Latin America (Brazil, Dominican Republic, Mexico, Argentina, Cuba); Asia (India, Japan, Indonesia) and Oceania (Papua New Guinea); and Africa (Nigeria, South Africa). Presents issues of contemporary significance along with key theoretical perspectives and methodological approaches used by anthropologists. Integrates perspectives on globalization and the intersection of multiple social differences (including class, race, and ethnicity) with discussion of sexuality and gender. Not open to students with credit in Anthropology 210. (Same as ANTH 3100, GSWS 3100)

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

## Mathematics

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### **MATH 1050 a-MCSR. Quantitative Reasoning. The Department. Every Semester. Fall 2016**

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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, and 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.

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### **MATH 1200 a-MCSR. Introduction to Statistics and Data Analysis. T.B.A. Every Spring. Spring 2017**

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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, Psychology 2520, or Economics 2557.

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PREREQUISITE: Placement in MATH 1200 (S) or MATH 1050

### **MATH 1300 a-MCSR. Biostatistics. Jack O'Brien. Every Semester. Fall 2016**

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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.

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PREREQUISITE: Two of: | Placement in MATH 1300 (S) or MATH 1050 or Placement in MATH 1300 or 2206(S) | and Placement in MATH 1300 (S) or MATH 1600 or Placement in MATH 1300 or 2206(S)

### **MATH 1600 a-MCSR. Differential Calculus. Mary Lou Zeeman. Every Semester. Fall 2016**

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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.

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PREREQUISITE: MATH 1050 or Placement in MATH 1600 (M) or PHYS 1093

## **MATH 1700 a-MCSR. Integral Calculus. The Department. Every Semester. Fall 2016**

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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 (M)

## **MATH 1750 a-MCSR. Integral Calculus, Advanced Section. The Department. Every Semester. Fall 2016**

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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 (M)

## **MATH 1800 a-MCSR. Multivariate Calculus. The Department. Every Semester. Fall 2016**

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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 (M)

## **MATH 1808 a-MCSR. Biomathematics. T.B.A. Every Fall. Spring 2017**

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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 one-and-a-half 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} (M) or Placement in MATH 1700 (M) or Placement in MATH 1750 (M) or Placement in MATH 1800 (M) or Placement in 2000 2020 2206 M

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## **MATH 2000 a-MCSR. Linear Algebra. The Department. Every Semester. Fall 2016**

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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 2000 2020 2206 M

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## **MATH 2020 a-MCSR. Introduction to Mathematical Reasoning. William Barker. Every Semester. Fall 2016**

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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 2000 2020 2206 M

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## **MATH 2109 a-MCSR. Optimization. T.B.A. Every Other Spring. Spring 2017**

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A study of optimization problems arising in a variety of situations in the social and natural sciences. Analytic and numerical methods are used to study problems in mathematical programming, including linear models, but with an emphasis on modern nonlinear models. Issues of duality and sensitivity to data perturbations are covered, and there are extensive applications to real-world problems.

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PREREQUISITE: MATH 2000

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## **MATH 2206 a-MCSR. Probability. Jack O'Brien. Every Semester. Fall 2016**

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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 1300 or 2206(S) or Placement in 2000 2020 2206 M

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## **MATH 2208 a-MCSR. Ordinary Differential Equations. Mary Lou Zeeman. Every Semester. Fall 2016**

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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. T.B.A. Every Other Spring. Spring 2017

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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

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## MATH 2301 a-MCSR. Intermediate Linear Algebra. Thomas Pietraho. Every Other Spring. Fall 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

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## MATH 2303 a-MCSR. Functions of a Complex Variable. T.B.A. Every Other Spring. Spring 2017

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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 2000 2020 2206 M

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## MATH 2501 a-MCSR. Vector Calculus. T.B.A. Every Other Spring. Spring 2017

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A study of vector calculus based on linear algebra. The central unifying theme is the theory and application of differential forms. Topics include the derivative as a linear transformation between Euclidean spaces; the Inverse Function Theorem and the Implicit Function Theorem; multiple integration and the Change of Variables Theorem; vector fields, tensors, and differential forms; line and surface integration; integration of differential forms; the exterior derivative; closed and exact forms; the generalized Stokes' Theorem; gradient, curl, divergence and the integral theorems of Green, Gauss, and Stokes; manifolds in Euclidean space; applications in the physical sciences.

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PREREQUISITE: MATH 2000

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## **MATH 2502 a-MCSR. Number Theory and Cryptography. T.B.A. Every Other Spring. Spring 2017**

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A survey of number theory from Euclid's proof that there are infinitely many primes through Wiles's proof of Fermat's Last Theorem in 1994. Prime numbers, unique prime factorization, and results on counting primes. The structure of modular number systems. Continued fractions and "best" approximations to irrational numbers. Investigation of the Gaussian integers and other generalizations. Squares, sums of squares, and the law of quadratic reciprocity. Applications to modern methods of cryptography, including public key cryptography and RSA encryption.

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PREREQUISITE: MATH 2020

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## **MATH 2602 a-MCSR. Group Theory. Jennifer Taback. Every Other Fall. Fall 2016**

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An introduction to the theory of finite and infinite groups, with examples ranging from symmetry groups to groups of polynomials and matrices. Properties of mappings that preserve algebraic structures are studied. Topics include cyclic groups, homomorphisms and isomorphisms, normal subgroups, factor groups, the structure of finite abelian groups, and Sylow theorems.

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PREREQUISITE: Two of: || MATH 2000 || and MATH 2020

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## **MATH 2603 a-MCSR. Introduction to Analysis. Jennifer Taback. Thomas Pietraho. Every Fall. Fall 2016**

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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 as 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

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## **MATH 2606 a-MCSR. Statistics. T.B.A. Every Spring. Spring 2017**

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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

## **MATH 3208 a. Advanced Topics in Dynamical Systems. T.B.A. Every Other Spring. Spring 2017**

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A study of nonlinear dynamical systems arising in applications, with emphasis on modern geometric, topological, and analytical techniques to determine global system behavior, from which predictions can be made. Topics chosen from local stability theory and invariant manifolds, limit cycles and oscillation, global phase portraits, bifurcation and resilience, multiple time scales, and chaos. Theoretical methods supported by simulations. Applications drawn from across the sciences.

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PREREQUISITE: Four of: || MATH 2000 || and MATH 2020 || and MATH 2208 || and MATH 2603

## **MATH 3209 a. Partial Differential Equations. Adam Levy. Every Other Fall. Fall 2016**

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A study of some of the partial differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving partial differential equations are covered, as well as modern, numerical techniques for approximating solutions. Applications to the analysis of a broad set of topics, including air quality, traffic flow, and imaging. Computer software is used as an important tool.

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PREREQUISITE: Three of: || MATH 2000 || and MATH 2020 || and MATH 2208

## **MATH 3404 a. Projective and Non-Euclidean Geometries. William Barker. Every Other Fall. Fall 2016**

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A survey of affine, projective, and non-Euclidean geometries in two-dimensions, unified by the transformational viewpoint of Klein's Erlanger Programm. Special focus placed on conic sections and projective embeddings. Additional topics as time permits: complex numbers in plane geometry, quaternions in three-dimensional geometry, and the geometry of four-dimensional space-time in special relativity. Mathematics 2404 is helpful but not required.

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PREREQUISITE: Two of: || MATH 2000 || and MATH 2020

## **MATH 3602 a. Advanced Topics in Group Theory. T.B.A. Every Other Spring. Spring 2017**

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The study of group actions on geometric objects; understanding finite and discrete groups via generators and presentations. Applications to geometry, topology, and linear algebra, focusing on certain families of groups. Topics may include Cayley graphs, the word problem, growth of groups, and group representations.

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PREREQUISITE: MATH 2602 or MATH 2702

**MATH 3603 a. Advanced Analysis. T.B.A. Every Other Spring. Spring 2017**

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Measure theory and integration with applications to probability and mathematical finance. Topics include Lebesgue measure and integral, measurable functions and random variables, convergence theorems, analysis of random processes including random walks and Brownian motion, and the Ito integral.

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PREREQUISITE: Two of: || MATH 2000 || and MATH 2603



## Music

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### MUS 1051 c-VPA. Fundamentals of Music. Jeffrey Christmas. Every Semester. Fall 2016

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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. T.B.A. Every Year. Spring 2017

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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 multi-nationalism. Musical genres 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 1267 c. Power, Play, and Resistance in the Music of the Caribbean. Darien Lamien. Non-Standard Rotation. Fall 2016

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Explores issues of colonialism, race, and gender through the medium of popular and traditional Caribbean music. Topics include Afro-Caribbean carnival traditions, dance music, verbal arts, and media representation. Students will learn to question assumptions about musical value with the aim of "decolonizing" listening practices. (Same as AFRS 1267, LAS 1267)

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### MUS 1281 c-VPA. History of Jazz I. T.B.A. Every Other Fall. Spring 2017

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A socio-cultural, historical, and analytical introduction to jazz music from the turn of the twentieth century to around 1950. Includes some concert attendance. (Same as AFRS 1581)

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**MUS 1292 c-ESD, VPA. Issues in Hip-Hop I. T.B.A. Every Other Fall. Spring 2017**


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Traces the history of hip-hop culture (with a focus on rap music) from its beginnings in the Caribbean to its transformation into a global phenomenon by the early 1990s. Explores constructions of race, gender, class, and sexuality in hip-hop's production, promotion, and consumption, as well as the ways in which changing media technology and corporate consolidation influenced the music. Artists/bands investigated include Grandmaster Flash, Run-D.M.C., Public Enemy, De La Soul, Queen Latifah, N.W.A., MC Lyte, Snoop Doggy Dogg, and Dr. Dre. (Same as AFRS 1592, GSWS 1592)

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**MUS 1302 c-VPA. Introduction to Opera. T.B.A. Every Other Spring. Spring 2017**


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Opera has the reputation of being a ridiculous and unnatural entertainment for the elite. There is something to that, but for the 400 years of its existence opera has also had audiences from many walks of life who have been essentially addicted to its pleasures. In addition, it is a genre that chronicles the preoccupations and anxieties of the places and times in which it is written and produced. Considers what opera is and where it fits in society; examines a number of representative works and excerpts; and ponders how phenomena like the Metropolitan Opera's HD broadcast affect opera's place in society. (Same as THTR 1505)

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**MUS 1401 c-VPA. Introduction to Music Theory. Mary Hunter. Every Fall. Fall 2016**


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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. T.B.A. Every Spring. Spring 2017**


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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 create their own mix of music recorded during class time.

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**MUS 1501 c-VPA. A cappella. T.B.A. Every Other Spring. Spring 2017**


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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 1401 or MUS 2771 or MUS 2773

## **MUS 2101 c-VPA. Asking Questions about Music-Making: Musicological Methods. T.B.A. Every Spring. Spring 2017**

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Provides students with the ways to ask questions about music by examining it from a number of perspectives – follow the music, follow the musicians, follow the audiences, follow the ways it is discussed, follow the ways it makes money or the technologies used to create and disseminate it; examine its history, the lives of its practitioners, the trajectories of the institutions that sustain it, the multiple musical influences that inform it, and the way it influences new hybrid musical forms. Case studies to be examined by students may include Bach or Beyonce, a rock concert or a ceremony of religious chant – or the recital of an on-campus a capella group. Using methods from cultural studies, the social sciences, ethnomusicology, and historical musicology, students carry out their own music research projects.

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PREREQUISITE: MUS 1000 or higher

## **MUS 2261 c-ESD, VPA. Holy Songs in a Strange Land. T.B.A. Every Other Spring. Spring 2017**

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Seminar. Examines black sacred music from its earliest forms, fashioned by enslaved Africans, through current iterations produced by black global actors of a different sort. Explores questions such as: What does bondage sound like? What does emancipation sound like? Can we hear corresponding sounds generated by artists today? In what ways have creators of sacred music embraced, rejected, and re-envisioned the "strange land" over time? Looks at musical and lyrical content and the context in which various music genres developed, such as Negro spirituals, gospel, and sacred blues. Contemporary artists such as Janelle Monáe, Beyoncé, Bob Marley, and Michael Jackson included as well. (Same as AFRS 2261)

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## **MUS 2291 c-ESD, VPA. Black Women, Politics, Music, and the Divine. Judith Casselberry. Every Fall. Fall 2016**

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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, Meshell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as AFRS 2201 , GSWS 2207, REL 2201)

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## **MUS 2292 c-ESD, VPA. Protest Music. Judith Casselberry. Non-Standard Rotation. Fall 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 includes 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 2293 c-VPA. Rebel Yell: Punk Music Inside and Outside the Mainstream. T.B.A. Every Other Spring. Spring 2017**

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Explores the significance of punk music from the 1970s to today. Addresses punk music in relation to transnational identity; the individual in late modernity; music vs. noise; sound and meaning; selling out; youth culture; subculture; genre trouble; music and fashion; rebellion and insurrection; the abject; constructions of the body and disease; and race, class, gender, and sexuality codes. Enables students to communicate about sound and music. Bands/artists discussed may include The Bags, The Germs, Nervous Gender, The Sex Pistols, The Bad Brains, Nirvana, The Runaways, Patti Smith, Television, X-Ray Spex, and The Clash.

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## **MUS 2301 c-VPA. The Western Canon. Mary Hunter. Every Other Fall. Fall 2016**

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The Western canon -- the repertory of works and composers at the core of classical music -- may seem pretty immutable. But in fact works and composers continually fall in and out of it, or move up and down in its hierarchy. At the same time, it has been extraordinarily difficult for the canon to include works by women, people of color, and non-Western composers. Examines the processes of, and pressures on, canon formation from about 1780 until the present and a number of pillars of classical music, from Handel's "Messiah" and Haydn's "Creation" to the symphonies of Shostakovich and the works of Nadia Boulanger's students.

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PREREQUISITE: MUS 1000 or higher

## **MUS 2401 c-VPA. Tonal Analysis. T.B.A. Every Other Spring. Spring 2017**

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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

## **MUS 2403 c-VPA. Songwriting and Song Analysis. Vineet Shende. Every Fall. Fall 2016**

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An intensive project-oriented course in which students 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 largely chosen by students, but also includes songs by the Beatles, various Motown artists, Joni Mitchell, Prince, and Radiohead. Small-group and individual lab sessions scheduled separately.

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PREREQUISITE: MUS 1401 or Placement in MUS 2403

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## **MUS 2501 c-VPA. Introduction to Composition. T.B.A. Every Spring. Spring 2017**

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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 2016**

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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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PREREQUISITE: MUS 1401 or MUS 2402 or MUS 2403

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## **MUS 2602 c. Improvisation. T.B.A. Every Other Fall. Spring 2017**

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Do we understand improvised and composed music differently, and if so how? Investigates musical syntax in improvised settings and its consequences for the organization of time in music. Also considers the social functions and meanings of improvisation. Analysis draws from recordings, interviews, and writings in ethnomusicology, semiotics, and music theory. At the same time, students participate in regular improvisation workshops exploring vernacular music, avant-garde open forms, and interactive electronics.

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PREREQUISITE: MUS 2402 or MUS 2403

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## **MUS 2603 c-VPA. Art of Singing. Robert Greenlee. Every Other Fall. Fall 2016**

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A study of singing traditions, emphasizing American popular music, musical theater, and classical music. Topics comprise vocal color and production, the influence of language on singing, performing practices, improvisation, and aesthetic response. Projects include performances and analyses of recorded music.

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PREREQUISITE: MUS 1401 or MUS 1501 or MUS 2402 or MUS 2403 or MUS 2771

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## **MUS 2769 c. Middle Eastern Ensemble. Eric LaPerna. Amos Libby. Every Semester. Fall 2016**

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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-VPA. Chamber Choir. Robert Greenlee. Every Semester. Fall 2016**


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An auditioned group of about thirty student singers. The choir performs at festivals and society meetings in the US and tours abroad during some spring breaks; fall performances include the Portland Early Music Festival. Recent trips have taken the ensemble to Germany, Chile, and Slovakia. Repertoire in the fall consists of music from the courts of Henry VIII and George V, and the songs of Adele and Beyonce. Rehearsals are Monday and Thursdays 4:30-5:25pm, plus a one hour sectional on either Tuesday or Wednesday.

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**MUS 2773 c-VPA. Chorus. Anthony Antolini. Every Semester. Fall 2016**


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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 2016**


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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-VPA. Orchestra. George Lopez. Every Semester. Fall 2016**


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An auditioned ensemble of about fifty student musicians playing woodwind, brass, percussion, and string instruments. Repertoire for the group varies widely from semester to semester and explores the vast body of orchestral literature from the past 250 years to today. Rehearsals are Sunday afternoons and Wednesday evenings.

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**MUS 2779 c-VPA. Chamber Ensembles. George Lopez. Mary Hunter. Every Semester. Fall 2016**


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Groups of three to six students, formed by audition. With the guidance of a faculty coach, these groups delve into and perform select pieces from the chamber music repertory of the the past four hundred years. Some of these groups will be standard chamber ensembles (e.g., string quartets, piano trios, brass quintets); others will be formed according to student and repertoire demand. Rehearsals are arranged to suit the players' and coach's schedules.

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### MUS 2781 c. Brazilian Music Ensemble. Darien Lamien. Every Semester. Fall 2016

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An introduction to a range of musical traditions from around Brazil, including both folkloric and popular styles such as samba, coco, maracatu, and forró (Brazilian "country"). Over the course of the semester, all participants will develop proficiency with Brazilian percussion instruments to be provided by the instructor. In addition, participants with more performance experience will learn to play Brazilian styles on their own instruments in smaller break-out groups. No prior experience performing Brazilian music or reading Western music notation is necessary. However, some musical background (including pop and other non-notated styles) is recommended.

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### MUS 2783 c-VPA. Jazz Ensembles. Frank Mauceri. Every Semester. Fall 2016

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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 coaches' schedules.

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### MUS 2805 c. Individual Performance Studies. The Department. Every Semester. Fall 2016

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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. Grading is Credit/D/Fail. 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. The Department. Every Semester. Fall 2016

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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. Grading is Credit/D/Fail. 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. The Department. Every Semester. Fall 2016

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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. Grading is Credit/D/Fail. 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. The Department. Every Semester. Fall 2016

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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. Grading is Credit/D/Fail. 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. The Department. Every Semester. Fall 2016

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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. Grading is Credit/D/Fail. 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 3103 c. Gender, Sexuality, and Popular Music. T.B.A. Every Other Spring.  
Spring 2017**

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Employs gender as a theoretical tool to investigate the production, consumption, and representation of popular music in the United States and around the world. Examines how gender and racial codes have been used historically, for example to describe music as “authentic” (rap, rock) or “commercial” (pop, new wave), and at how these codes may have traveled, changed, or re-appeared in new guises over the decades. Considers how gender and sexuality are inscribed at every level of popular music as well as how music-makers and consumers have manipulated these representations to transgress normative codes and open up new spaces in popular culture for a range of sexual and gender expressions. Juniors and seniors only; sophomores admitted with consent of the instructor during the add/drop period. (Same as GSWS 3103)

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**MUS 3501 c. Topics in Music Theory: Orchestration. T.B.A. Every Other Spring.  
Spring 2017**

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An in-depth examination of factors to consider when writing for modern orchestral instruments. Students become familiar with all such instruments and arrange and transcribe works for ensembles such as string quartet, woodwind quartet, brass quintet, percussion ensemble, and full orchestra. Students also study scores by composers such as Brahms, Mahler, Ravel, Schoenberg, Stravinsky, and Takemitsu in order to further their knowledge of the techniques of instrumentation.

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PREREQUISITE: MUS 2401 or MUS 2501

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**MUS 3551 c-VPA. Computer Music Composition and Sound Synthesis. T.B.A. Every  
Other Spring. Spring 2017**

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Covers advanced topics in computer music. Focuses on algorithmic composition and sound synthesis. Discusses the significance of these techniques with reference to information theory, cybernetics, and cultural critiques of media technology. Students design projects in computer-assisted composition, video sound tracks, and live (real time) media applications.

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PREREQUISITE: MUS 2551

## MUS 3805 c-VPA. Advanced Individual Performance Studies. The Department. Every Semester. Fall 2016

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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. The Department. Every Semester. Fall 2016

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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. The Department. Every Semester. Fall 2016

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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. T.B.A. Every Spring. Spring 2017

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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 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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## Neuroscience

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### NEUR 2050 a. Physiological Psychology. T.B.A. Every Spring. Spring 2017

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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. (Same as PSYC 2050)

PREREQUISITE: PSYC 1101 or BIOL 1102 or BIOL 1109 or Placement in above PSYC 1101

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### NEUR 2060 a. Cognitive Neuroscience. Christopher Warren. Every Fall. Fall 2016

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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. Also considers how knowledge about the brain constrains our understanding of the mind. (Same as PSYC 2060)

PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

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### NEUR 2135 a-MCSR, INS. Neurobiology. Hadley Horch. Every Fall. Fall 2016

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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. (Same as BIOL 2135)

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

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### NEUR 2214 a-MCSR, INS. Comparative Physiology. T.B.A. Every Spring. Spring 2017

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An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support 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. (Same as BIOL 2214)

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

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## **NEUR 2553 a. Neurophysiology. Patsy Dickinson. Every Fall. Fall 2016**

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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. (Same as BIOL 2553)

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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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## **NEUR 2566 a-INS. Molecular Neurobiology. T.B.A. Every Spring. Spring 2017**

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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. (Same as BIOL 2566)

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PREREQUISITE: Two of: || either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level || and either BIOL 2112 or BIOL 2124 (same as BIOC 2124) or BIOL 2135 (same as NEUR 2135) or BIOL 2553 (same as NEUR 2553) or PSYC 2050 (same as NEUR 2050)

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## **NEUR 2750 a-INS. Laboratory in Behavioral Neuroscience: Social Behavior. Leah Wilson. Every Fall. Fall 2016**

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A laboratory course that exposes students to modern techniques in neuroscience that can be applied to the study of social behavior. Underlying concepts associated with various molecular, neuroanatomical, pharmacological, and electrophysiological methods are discussed in a lecture format. Students then use these techniques in laboratory preparations that demonstrate how social behavior is organized within the central nervous system of vertebrate animals, including humans. (Same as PSYC 2750)

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PREREQUISITE: Three of: || either PSYC 2050 or BIOL 2135 or PSYC 2060 (same as NEUR 2060) || and PSYC 2510 or either BIOL 1102 or BIOL 1109 || and PSYC 2520 or MATH 1300

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## **NEUR 2775 a-MCSR, INS. Laboratory in Cognitive Neuroscience. T.B.A. Every Spring. Spring 2017**

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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. (Same as PSYC 2775)

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PREREQUISITE: Two of: || PSYC 2040 or either PSYC 2050 or PSYC 2060 or BIOL 2135 || and PSYC 2520 or MATH 1300

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**NEUR 3050 a. Hormones and Behavior. Leah Wilson. Every Other Fall. Fall 2016**

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An advanced discussion of concepts in behavioral neuroendocrinology. Topics include descriptions of the major classes of hormones, their roles in the regulation of development and adult behavioral expression, and the cellular and molecular mechanisms responsible for their behavioral effects. Hormonal influences on reproductive, aggressive, and parental behaviors, as well as on cognitive processes are considered. (Same as PSYC 3050)

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PREREQUISITE: Three of: || PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) || and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level || and PSYC 2520 or MATH 1300

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**NEUR 3055 a. Cognitive Neuroscience of Memory. T.B.A. Every Spring. Spring 2017**

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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. (Same as PSYC 3055)

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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

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**NEUR 3325 a-INS. Topics in Neuroscience. T.B.A. Non-Standard Rotation. Spring 2017**

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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. (Same as BIOL 3325)

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

## Philosophy

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### PHIL 1042 c. Crime and Punishment. Kristi Olson. Non-Standard Rotation. Fall 2016

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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 1043 c. The Meaning of Life. Jonathan Vertanen. Non-Standard Rotation. Fall 2016

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An examination of the question of whether human existence has a meaning or point, and what it even means to ask this question. Among the topics covered: Would the existence of God (or gods) render life meaningful? Does death make human existence and projects pointless, or does the finitude of human existence instead give our lives and projects meaning and significance? Is there such a thing as the best way to live--or are some ways of living at least better than others--and if so, are these objective, mind-independent facts? Readings include ancient Near Eastern and ancient Greek reflection on the topic (the Epic of Gilgamesh, Ecclesiastes, Aristotle, Epictetus, Epicurus), as well as work by contemporary philosophers and poets (Thomas Nagel, Susan Wolf, Bernard Williams, Wallace Stevens, Wislawa Szymborska, and others).

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### PHIL 1321 c-ESD. Philosophical Issues of Gender and Race. Kristi Olson. Non-Standard Rotation. Fall 2016

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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 GSWS 1321)

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### PHIL 1434 c. Free Will. Scott Sehon. Non-Standard Rotation. Fall 2016

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We hold people responsible for their actions: we get credit and praise for nice things we do or good papers that we write; we are blamed if we break a promise or if we plagiarize a paper. In holding one another responsible in these ways, we seem to presuppose that people have free will, for it seems that we should not hold people responsible if they did not act freely. But what if all human behavior can be explained scientifically, as is suggested by current neuroscience research? What if determinism is true, and all our behaviors have been causally determined by events that took place before we were born? Readings from contemporary philosophers (Robert Kane, Alfred Mele, Manuel Vargas, and others) and psychologists (Benjamin Libet).

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**PHIL 2111 c. Ancient Philosophy. Sarah Conly. Every Fall. Fall 2016**

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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 2223 a-MCSR. Logic. Scott Sehon. Every Fall. Fall 2016**

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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 2321 c. Moral Theory. T.B.A. Non-Standard Rotation. Spring 2017**

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Is there a morally right way to live? If so, what is it? Should I do what is best for me? Should I respect individual rights -- and if so, what rights do individuals have? Should I do whatever maximizes the welfare of society? Examines these fundamental ethical questions.

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**PHIL 2359 c. The Ethics of Climate Change. T.B.A. Non-Standard Rotation. Spring 2017**

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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 2410 c. Philosophy of Mind. T.B.A. Every Other Fall. Spring 2017**

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We see ourselves as rational agents: we have beliefs, desires, intentions, wishes, hopes, etc. We also have the ability to perform actions, seemingly in light of these beliefs, desires, and intentions. Is our conception of ourselves as rational agents consistent with our scientific conception of human beings as biological organisms? Can there be a science of the mind and, if so, what is its status relative to other sciences? What is the relationship between mind and body? How do our mental states come to be about things in the world? How do we know our own minds, or whether other people even have minds? Readings primarily from contemporary sources.

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## PHIL 2424 c. Philosophy of Space and Time. Jonathan Vertanen. Non-Standard Rotation. Fall 2016

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An introduction to philosophical issues about space and time. Topics include the ontological status of space and time, the reality of past and future, the passage and direction of time, the paradoxes of motion, and time travel. Readings include both historical and contemporary texts.

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## PHIL 2425 c. Philosophy of Science. T.B.A. Every Other Spring. Spring 2017

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Science is often thought of as the paradigm of rational inquiry, as a method that gives us an unparalleled ability to understand the nature of the world. Others have doubted this rosy picture, and have emphasized historical and sociological aspects of the practice of science. Investigates the nature of science and scientific thought by looking at a variety of topics, including the demarcation of science and non-science, relativism and objectivity, logical empiricism, scientific revolutions, and scientific realism.

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## PHIL 2431 c. Philosophy of Perception. T.B.A. Non-Standard Rotation. Spring 2017

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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 3325 c. Utilitarianism and Its Critics. Sarah Conly. Non-Standard Rotation. Fall 2016

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How should we decide what to do? Utilitarianism is the view that the right act is the act that produces the greatest happiness of the greatest number—an appealing view in many respects, since we do want to be happy. However, it doesn't give much respect to the value of the individual or the value of liberty. Utilitarians argue that happiness is so desirable that it is worth sacrificing these other things. Examines the arguments in the debate between those who value only the maximization of happiness and those who think happiness must sometimes take second place to other things, one of the most important issues in ethics.

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PREREQUISITE: PHIL 1050 - 2969 or PHIL 3000 or higher

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## PHIL 3347 c. Morality of War. T.B.A. Non-Standard Rotation. Spring 2017

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Under what circumstances, if any, is war morally permissible, and what are the moral constraints on what it is permissible to do? Is there a moral difference between intending to kill civilians and merely foreseeing that they will be killed? When, if ever, is terrorism morally permissible? Topics addressed may include: the doctrine of double effect, the morality of self-defense, the permissibility of torture, noncombatant immunity, and collaborating with wrongdoers.

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**PHIL 3348 c. Metaethics. T.B.A. Non-Standard Rotation. Spring 2017**

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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. T.B.A. Non-Standard Rotation. Spring 2017**

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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 1087 a-INS. Building a Sustainable World. Juan Burciaga. Non-Standard Rotation. Fall 2016**

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The big problems of the world are enormously complex and pose daunting challenges for current and future generations. Climate change, pollution, energy, and nuclear power are only a few of the increasingly critical issues. A leader--whether a president or a teacher, in Congress or in the media, in business or as a voter--needs to understand not only the science and technology that underlie the problems and possible solutions, but also how science defines and pursues a problem, engages in debate, and communicates with the public. In addition to lectures, classes structured as discussions and small working groups.

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### **PHYS 1093 a-MCSR. Introduction to Physical Reasoning. Dale Syphers. Every Fall. Fall 2016**

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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

### **PHYS 1130 a-MCSR, INS. Introductory Physics I. The Department. Every Semester. Fall 2016**

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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 (M) or Placement in MATH 1750 (M) or Placement in MATH 1800 (M) or Placement in 2000 2020 2206 M | | and PHYS 1093 or Placement in PHYS 1130

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## **PHYS 1140 a-MCSR, INS. Introductory Physics II. Dale Syphers. Every Semester. Fall 2016**

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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.

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PREREQUISITE: Two of: | | MATH 1700 - 1800 or Placement in MATH 1800 (M) or Placement in 2000 2020 2206 M | | and PHYS 1130 or Placement in PHYS 1140

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## **PHYS 1510 a-MCSR, INS. Introductory Astronomy. T.B.A. Every Spring. Spring 2017**

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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 1560.

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PREREQUISITE: MATH 1600 or higher or Placement in MATH 1700 (M) or Placement in MATH 1750 (M) or Placement in MATH 1800 (M) or Placement in 2000 2020 2206 M

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## **PHYS 2130 a-INS. Electric Fields and Circuits. Karen Topp. Every Fall. Fall 2016**

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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.

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PREREQUISITE: PHYS 1140

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## **PHYS 2140 a-MCSR, INS. Quantum Physics and Relativity. T.B.A. Every Spring. Spring 2017**

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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 or 3500.

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PREREQUISITE: PHYS 1140

**PHYS 2150 a-MCSR, INS. Statistical Physics. T.B.A. Every Spring. Spring 2017**

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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.

PREREQUISITE: PHYS 1140

**PHYS 2230 a-MCSR, INS. Modern Electronics. T.B.A. Every Other Spring. Spring 2017**

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A brief introduction to the physics of semiconductors and semiconductor devices, culminating in an understanding of the structure of integrated circuits. Topics include a description of currently available integrated circuits for analog and digital applications and their use in modern electronic instrumentation. Weekly laboratory exercises with integrated circuits.

PREREQUISITE: PHYS 1130 or PHYS 1140

**PHYS 2240 a-MCSR. Acoustics. Madeleine Msall. Every Other Fall. Fall 2016**

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An introduction to the motion and propagation of sound waves. Covers selected topics related to normal modes of sound waves in enclosed spaces, noise, acoustical measurements, the ear and hearing, phase relationships between sound waves, and many others, providing a technical understanding of our aural experiences.

PREREQUISITE: PHYS 1140

**PHYS 2510 a. Astrophysics. Thomas Baumgarte. Every Other Fall. Fall 2016**

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A quantitative discussion that introduces the principal topics of astrophysics, including stellar structure and evolution, planetary physics, and cosmology.

PREREQUISITE: Two of: || PHYS 1140 || and PHYS 1510

**PHYS 3000 a. Methods of Theoretical Physics. Thomas Baumgarte. Every Fall. Fall 2016**

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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.

PREREQUISITE: Two of: || MATH 1800 or Placement in 2000 2020 2206 M || and PHYS 1140

## **PHYS 3010 a-MCSR, INS. Methods of Experimental Physics. T.B.A. Every Spring. Spring 2017**

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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

## **PHYS 3120 a-MCSR, INS. Advanced Mechanics. T.B.A. Every Other Spring. Spring 2017**

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A thorough review of particle dynamics, followed by the development of Lagrange's and Hamilton's equations and their applications to rigid body motion and the oscillations of coupled systems.

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PREREQUISITE: PHYS 3000

## **PHYS 3140 a. Quantum Mechanics. Stephen Naculich. Every Fall. Fall 2016**

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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 developed as needed.

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PREREQUISITE: Two of: || PHYS 2140 || and PHYS 3000

## **PHYS 3200 a-MCSR. Fields, Particles, and Symmetries. Stephen Naculich. Non-Standard Rotation. Fall 2016**

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An introduction to the theory of relativistic quantum fields, the foundational entities of the standard model of elementary particle physics. Topics include Lagrangian formulation of the classical mechanics of particles and fields, Noether's theorem relating symmetries to conservation laws, the quantization of bosonic and fermionic fields, the role of abelian and non-abelian gauge symmetries in determining the form of interactions among elementary particles, the use of Feynman diagrams to compute elementary processes, the spontaneous breaking of symmetry, and the Higgs mechanism.

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PREREQUISITE: Two of: || PHYS 2140 || and PHYS 3000

## **PHYS 3500 a-MCSR, INS. General Relativity. T.B.A. Every Other Spring. Spring 2017**

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First discusses special relativity, introducing the concept of four-dimensional space-time. Then develops the mathematical tools to describe space-time curvature, leading to the formulation of Einstein's equations of general relativity. Finishes by studying some of the most important astrophysical consequences of general relativity, including black holes, neutron stars, and gravitational radiation.

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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 2016**

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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. T.B.A. Every Semester. Spring 2017**

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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

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### **PSYC 2025 b. Abnormal Psychology. Hannah Reese. Every Fall. Fall 2016**

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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

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### **PSYC 2030 b. Social Psychology. T.B.A. Every Spring. Spring 2017**

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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

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### **PSYC 2032 b. Health Psychology. Michael Buccigrossi. Non-Standard Rotation. Fall 2016**

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Focuses on the behavioral, cognitive, psychosocial and physiological factors that influence individual emotional health and psychological state. The course proceeds from a core perspective of the biological (i.e., neuroendocrine) basis of well-being. Covers topics such as health-enhancing and health-compromising behaviors, stress and coping, health care settings, pain and neurological and age-related disorders. Also explores the role of personality, gender interpersonal relations, and ethnic and sociocultural influences and their linkages to health, wellness, and optimal emotional well-being.

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PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101



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## **PSYC 2040 b. Cognitive Psychology. T.B.A. Every Spring. Spring 2017**

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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. T.B.A. Every Spring. Spring 2017**

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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. (Same as NEUR 2050)

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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. Christopher Warren. Every Fall. Fall 2016**

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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. Also considers how knowledge about the brain constrains our understanding of the mind. (Same as NEUR 2060)

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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 2016**

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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 2016**

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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. Laboratory in Developmental Psychology. T.B.A. Every Spring. Spring 2017**

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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, and 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

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**PSYC 2725 b. Laboratory in Clinical Psychology. T.B.A. Every Spring. Spring 2017**

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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

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**PSYC 2735 b. Laboratory in Social Psychology. Leah Dickens. Every Fall. Fall 2016**

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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

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**PSYC 2740 b. Laboratory in Cognition. Louisa Slowiaczek. Every Fall. Fall 2016**

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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 2750 a-INS. Laboratory in Behavioral Neuroscience: Social Behavior. Leah Wilson. Every Fall. Fall 2016**

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A laboratory course that exposes students to modern techniques in neuroscience that can be applied to the study of social behavior. Underlying concepts associated with various molecular, neuroanatomical, pharmacological, and electrophysiological methods are discussed in a lecture format. Students then use these techniques in laboratory preparations that demonstrate how social behavior is organized within the central nervous system of vertebrate animals, including humans. (Same as NEUR 2750)

PREREQUISITE: Three of: || either PSYC 2050 or BIOL 2135 or PSYC 2060 (same as NEUR 2060) || and PSYC 2510 or either BIOL 1102 or BIOL 1109 || and PSYC 2520 or MATH 1300

## **PSYC 2752 b. Laboratory in Behavioral Neuroscience. T.B.A. New Course. Spring 2017**

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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.

PREREQUISITE: Three of: || either PSYC 2050 or BIOL 2135 or PSYC 2060 (same as NEUR 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. T.B.A. Every Spring. Spring 2017**

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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. (Same as NEUR 2775)

PREREQUISITE: Two of: || PSYC 2040 or either PSYC 2050 or PSYC 2060 or BIOL 2135 || and PSYC 2520 or MATH 1300

## **PSYC 3011 b. Cognitive Development. T.B.A. Every Spring. Spring 2017**

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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 2016**

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 2025 || and PSYC 2510 || and PSYC 2520

## **PSYC 3036 b. Psychology of Emotions. Leah Dickens. Non-Standard Rotation. Fall 2016**

What are emotions, and how should we think about them? How are our emotional experiences related to our actions within the social realm? Attempts to address these questions and investigate the functionality of emotions in our relationships and in our lives more generally. We'll cover classic and contemporary emotion theories and considers recent work addressing the usefulness of emotions like gratitude, disgust, pride, jealousy, happiness, and anger, as well as cultural and developmental influences.

PREREQUISITE: Two of: || PSYC 2030 || and PSYC 2520

## **PSYC 3040 b. The Psychology of Language. T.B.A. Every Spring. Spring 2017**

An examination of psychological factors that affect the processing of language, including a discussion of different modalities (auditory and visual language) and levels of information (sounds, letters, words, sentences, and text/discourse). Emphasis is on the issues addressed by researchers and the theories developed to account for our language abilities.

PREREQUISITE: Three of: || PSYC 2040 || and PSYC 2510 || and PSYC 2520

## **PSYC 3050 a. Hormones and Behavior. Leah Wilson. Every Other Fall. Fall 2016**

An advanced discussion of concepts in behavioral neuroendocrinology. Topics include descriptions of the major classes of hormones, their roles in the regulation of development and adult behavioral expression, and the cellular and molecular mechanisms responsible for their behavioral effects. Hormonal influences on reproductive, aggressive, and parental behaviors, as well as on cognitive processes are considered. (Same as NEUR 3050)

PREREQUISITE: Three of: || PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) || and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level || and PSYC 2520 or MATH 1300

**PSYC 3055 a. Cognitive Neuroscience of Memory. T.B.A. Every Spring. Spring 2017**

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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. (Same as NEUR 3055)

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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 1027 c. Astral Religion in the Near East and Classical Antiquity. Robert Morrison. Non-Standard Rotation. Fall 2016**

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Investigates astral religion and its relationship to astrological forecasting. Begins with a study of early astronomy, ancient Near Eastern omen texts, and the role of celestial bodies in ancient Near Eastern religion. Moves to classical expositions of astrology such as the Tetrabiblos and critics of astrological forecasting such as Cicero. Concludes with the reception of astrology in Islamic civilization and the role of astral causation in Islamic thought.

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### **REL 1101 c-ESD. Introduction to the Study of Religion. Todd Berzon. Every Semester. Fall 2016**

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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 1150 c-IP. Introduction to the Religions of the Middle East. T.B.A. New Course. Spring 2017**

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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 2016**

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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, Meshell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as AFRS 2201 , GSWS 2207, MUS 2291)

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**REL 2204 c. Science, Magic, and Religion. T.B.A. Every Other Spring. Spring 2017**


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Traces the origins of the scientific revolution through the interplay between late-antique and medieval religion, magic, and natural philosophy. Particular attention is paid to the conflict between paganism and Christianity, the meaning and function of religious miracles, the rise and persecution of witchcraft, and Renaissance hermeticism. Note: This course fulfills the pre-modern requirement for history majors. Note: This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement. (Same as HIST 2040)

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**REL 2207 c-ESD. Modern Judaism. T.B.A. Every Other Spring. Spring 2017**


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Investigates the origins, development and current state of modern Judaism. Covers the emergence of modern movements such as Reform, Conservative, Orthodox, and Hasidic Judaism and explores these movements' debates over Jewish law and leadership and the connection of these debates to important Jewish texts. Concludes by examining contemporary questions such as Zionism, gender, sexuality, and Jews' place in a multi-religious country.

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**REL 2208 c-IP. Islam. Robert Morrison. Every Other Fall. Fall 2016**


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With an emphasis on primary sources, pursues major themes in Islamic civilization from the revelation of the Qur'an to Muhammad until the present. From philosophy to political Islam, and from mysticism to Muslims in America, explores the diversity of a rapidly growing religious tradition.

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**REL 2210 c-IP. Esoteric Themes in Islamic Thought. T.B.A. Non-Standard Rotation. Spring 2017**


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Explores, historically, the development and growth of Sufism and other esoteric movements of Islam. Questions considered include: Do these esoteric and mystical ideas supplant or complement the exoteric practices and beliefs of Islam? Why is Sufism important for Sufis? How do we study religious ideas that thrive, sometimes, on defying description?

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**REL 2215 c-ESD. The Hebrew Bible in Its World. T.B.A. Every Other Year. Spring 2017**


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Close readings of chosen texts in the Hebrew Bible (i.e., the Old Testament), with emphasis on its Near Eastern religious, cultural, and historical context. Attention is given to the Hebrew Bible's literary forerunners (from c. 4000 B.C.E. onwards) to its successor, The Dead Sea Scrolls (c. 200 B.C.E. to 200 A.C.E.). Emphasis on creation and cosmologies, gods and humans, hierarchies, politics, and rituals.

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**REL 2216 c-ESD. The New Testament in Its World. T.B.A. Every Other Year. Spring 2017**

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Situates the Christian New Testament in its Hellenistic cultural context. While the New Testament forms the core of the course, attention is paid to parallels and differences in relation to other Hellenistic religious texts: Jewish, (other) Christian, and pagan. Religious leadership, rituals, secrecy, philosophy of history, and salvation are some of the main themes.

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**REL 2219 c-ESD, IP. Religion and Fiction in Modern South Asia. John Holt. Non-Standard Rotation. Fall 2016**

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Explains the nexus between religion and society in modern South Asia via the prism of South Asian literature in English. Confined to prose fiction, considering its tendency to attempt approximations of reality. Interrogates how ideas of religion and ideas about religion manifest themselves in literature and affect understanding of south Asian religions among its readership. Does not direct students to seek authentic insights into orthodox or doctrinal religion in the literary texts but to explore the tensions between textual religion and everyday lived reality in South Asia. (Same as ASNS 2550)

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**REL 2220 c-IP. Hindu Literatures. John Holt. Non-Standard Rotation. Fall 2016**

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A reading and discussion of translated classical Hindu literature, including the Rg Veda, Upanishads, Yoga Sutra, the epics Ramayana, Mahabharata (including the Bhagavad Gita), Devi Mahatmya and the Cilapatikaram, etc. Focuses on development of various types of religious worldviews and religious experiences as reflected in classical Sanskrit and vernacular literature of India. (Same as ASNS 2552)

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**REL 2230 c-ESD. Human Sacrifice. T.B.A. New Course. Spring 2017**

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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, 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. T.B.A. Every Other Spring. Spring 2017**

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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, its role in Islamic law, its relationship to the Bible, and its 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. T.B.A. Non-Standard Rotation. Spring 2017**

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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 GSWS 2231)

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**REL 2239 c-ESD. Judaism in the Age of Empires. Todd Berzon. Non-Standard Rotation. Fall 2016**

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How did the Hellenistic, Roman, and Christian empires shape Jewish history? Investigates how ancient Judaism and Jewish society materialized under the successive rule of ancient empires. Analyzes both how the Jews existed as a part of and yet apart from the culture, religion, and laws of their imperial rulers. Readings include a cross-section of literature from antiquity--including the books of the Maccabees, the writings of Flavius Josephus and Philo of Alexandria, the New Testament, the Dead Sea Scrolls, apocalyptic literature, the "Mishnah," and early Christian anti-Jewish polemic--to understand the process by which the Jews created Judaism as a religion in opposition to Christianity and Greco-Roman traditions.

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**REL 2251 c. Christianity. Elizabeth Pritchard. Non-Standard Rotation. Fall 2016**

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An introduction to the diversity and contentiousness of Christian thought and practice. Explores this diversity through analyses of the conceptions, rituals, and aesthetic media that serve to interpret and embody understandings of Jesus, authority, body, family, and church. Historical and contemporary materials highlight not only conflicting interpretations of Christianity, but also the larger social conflicts that these interpretations reflect, reinforce, or seek to resolve.

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**REL 2271 c-ESD. Spirit Come Down: Religion, Race, and Gender in America. T.B.A. Every Spring. Spring 2017**

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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, GSWS 2270)

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**REL 2288 c-IP. Religious Culture and Politics in Southeast Asia. T.B.A. Every Other Spring. Spring 2017**

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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. Includes 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 (same as Asian Studies 2554) highly recommended. (Same as ASNS 2555)

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**REL 2289 c-IP. Construction of Goddess and Deification of Women in Hindu Tradition. Sree Holt. Non-Standard Rotation. Fall 2016**

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Focuses include an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; how various categories of goddesses can be seen or not as the forms of the “great goddess”; and how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Readings may include primary sources, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as ASNS 2501, GSWS 2289)

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**REL 3390 c. Theories about Religion. Elizabeth Pritchard. Every Fall. Fall 2016**

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Seminar focusing 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, 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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### FRS 1101 c. Elementary French I. Erin Curren. Every Fall. Fall 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. Three class hours per week and one weekly conversation session with teaching assistants, plus regular language laboratory assignments. Primarily open to first- and second-year students.

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### FRS 1102 c. Elementary French II. T.B.A. Every Spring. Spring 2017

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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 FRS 1102 or FRS 1101

### FRS 2203 c. Intermediate French I. The Department. Every Fall. Fall 2016

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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 FRS 2203 or FRS 1102

### FRS 2204 c. Intermediate French II. T.B.A. Every Spring. Spring 2017

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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 FRS 2204 or FRS 2203

### FRS 2305 c-VPA. Advanced French through Film. The Department. Every Fall. Fall 2016

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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 FRS 2305 or FRS 2204

## **FRS 2408 c-ESD, IP. Contemporary France through the Media. T.B.A. Every Spring. Spring 2017**

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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.

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

## **FRS 2409 c-ESD, IP. From the Spoken Word to the Written Text. Katherine Dauge-Roth. Every Semester. Fall 2016**

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Examines oral and written traditions of areas where French is spoken in Africa, the Caribbean, Europe, and North America from the Middle Ages to 1848. Through interdisciplinary units, students examine key moments in the history of the francophone world, drawing on folktales, epics, poetry, plays, short stories, essays, and novels. Explores questions of identity, race, colonization, and language in historical and ideological context. Taught in French. (Same as AFRS 2409, LAS 2209)

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

## **FRS 2410 c-ESD, IP. Literature, Power, and Resistance. Hanetha Vete-Congolo. Every Semester. Fall 2016**

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Examines questions of power and resistance as addressed in the literary production of the French-speaking world from the nineteenth through the twenty-first centuries. Examines how language and literature serve as tools for both oppression and liberation during periods of turmoil: political and social revolutions, colonization and decolonization, the first and second world wars. Authors may include Hugo, Sand, Sartre, Fanon, Senghor, Yacine, Beauvoir, Condé, Césaire, Djébar, Camus, Modiano, Perec, and Piketty. Students gain familiarity with a range of genres and artistic movements and explore the myriad ways that literature and language reinforce boundaries and register dissent. Taught in French. (Same as AFRS 2412, LAS 2210)

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

## **FRS 3211 c. Bringing the Female Maroon to Memory: Female Marronage and Douboutism in French Caribbean Literature. Hanetha Vete-Congolo. Non-Standard Rotation. Fall 2016**

History has retained the names of great male Caribbean heroes and freedom fighters during slavery such as the Haitians, Mackandal or Toussaint Louverture, the Jamaican, Cudjoe or the Cuban Caba. Enslaved Africans who rebelled against oppression and fled from the plantation system are called maroons and their act, marronage. Except for Queen Nanny of the Jamaican Blue Mountains, only male names have been consecrated as maroons. Yet, enslaved women did fight against slavery and practice marronage. Caribbean writers have made a point of bringing to memory forgotten acts of marronage by women during slavery or shortly thereafter. Proposes to examine the fictional treatment French-speaking Caribbean authors grant to African or Afro-descent women who historically rebelled against slavery and colonization. Literary works studied against the backdrop of douboutism, a conceptual framework derived from the common perception about women in the French Caribbean which means strong woman. Authors studied may include Suzanne Dracius (Martinique), Fabienne Kanor (Martinique), André Schwart-Bart (Guadeloupe), Maryse Condé (Guadeloupe), Evelyn Trouillot (Haiti). Conducted in French. (Same as AFRS 3211, GSWS 3211, LAS 3211)

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

## **FRS 3215 c-VPA. Creative Writing and Filmmaking. Lyes Salem. Non-Standard Rotation. Fall 2016**

From storyboarding and script-writing to the exploration of French and Francophone cinematographic genres, introduces students to much of what goes into making a twelve-minute short movie. Teaches how to create characters, write dialogues, and act for the camera in French. Also introduces students to filmmaking techniques, from camera work to editing. Students improve their oral and writing skills as well as their knowledge of French and Francophone film while working toward the goal of producing collaboratively a short film. Conducted in French. (Same as CINE 3351)

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

## **HISP 1101 c. Elementary Spanish I. Julia Venegas. Non-Standard Rotation. Fall 2016**

An introduction to the grammar of Spanish, aimed at comprehension, reading, writing, and simple conversation. Emphasis is on grammar structure, with frequent oral drills. Hispanic Studies 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.

## **HISP 1102 c. Elementary Spanish II. T.B.A. Every Spring. Spring 2017**

Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aimed at comprehension, reading, writing, and simple conversation. More attention is paid to reading and writing.

PREREQUISITE: SPAN 1101 or Placement in HISP 1102 or HISP 1101

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### **HISP 1103 c. Accelerated Elementary Spanish. T.B.A. Every Spring. Spring 2017**

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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 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 Hispanic Studies 1101 or 1102 (formerly Spanish 1101 or 1102).

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PREREQUISITE: Placement in HISP 1103

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### **HISP 2203 c. Intermediate Spanish I. The Department. Every Fall. Fall 2016**

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Three class hours per week and one weekly conversation session with teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

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PREREQUISITE: SPAN 1102 or SPAN 1103 or Placement in HISP 2203 or HISP 1101 or HISP 1103

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### **HISP 2204 c. Intermediate Spanish II. Gustavo Faveron Patriau. Every Semester. Fall 2016**

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Three class hours per week and one weekly conversation session with assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

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PREREQUISITE: SPAN 2203 or Placement in HISP 2204 or HISP 2203

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### **HISP 2305 c. Advanced Spanish. The Department. Every Semester. Fall 2016**

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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)

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PREREQUISITE: SPAN 2204 or Placement in HISP 2305 or HISP 2204

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### **HISP 2409 c-IP. Introduction to Hispanic Studies: Poetry and Theater. Gustavo Faveron Patriau. Every Semester. Fall 2016**

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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 LAS 2409)

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PREREQUISITE: SPAN 2305 (same as LAS 2205) or LAS 2205 or Placement in HISP 2409 or 2410 or HISP 2305 (same as LAS 2205)

## **HISP 2410 c-IP. Introduction to Hispanic Studies: Essay and Narrative. The Department. Every Semester. Fall 2016**

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 HISP 2409 or 2410 or HISP 2305 (same as LAS 2205)

## **HISP 2505 c-ESD. The Making of a Race: Latino Fictions. Nadia Celis. Non-Standard Rotation. Fall 2016**

Explores the creation, representation, and marketing of U.S. Latino/a identities in American literature and popular culture from the 1960s to the present. Focuses on the experiences of artists and writers of Puerto Rican, Cuban, and Dominican origin; their negotiations with notions of race, class, gender, and sexuality in the United States; and their role in the struggle for social rights, in cultural translation, and in the marketing of ethnic identities, as portrayed in a variety of works ranging from movies and songs to poetry and narrative. Authors include Álvarez, Blades, Braschi, Díaz, Hijuelos, Ovejas, Pietri, and Quiñones. Readings and writing in English, discussions in Spanish. Spanish speaking skills required. (Same as LAS 2005)

## **HISP 3005 c-ESD. The Making of a Race: Latino Fictions. Nadia Celis. Non-Standard Rotation. Fall 2016**

Explores the creation, representation, and marketing of US Latino/a identities in American literature and popular culture from the 1960s to the present. Focuses on the experiences of artists and writers of Puerto Rican, Cuban, and Dominican origin, their negotiations with notions of race, class, gender, and sexuality in the United States, their role in the struggle for social rights, in cultural translation, and in the marketing of ethnic identities, as portrayed in a variety of works ranging from movies and songs to poetry and narrative. Authors include Álvarez, Blades, Braschi, Díaz, Hijuelos, Ovejas, Pietri, and Quiñones. Readings in English, discussions and writing in Spanish. (Same as LAS 3005)

PREREQUISITE: SPAN 2409 (same as LAS 2409)- 2410 or LAS 2409 - 2410 or HISP 2409 (same as LAS 2409)- 2410

## **HISP 3224 c. Modern Spanish Theater in Context. Elena Cueto Asin. Non-Standard Rotation. Fall 2016**

Studies plays by Spanish authors from the twentieth and twenty-first centuries in light of the broader cultural, social, and political context in which they are produced, read, and performed. Theatrical texts are analyzed as a product of historical as well as aesthetic changes, and in relation to other literary and cultural productions (film, journalism, narrative, poetry and the visual arts). Conducted in Spanish.

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

### **HISP 3230 c. Colonial Seductions in Spanish America. Matthew Goldmark. Non-Standard Rotation. Fall 2016**

Studies how divergent European and indigenous conceptions of marriage, sex, and sin shaped the colonization of the Spanish Americas during the sixteenth and seventeenth centuries. A variety of conquest histories, epics, and plays by authors like Hernán Cortés, Titu Cusi Yupanqui, and Sor Juana Inés de la Cruz are read alongside theoretical texts on the study of gender, sexuality, and colonialism. Through historical and literary analyses, considers how Europeans and indigenous subjects understood, imposed, and violated sexual norms. Conducted in Spanish. (Same as GSWS 3230, LAS 3230)

PREREQUISITE: SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) or HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher

### **HISP 3247 c. Translating Cultures. Janice Jaffe. Non-Standard Rotation. Fall 2016**

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 explore these questions and develop strategies and techniques through translating texts from a variety of cultural contexts and literary and non-literary genres. 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) or either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher | and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) or either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher

### **ITAL 1101 c. Elementary Italian I. The Department. Every Fall. Fall 2016**

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. T.B.A. Every Spring. Spring 2017**

Continuation of Italian 1101. 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



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### **ITAL 1103 c. Accelerated Elementary Italian. T.B.A. Every Spring. Spring 2017**

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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 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 FRS 2305 or Placement in HISP 2305 or Placement in ITAL 1103 or FREN 2305 or higher or SPAN 2305 (same as LAS 2205) or higher or FRS 2305 or higher or HISP 2305 (same as LAS 2205) or higher

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### **ITAL 2203 c. Intermediate Italian I. The Department. Every Fall. Fall 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 1102 or ITAL 1103 or Placement in ITAL 2203

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### **ITAL 2204 c. Intermediate Italian II. T.B.A. Every Spring. Spring 2017**

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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

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### **ITAL 2305 c. Advanced Italian I. Crystal Hall. Every Fall. Fall 2016**

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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. T.B.A. Every Spring. Spring 2017**

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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 2600 c-ESD, IP. How To Do It: Italian Renaissance Guides to Living Well. Arielle Saiber. Non-Standard Rotation. Fall 2016**

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How can I get rich? How can I obtain power and keep it? What are “the rules” for love, sex, finding a spouse? How can I appear to be of a social class higher than I am? How can I stop being depressed? Such timeless questions were answered in innumerable advice and “how-to” manuals in the Italian Renaissance, a pre-modern period in which thoughts of self-fashioning and self-inquiry proliferated like never before. Explores a large selection of serious and satirical advice manuals on health, marriage, family, religion, education, money-making, diplomacy, war, etiquette, and patronage, and draws parallels to the advice sought and given in the name of “self-help” today. Included are works such as Machiavelli’s *The Prince*, Castiglione’s *Book of the Courtier*, Della Porta’s *Natural Magic*, Della Casa’s *Galateo of Manners*, and Ficino’s *Book of Life*. Conducted in English.

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## **ITAL 3020 c-IP. Dante's "Commedia". Arielle Saiber. Non-Standard Rotation. Fall 2016**

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One of the greatest works of literature of all times. Dante’s “Divine Comedy” leads the reader through the torture-pits of hell, up the steep mountain of purgatory, to the virtual, white-on-white zone of paradise, and then back to where we began: our own earthly lives. Accompanies Dante on his allegorical journey, armed with knowledge of Italian culture, philosophy, politics, religion, and history. Pieces together a mosaic of medieval Italy, while developing and refining abilities to read, analyze, interpret, discuss, and write about both literary texts and critical essays. Conducted in Italian.

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PREREQUISITE: ITAL 2408

## Russian

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### **RUS 1101 c. Elementary Russian I. Alyssa Gillespie. Every Fall. Fall 2016**

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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. T.B.A. Every Spring. Spring 2017**

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Continuation of Russian 1101. 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 2203 c. Intermediate Russian I. Rita Safariants. Every Fall. Fall 2016**

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A continuation of Russian 1101 and 1102. Emphasis on maintaining and improving 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

### **RUS 2204 c. Intermediate Russian II. T.B.A. Every Spring. Spring 2017**

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A continuation of Russian 2203. Emphasis on maintaining and improving 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

### **RUS 2240 c-IP. One Thousand Years of Russian Culture. Alyssa Gillespie. Non-Standard Rotation. Fall 2016**

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Winston Churchill famously called Russia “a riddle, wrapped in a mystery, inside an enigma.” This introduction to the mysteries of Russian culture from medieval times to the present includes the study of Russian art, music, architecture, dance, cinema, folk culture, and literature. Explores the ways in which Russians define themselves and their place in the world, and how they express their cultural uniqueness as well as their ties to both East and West. Literary readings will range from the ancient historical chronicles to short works by such classic Russian authors as Chekhov, Dostoevsky, Pushkin, and Tolstoy, as well as works by several contemporary authors. All course content is in English.

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## Sociology and Anthropology

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### ANTH 1015 b. Fertility and the Future. Holly Singh. Non-Standard Rotation. Fall 2016

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Where do babies come from? That's a deceptively simple question. Anthropologists have shown that human beings have understood "the facts of life" in radically different ways across time and geographic contexts. Examines how gender, class, race, and religion shape reproductive ideals and practices around the world? How do difficulties such as infertility and pregnancy loss (miscarriage) or natural disaster and political upheaval, impact those ideals and practices? And how do politics, and ethics articulate with intimate, embodied (and dis-embodied) experiences of reproduction, from adoption and abortion to IVF and surrogacy? Examines these issues across a variety of gender and sexuality perspectives and situate local examples within national and global struggles to (re)produce the future.

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### ANTH 1028 b. Who We Are: Class, Race, Gender, and the Politics of the Self. Simon May. Non-Standard Rotation. Fall 2016

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Critically examines Western notions of "the self" and investigates how these notions shape political action and projects of social justice in contemporary society. Combines approaches from anthropology, social theory, and psychoanalysis, analyzes how ideas of class, race, and gender structure our understandings of the self, and reflects on what it means for an individual to be a valued person in society. Students analyze different interpretations of the psychological, social, and cultural processes involved in the construction and lived experience of self, and explore how research on non-Western societies helps us rethink our assumptions about the self, society, and political action.

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### ANTH 1101 b. Introduction to Cultural Anthropology. Simon May. Every Semester. Fall 2016

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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. T.B.A. Every Spring. Spring 2017

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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 twentieth century. Topics covered 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 are used as source material.

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### **ANTH 1138 b-ESD, IP. Everyday Life in India and Pakistan. Sara Dickey. Non-Standard Rotation. Fall 2016**

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Focuses on contemporary life in India and Pakistan by looking at everyday experiences and objects. Explores topics such as teen cyberculture, painted truck designs, romance fiction, AIDS activism, and memories of violence. These seemingly mundane topics offer a window onto larger cultural processes and enable us to examine identities and inequalities of gender, religion, caste, class, ethnicity, and nationality. Sources include ethnographic texts, essays, fiction, government documents, newspapers, popular and documentary films, and YouTube videos (Same as ASNS 1625)

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### **ANTH 2010 b. Ethnographic Research. T.B.A. Every Spring. Spring 2017**

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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 2020 b. Archaeological Research. Scott MacEachern. Non-Standard Rotation. Fall 2016**

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Introduces students to the methods and concepts that archaeologists use to explore the human past. Shows how concepts from natural science, history, and anthropology help archaeologists investigate past societies, reveal the form and function of ancient cultural remains, and draw inferences about the nature and causes of change in human societies over time. Includes a significant fieldwork component, including excavations on campus.

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PREREQUISITE: ANTH 1102 or ANTH 1150 or ARCH 1101 (same as ARTH 2090) or ARCH 1102 (same as ARTH 2100) or ARTH 2100

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### **ANTH 2030 b. History of Anthropological Theory. Krista Van Vleet. Every Fall. Fall 2016**

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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

## **ANTH 2227 c-ESD, VPA. Protest Music. Judith Casselberry. Non-Standard Rotation. Fall 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 includes 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 2280 b-ESD. Race, Biology, and Anthropology. Scott MacEachern. Non-Standard Rotation. Fall 2016**

Critically examines the biological justifications used to partition humanity into racial groups. Investigates the nature of biological and genetic variability within and between human populations, as well as the characteristics of human biological races as they have traditionally been defined. Considers whether race models do a good job of describing how human populations vary across the earth. Critically appraises works by a variety of authors, including J. Phillippe Rushton, Charles Murray, and Michael Levin, who claim that racial identity and evolution work together to structure the history and the potentials of human groups in different parts of the world. (Same as AFRS 2280)

PREREQUISITE: ANTH 1101 or ANTH 1150 or SOC 1101

## **ANTH 2340 b-IP. Ethnographic Film. April Strickland. Non-Standard Rotation. Fall 2016**

Considers the development of ethnographic film from an anthropological lens and international perspectives. Starting with the advent of the documentary and concluding with ethnographic new media, investigates how, why, and to what end film has been used as a tool by anthropologists and the communities that they work with to expand discussions about the modern world. Topics include filmmaking as a methodology for social scientists, the connections between ethnographic film and self-determination efforts in minority communities, critical examinations of media-making practices--onscreen and off--and the global impact these factors have had. (Same as CINE 2831)

PREREQUISITE: ANTH 1101 or SOC 1101

## **ANTH 2420 b-ESD. The Anthropology of Sport. April Strickland. Non-Standard Rotation. Fall 2016**

Examines, from an anthropological perspective, the practice and conceptualization of sport. Using a variety of methodologies, investigates the meaning invested in various sporting endeavors, as well as how these vary across time and cultural context. Topics include soccer fandom in the UK, Title IX legislation in the US, Maori masculinity and rugby in New Zealand, the impact of instant replay, and the challenges of performance-enhancing drugs. Also considers the relationship between sports and nationalism, sports and gender, and the global political economy of multibillion-dollar athletic industries.

PREREQUISITE: ANTH 1101 or SOC 1101

## **ANTH 2572 b-ESD, IP. Contemporary Arctic Environmental and Cultural Issues. Susan Kaplan. Non-Standard Rotation. Fall 2016**

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Throughout the Arctic, northern peoples face major environmental changes and cultural and economic challenges. Landscapes, icescapes, and seascapes on which communities rely are being transformed, and arctic plants and animals are being affected. Many indigenous groups see these dramatic changes as endangering their health and cultural way of life. Others see a warming Arctic as an opportunity for industrial development. Addressing contemporary issues that concern northern peoples in general and Inuit in particular involves understanding connections between leadership, global environmental change, human rights, indigenous cultures, and foreign policies, and being able to work on both a global and local level. (Same as ENVS 2312)

PREREQUISITE: Two of: || either ANTH 1150 or ANTH 1101 or ANTH 1102 || and ENVS 1101

## **ANTH 3010 b. Contemporary Issues in Anthropology. T.B.A. Every Spring. Spring 2017**

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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.

PREREQUISITE: Four of: || either ANTH 1150 or ANTH 1102 || and either ANTH 2010 or ANTH 2020 || and ANTH 1101 || and ANTH 2030

## **ANTH 3100 b-ESD, IP. Global Sexualities/Local Desires. Krista Van Vleet. Non-Standard Rotation. Fall 2016**

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Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks how Western conceptions of sexuality, sex, and gender help (or hinder) understanding of the lives and desires of people in other social and cultural contexts. Topics may include third gendered individuals; intersexuality and the naturalization of sex; language and the performance of sexuality; drag; global media and the construction of identity; lesbian and gay families; sex work; AIDS and HIV and health policy; migration, asylum, and human rights issues; ethical issues and activism. Ethnographic examples are drawn from United States, Latin America (Brazil, Dominican Republic, Mexico, Argentina, Cuba); Asia (India, Japan, Indonesia) and Oceania (Papua New Guinea); and Africa (Nigeria, South Africa). Presents issues of contemporary significance along with key theoretical perspectives and methodological approaches used by anthropologists. Integrates perspectives on globalization and the intersection of multiple social differences (including class, race, and ethnicity) with discussion of sexuality and gender. Not open to students with credit in Anthropology 210. (Same as GSWS 3100, LAS 3711)

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

## **SOC 1010 b. Racism. H. Partridge. Every Fall. Fall 2016**

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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 1101 b. Introduction to Sociology. The Department. Every Semester. Fall 2016**

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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 Durkheim, Marx, Merton, Weber, 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. T.B.A. Every Spring. Spring 2017**

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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 2020 b-MCSR. Quantitative Analysis in Sociology. Ingrid Nelson. Every Other Year. Fall 2016**

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Introduces the uses of quantitative methods in the study of our social world, with emphasis on descriptive and inferential statistics. Applies quantitative methods to answer sociological questions, focusing on secondary analysis of national survey data. Employs statistical computing software as a research tool.

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PREREQUISITE: Two of: || SOC 1101 || and SOC 2010

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## **SOC 2030 b. Classics of Sociological Theory. Theodore Greene. Every Fall. Fall 2016**

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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 Durkheim, Marx, Weber, and selected others are read.

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PREREQUISITE: SOC 1101

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## **SOC 2112 b. Gender and Crime. T.B.A. Discontinued Course. Spring 2017**

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Examines how gender intersects with the understanding of crime and the criminal justice system. Gender is a salient issue in examining who commits what types of crimes, who is most often victimized, and how the criminal justice system responds to these victims and offenders. Students explore the social context of crime, as well as how gender affects the correctional system and social policy. (Same as GSWS 2112)

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PREREQUISITE: SOC 1101 or ANTH 1101



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**SOC 2208 b. Race and Ethnicity. Ingrid Nelson. Non-Standard Rotation. Fall 2016**


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The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States. (Same as AFRS 2208, LAS 2708)

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PREREQUISITE: SOC 1101 or AFRS 1101 or ANTH 1101

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**SOC 2212 b-ESD. Sociology of Sexuality. T.B.A. Non-Standard Rotation. Spring 2017**


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Examines the theoretical and methodological approaches used in the sociological study of sex and sexuality. Explores how people construct meanings around sex, how people use and question notions of sexuality, and why sexuality is socially and politically regulated. Links sexuality to broader sociological questions pertaining to culture and morality, social interaction, social and economic stratification, social movements, urbanization and community, science, health, and public policy. Topics also include the historical and legal construction of heterosexuality, sexual fluidity, gay identity, masculinities and femininities, the queer dilemma, and the “post-gay” phenomenon. (Same as GLS 2112)

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PREREQUISITE: SOC 1101 or ANTH 1101

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**SOC 2220 b-ESD. “The Wire”: Race, Class, Gender, and the Urban Crisis. T.B.A. Every Other Spring. Spring 2017**


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Postwar US cities were considered social, economic, political, and cultural zones of crisis. African Americans -- their families; gender relations; their relationship to urban political economy, politics, and culture -- were at the center of this discourse. Uses David Simon’s epic series “The Wire” as a critical source on postindustrial urban life, politics, conflict, and economics to cover the origins of the urban crisis, the rise of an underclass theory of urban class relations, the evolution of the urban underground economy, and the ways the urban crisis shaped depictions of African Americans in American popular culture. (Same as AFRS 2220, GSWS 2222)

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PREREQUISITE: AFRS 1101 or EDUC 1101 or GWS 1101 or SOC 1101

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**SOC 2252 b-ESD. Sociology of the Body. Kimberly Underwood. Non-Standard Rotation. Fall 2016**


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Although bodies are often perceived as biological entities, considers bodies as socially, culturally, and historically situated. Structural forces make some bodies visible and others invisible, often based on how they are constructed as “normal” or “deviant.” Because bodies are not only constructed, but are also experienced, inscribed, and used in expression, explores how self-identity is conveyed through bodies. Analysis centers on how issues of ability/disability, race, gender, sexuality, and age intersect with body construction and experience.

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PREREQUISITE: SOC 1101 or ANTH 1101

## **SOC 2380 b-IP. Gender in the Middle East. Oyman Basaran. Non-Standard Rotation. Fall 2016**

Explores the contemporary debates on the construction and organization of gender and sexuality in the Middle East. Provides a critical lens on the colonial and orientalist legacies that mediate the dominant representations and discourses on the region. Questions the normative assumptions behind “modernity,” “religion,” and “tradition” by covering a variety of issues including veiling, honor killings, female circumcision, and military masculinities. Examines the emergence of new femininities, masculinities, sexual identifications, and feminist and queer struggles in the Middle East. (Same as GSWS 2380)

PREREQUISITE: SOC 1101 or ANTH 1101

## **SOC 2460 b. Sociology of Medicine. Oyman Basaran. Non-Standard Rotation. Fall 2016**

Examines the main sociological perspectives (functionalism, the political economy approach, and social constructionism) on medicine, health, and illness. Covers such topics as the social production and distribution of illness; medicalization and social control; political economy of health care; the role of medicine in regulating our racial, sexualized, and gendered bodies; and power relationships between health care actors (doctors, nurses, insurance companies, hospitals, and patients).

PREREQUISITE: SOC 1101 or ANTH 1101

## **SOC 3010 b. Advanced Seminar: Current Controversies in Sociology. T.B.A. Every Spring. Spring 2017**

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

## **SOC 3310 b. Urban Ethnography. Theodore Greene. Non-Standard Rotation. Fall 2016**

An in-depth exploration into the evolution and practice of urban ethnography within sociological research. Examines various questions and topics of interest to urban ethnographers, including community, race, class, ethnicity, families, crime and violence, (im)migration, culture, gender and sexuality, and community organizing. Attends to methodological and ethical issues pertaining to how to do fieldwork and ethnographic writing. Considers the strengths and limitations of ethnography in developing social theory and illuminating social phenomena. Students also develop their “ethnographic lens” by conducting, sharing, and providing feedback on original ethnographic research.

PREREQUISITE: Two of || SOC 1101 or ANTH 1101 || and SOC 2010 or ANTH 2010

## Theater and Dance

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### DANC 1101 c-VPA. Making Dances. Aretha Aoki. Every Year. Fall 2016

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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 1102 c-ESD, VPA. Cultural Choreographies: An Introduction to Dance. T.B.A. Every Other Year. Spring 2017

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Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs -- for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hip-hop -- through readings, performances, workshops in the studio, and field work. (Same as GSWS 1102)

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### DANC 1203 c-VPA. Performance and Narrative. T.B.A. Every Other Year. Spring 2017

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For millennia, we have organized our fictions, our religions, our histories, and our own lives as narratives. However much the narrative form has been called into question in recent years, it seems we just cannot stop telling each other stories. Examines the particular nexus between narrative and performance: What is narrative? How does it work? What are its limits and its limitations? How do we communicate narrative in performance? Involves both critical inquiry and the creation of performance pieces based in text, dance, movement, and the visual image. (Same as THTR 1203)

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### DANC 1211 c-VPA. Modern I: Technique. Gwyneth Jones. Every Semester. Fall 2016

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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 2016**

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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 2016**

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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, explores 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 2211 c-VPA. Modern II: Technique. Gwyneth Jones. Every Semester. Fall 2016**

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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 2016**

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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 3401 c. Ensemble Devising: The Art of Collaborative Creation. Davis Robinson. Non-Standard Rotation. Fall 2016**

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Experienced student actors, dancers, and musicians collaborate to devise an original performance event. Examines the history of collective creation and the various emphases different artists have brought to that process. Immerses students in the practice of devising, stretching from conception and research to writing, staging, and ultimately performing a finished piece. (Same as THTR 3401)

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PREREQUISITE: Two of: | THTR 1100 - 1999 or DANC 1100 - 1999 | | and THTR 2000 - 2799 or DANC 2000 - 2799

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### **THTR 1007 c. Performance and Theory in James Bond. Sarah Bay-Cheng. Non-Standard Rotation. Fall 2016**

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Introduces students to performance theory, critical analysis, and cultural studies through diverse works related to the fictional British spy character, James Bond. Considers selected Bond films, Ian Fleming's novels, and other works related to the iconic series including parodies and spoofs (e.g., Austin Powers), advertising, and games, among others. A weekly group screening is encouraged, but students also have the opportunity to view required films individually. Writing assignments include performance and media analysis, critical reviews, and essays based on original research. (Same as CINE 1007, ENGL 1011)

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### **THTR 1201 c-VPA. Acting I. The Department. Every Semester. Fall 2016**

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Introduces 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 1202 c-VPA. Improvisation. T.B.A. Every Other Spring. Spring 2017**

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Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures.

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### **THTR 1203 c-VPA. Performance and Narrative. T.B.A. Every Other Year. Spring 2017**

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For millennia, we have organized our fictions, our religions, our histories, and our own lives as narratives. However much the narrative form has been called into question in recent years, it seems we just cannot stop telling each other stories. Examines the particular nexus between narrative and performance: What is narrative? How does it work? What are its limits and its limitations? How do we communicate narrative in performance? Involves both critical inquiry and the creation of performance pieces based in text, dance, movement, and the visual image. (Same as DANC 1203)

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### **THTR 1302 c-VPA. Principles of Design. Judy Gailen. Every Fall. Fall 2016**

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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, explores 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 1505 c-VPA. Introduction to Opera. T.B.A. Every Other Spring. Spring 2017**


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Opera has the reputation of being a ridiculous and unnatural entertainment for the elite. There is something to that, but for the 400 years of its existence opera has also had audiences from many walks of life who have been essentially addicted to its pleasures. In addition, it is a genre that chronicles the preoccupations and anxieties of the places and times in which it is written and produced. Considers what opera is and where it fits in society; examines a number of representative works and excerpts; and ponders how phenomena like the Metropolitan Opera's HD broadcast affect opera's place in society. (Same as MUS 1302)

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**THTR 1700 c-VPA. Production and Performance. Davis Robinson. Every Semester. Fall 2016**


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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 2201 c-VPA. Acting II: Voice and Text. Abigail Killeen. Every Year. Fall 2016**


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How can we say what we mean and mean what we say? In Acting II: Voice and Text, students focus on the physical discipline and intellectual challenge of effective communication using performance as a tool. Traditional and experimental vocal training techniques and are introduced and practiced. Students are also challenged to investigate how spoken words reveal character and unfold narrative, how to communicate heightened emotion, and how to speak so people can listen in high stakes situations, both on stage and in life.

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PREREQUISITE: THTR 1100 - 1799

**THTR 2203 c-VPA. Directing. T.B.A. Every Other Year. Spring 2017**


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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 2401 c-VPA. Playwriting. Sarah Bay-Cheng. Non-Standard Rotation. Fall 2016**


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A writing workshop for contemporary performance that includes introductory exercises in writing dialogue, scenes, and solo performance texts, then moves to the writing (and rewriting) of a short play. Students read plays and performance scripts, considering how writers use image, action, speech, and silence; how they structure plays and performance pieces; and how they approach character and plot.

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PREREQUISITE: THTR 1100 - 1799

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**THTR 2823 c-VPA. English Renaissance Drama. Aaron Kitch. Non-Standard Rotation. Fall 2016**


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Traces the emergence of new modes and genres of theater in the decades following the construction of the first permanent English commercial theater in 1576. Analyzes popular genres like revenge tragedy, domestic tragedy, and city comedy as expressions of political and cultural desires of the age. Topics include the politics and poetics of racial, gendered, and national identity; the use of language as a form of action; and the relation of drama to other forms of art in the period. Working in small groups, students select and study one scene that they perform for the class at the end of the semester. Authors include Thomas Kyd, Christopher Marlowe, William Shakespeare, Ben Jonson, Thomas Middleton, and John Webster. Note: Fulfills the pre-1800 literature requirement for English majors (Same as ENGL 2200)

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**THTR 2846 c. Modern Drama and Performance. T.B.A. Non-Standard Rotation. Spring 2017**


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Examines dramatic trends of the modern period, beginning with a triumvirate of modern dramatists -- Henrik Ibsen, Bertolt Brecht, and Samuel Beckett -- and draws lines from their work in drama of ideas, epic theatre, and absurdism to developments in the dramatic arts through the modern period into the twenty-first century. Includes plays by Lorraine Hansberry, Caryl Churchill, and Martin McDonagh. Readings staged. (Same as ENGL 2452, GSWS 2262)

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**THTR 3201 c. Theater Styles. T.B.A. Non-Standard Rotation. Spring 2017**


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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

## **THTR 3401 c. Ensemble Devising: The Art of Collaborative Creation. Davis Robinson. Non-Standard Rotation. Fall 2016**

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Experienced student actors, dancers, and musicians collaborate to devise an original performance event. Examines the history of collective creation and the various emphases different artists have brought to that process. Immerses students in the practice of devising, stretching from conception and research to writing, staging, and ultimately performing a finished piece. (Same as DANC 3401)

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PREREQUISITE: Two of: || THTR 1100 - 1999 or DANC 1100 - 1999 || and THTR 2000 - 2799 or DANC 2000 - 2799



# **Independent Studies and Honors Projects**

*Bowdoin 2015-2016 Course Guide Appendix A: Independent Studies and Honors Projects*

The chart below depicts the levels of independent studies available in different departments and programs. An “X” indicates that the level/number(s) notated in the column headers is available for the corresponding subject. A “-“ indicates that the level/number(s) is not available for that subject. Some subjects delineate their independent studies and honors projects by areas of focus; those are explained beneath the chart.

	<b>Intermediate Independent Study, 2970-2973</b>	<b>Intermediate Collaborative Study, 2999</b>	<b>Advanced Independent Study, 4000-4003</b>	<b>Advanced Collaborative Study, 4029</b>	<b>Honors Project, 4050-4051</b>
Africana Studies	X	X	X	X	X
Anthropology	X	X	X	X	X
Arabic	X	X	X	X	-
Archaeology	X	X	X	X	X
Art History	X	X	X	X	X
Asian Studies	X	X	X	X	X
Biochemistry	X	X	X	X	X
Biology	X	X	X	X	X
Chemistry	X	X	X	X	X
Chinese	-	-	X	X	-
Cinema Studies	X	X	X	X	-
Classics	X	X	X	X	X
Computer Science	X	X	X	X	X
Dance	X	X	X	X	-
Digital & Computational Studies	X	X	X	X	-
Earth & Oceanographic Science	Please see below for details				
Economics	X	X	X	X	X
Education	X	X	X	X	-
English	X	X	X	X	X
Environmental Studies	X	X	X	X	X
French/Francophone Studies	-	-	X	X	X
Gay & Lesbian Studies	X	X	-	-	-
Gender & Women’s Studies	X	X	X	X	X
German	X	X	X	X	X
Government & Legal Studies	Please see below for details				
Greek	X	X	X	X	X
History	Please see below for details				
Italian/Italian Studies	-	-	X	X	-
Japanese	-	-	X	X	-
Latin	X	X	X	X	X
Latin American Studies	X	-	X	X	X
Mathematics	X	X	X	X	X
Music	X	X	X	X	X
Neuroscience	X	X	X	X	X
Philosophy	X	X	X	X	X
Physics	X	X	X	X	X
Psychology	X	X	X	X	X
Religion	X	X	X	X	X
Russian	X	X	X	X	X
Sociology	X	X	X	X	X
Spanish/Hispanic Studies	-	-	X	X	X
Theater	X	X	X	X	-
Visual Arts	X	-	-	-	-

## Bowdoin 2015-2016 Course Guide Appendix A: Independent Studies and Honors Projects

The chart below depicts the levels of independent studies available in different departments and programs. An “X” indicates that the level/number(s) notated in the column headers is available for the corresponding subject. A “-“ indicates that the level/number(s) is not available for that subject. Some subjects delineate their independent studies and honors projects by areas of focus; those are explained beneath the chart.

### Earth & Oceanographic Science

EOS 2970-2973, Intermediate Independent Study *in Solid Earth*  
EOS 2974-2977, Intermediate Independent Study *in Surface Processes*  
EOS 2978-2981, Intermediate Independent Study *in Oceanography*  
EOS 2983-2985, Intermediate Independent Study, *Interdisciplinary*  
EOS 2999, Intermediate Collaborative Study  
EOS 4000-4003, Advanced Independent Study *in Solid Earth*  
EOS 4004-4007, Advanced Independent Study *in Surface Processes*  
EOS 4008-4011, Advanced Independent Study *in Oceanography*  
EOS 4012-4015, Advanced Independent Study, *Interdisciplinary*  
EOS 4029, Advanced Collaborative Study  
EOS 4050-4051, Honors Project *in Solid Earth*  
EOS 4052-4053, Honors Project *in Surface Processes*  
EOS 4054-4055, Honors Project *in Oceanography*

### Government & Legal Studies

GOV 2970-2974, Intermediate Independent Study *in American Politics*  
GOV 2975-2979, Intermediate Independent Study *in Political Theory*  
GOV 2980-2984, Intermediate Independent Study *in Comparative Politics*  
GOV 2985-2989, Intermediate Independent Study *in International Relations*  
GOV 2999, Intermediate Collaborative Study  
GOV 4000-4004, Advanced Independent Study *in American Politics*  
GOV 4005-4009, Advanced Independent Study *in Political Theory*  
GOV 4010-4014, Advanced Independent Study *in Comparative Politics*  
GOV 4015-4019, Advanced Independent Study *in International Relations*  
GOV 4029, Advanced Collaborative Study  
GOV 4050-4051, Honors Project *in American Politics*  
GOV 4055-4056, Honors Project *in Political Theory*  
GOV 4060-4061, Honors Project *in Comparative Politics*  
GOV 4065-4066, Honors Project *in International Relations*

### History

HIST 2970-2971, Intermediate Independent Study *in Europe*  
HIST 2972-2973, Intermediate Independent Study *in United States*  
HIST 2974-2975, Intermediate Independent Study *in Africa*  
HIST 2976-2977, Intermediate Independent Study *in East Asia*  
HIST 2978-2979, Intermediate Independent Study *in Latin America*  
HIST 2980-2981, Intermediate Independent Study *in South Asia*  
HIST 2982-2983, Intermediate Independent Study *in Atlantic Worlds*  
HIST 2984-2985, Intermediate Independent Study *in Colonial Worlds*  
HIST 2986-2998, Intermediate Independent Study  
HIST 2999, Intermediate Collaborative Study  
HIST 4000-4001, Advanced Independent Study *in Europe*  
HIST 4002-4003, Advanced Independent Study *in United States*  
HIST 4004-4005, Advanced Independent Study *in Africa*  
HIST 4006-4007, Advanced Independent Study *in East Asia*  
HIST 4008-4009, Advanced Independent Study *in Latin America*  
HIST 4010-4011, Advanced Independent Study *in South Asia*  
HIST 4012-4013, Advanced Independent Study *in Atlantic Worlds*  
HIST 4014-4015, Advanced Independent Study *in Colonial Worlds*  
HIST 4016-4028, Advanced Independent Study  
HIST 4029, Advanced Collaborative Study  
HIST 4050-4051, Honors Project *in Europe*  
HIST 4052-4053, Honors Project *in United States*  
HIST 4054-4055, Honors Project *in Africa*  
HIST 4056-4057, Honors Project *in East Asia*  
HIST 4058-4059, Honors Project *in Latin America*  
HIST 4060-4061, Honors Project *in South Asia*  
HIST 4062-4063, Honors Project *in Atlantic Worlds*  
HIST 4064-4065, Honors Project *in Colonial Worlds*  
HIST 4066-4079, Honor Project