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2019

### Bowdoin College Catalogue and Academic Handbook (2019-2020)

Bowdoin College

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# HOME

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Bowdoin College has produced a general *Catalogue* since 1807, when a single broadsheet listed the president, two professors and two tutors; the graduates in 1806 (six students) and 1807 (three students); and the total current student body (forty-two). As the College has grown and evolved, so too has the *Catalogue*.

The *Bowdoin College Catalogue and Academic Handbook* of today serves as the authoritative source of information about Bowdoin—a comprehensive snapshot in time of the College. It contains primarily academic information, including department and program descriptions, major/minor requirements, and course descriptions, in addition to the College's calendar, mission statements, information about expenses and governance, and details about educational resources and facilities.

The *Bowdoin College Catalogue and Academic Handbook* is overseen by the Office of the Dean for Academic Affairs and the Office of the Registrar. The information it contains is updated annually and is accurate as of August 1, 2019.

Past editions of the Bowdoin College Catalogue and Academic Handbook can be found on the College's website by clicking here (<https://www.bowdoin.edu/registrar/course-information/catalogue-archive.html>).

# GENERAL INFORMATION

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Bowdoin is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 20,000 situated close to the Maine coast, twenty-five miles from Portland and about 120 miles from Boston.

**Terms and Vacations:** The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar (p. 4).

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

**Enrollment:** The student body numbers 1,826 students (49 percent men, 51 percent women; last two classes 50/50 percent); about 286 students study away one or both semesters annually; 94 percent complete the degree within five years.

**Faculty:** Student/faculty ratio 9:1; the equivalent of 210 full-time faculty in residence, 99 percent with PhD or equivalent; twenty-two full-time head athletic coaches.

**Geographic Distribution of Students:** New England, 37 percent; Middle Atlantic states, 22.1 percent; Midwest, 7.9 percent; West, 13.9 percent; Southwest, 3.6 percent; South, 8.2 percent; international, 7.1 percent. Fifty states, the District of Columbia, Puerto Rico, US Virgin Islands, and forty-two foreign countries are represented. Minority and international enrollment are 39 percent.

**Statistics:** As of June 2019, 40,943 students have matriculated at Bowdoin College, and 32,573 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni include 20,696 graduates, 2,190 non-graduates, and 124 honorary degree holders (31 alumni, 93 non-alumni).

**Offices and Office Hours:** The Admissions Office is located in Burton-Little House. The Offices of the President and Dean for Academic Affairs are located in the west side of Hawthorne-Longfellow Library. The Treasurer's Office is located at 82 Federal Street. The Controller's Office is located at 80 Federal Street, and the Human Resources Office is located at 216 Maine Street. The Development and Alumni Relations offices are located at 83 and 85 Federal Street and in Copeland House. The Office of the Registrar is located in Jewett Hall. The Dean of Student Affairs and the Office of Career Exploration and Development are in the Moulton Union. The Counseling Service is located at 32 College Street. The Department of Facilities Management and the Office of Safety and Security are in Rhodes Hall.

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

**Telephone Switchboard:** Bowdoin College uses an automated call processing system on its main number, (207) 725-3000. A live operator can be reached twenty-four hours a day, seven days a week, by pressing "0." Further information about telephone numbers can be found at [bowdoin.edu/directory](http://bowdoin.edu/directory).

**Bowdoin College Website:** [bowdoin.edu](http://bowdoin.edu).

# COLLEGE CALENDAR

*\*Religious holidays and Bowdoin's policy on observance of these can be found at the bottom of this page. Federally recognized holidays are also found at the bottom of this page.*

Date	Event
<b>218th Academic Year</b>	
<b>Fall 2019</b>	
August 27, Tues.	First-year arrival day
August 28–31, Wed.–Sat.	Orientation Trips
August 31–September 3, Sat.–Tues.	Orientation
September 1, Sun.	College housing ready for occupancy for upperclass students, noon
September 3, Tues.	Opening of the College—Convocation, 3:30 p.m.
September 4, Wed.	Fall semester classes begin, 8:30 a.m.
September 19–21, Thurs.–Sat.	Alumni Council, Alumni Fund Directors, and BRAVO National Advisory Board meetings
September 19–22, Thurs.–Sun.	Explore Bowdoin I
September 21, Sat.	Common Good Day
October 4–6, Fri.–Sun.	Homecoming Weekend
October 11, Fri.	Fall vacation begins after last class
October 16, Wed.	Fall vacation ends, 8:30 a.m.
October 17–19, Thurs.–Sat.	Meetings of the Board of Trustees
October 25, Fri.	Sarah and James Bowdoin Day
October 25–27, Fri.–Sun.	Family Weekend
November 5, Tues.	Election Day
November 7–10, Thurs.–Sun.	Explore Bowdoin II
November 27, Wed.	Thanksgiving vacation begins, 8:00 a.m. <sup>a</sup> (November 27–29: College holidays, many offices closed)
December 2, Mon.	Thanksgiving vacation ends, 8:00 a.m.
December 11, Wed.	Last day of classes
December 12–15, Thurs.–Sun.	Reading period
December 16–21, Mon.–Sat.	Fall semester examinations
December 22, Tues.	College housing closes for winter break, noon
December 24–31, Tues.–Tues.	College holidays, many offices closed
<b>Spring 2020</b>	

January 19, Sun.	College housing available for occupancy, 8:00 a.m.
January 21, Tues.	Spring semester classes begin, 8:30 a.m.
February 6–8, Thurs.–Sat.	Meetings of the Board of Trustees
March 6, Fri.	Spring vacation begins after last class
March 7, Sat.	College housing closes for spring vacation, noon
March 21, Sat.	College housing available for occupancy, 8:00 a.m.
March 23, Mon.	Spring vacation ends, 8:00 a.m.
April 2–4, Thurs.–Sat.	Alumni Council, Alumni Fund Directors, and BRAVO National Advisory Board Meetings
April 16–18, Thurs.–Sat.	Admitted Student Open House
May 6, Wed.	Last day of classes; Honors Day
May 7–9, Thurs.–Sat.	Meetings of the Board of Trustees
May 7–10, Thurs.–Sun.	Reading Period
May 11–16, Mon.–Sat.	Spring semester examinations
May 17, Sun.	College housing closes for non-graduating students, noon
May 22, Fri.	Baccalaureate
May 23, Sat.	The 215th Commencement Exercises
May 23, Sat.	College housing closes for graduating students, 6:00 p.m.
May 28–31, Thurs.–Sun.	Reunion Weekend

<sup>a</sup> *Regular class schedules in effect on holidays listed meet unless otherwise noted. Staff, check with supervisor to determine if office is closed.*

In recognition of Bowdoin's commitment to a diverse and inclusive student body and the variety of religions observed and practiced by our students, faculty are encouraged to avoid conflicts between in-class examinations and other significant academic work and major religious holidays. The calendar below was developed in collaboration with the director of religious and spiritual life, and includes major observances of the officially recognized religious groups at Bowdoin. In addition, the multi-faith calendar from the Harvard Divinity School is a valuable resource regarding many other religious observances that do not appear in the list below, but that may be of significance to members of our community.

Students are expected to declare their intention to observe religious holidays at the beginning of the semester. Students should work with instructors when there are conflicts with scheduled examinations, papers, or project due dates and significant religious holidays observed by the students so that, when warranted, alternative arrangements for completing the work may be made.

Students or faculty who have any questions regarding how best to balance the academic calendar alongside religious observances are encouraged to consult with Eduardo Pazos, director of religious and spiritual life.

Date	Event
<b>Religious Holidays</b>	

September 29– October 1, Sun.– Tues. Rosh Hashanah, begins at sundown on Sept. 29 and concludes at sundown on Oct. 1

October 8–9, Tues.–Wed. Yom Kippur, begins at sundown on Oct. 8 and concludes at sundown on Oct. 9

October 27, Sunday Diwali

April 8–16, Wed.–Thurs. Passover, begins at sundown on April 8 and concludes at sundown on April 16

April 10, Friday Good Friday

April 12, Sunday Easter

April 24–May 23, Fri.–Sat. Ramadan, begins at first light on April 24 and concludes at last light on May 23

May 24–26, Sat.–Tues. Eid-al-Fitr, begins at sundown on May 24

#### **Federally Recognized Holidays**

September 2, Mon. Labor Day (College holiday, some offices closed)

October 14, Mon. Columbus Day (Classes not in session; Fall Break, but offices are open)

November 11, Mon. Veterans Day (Classes in session, offices open)

November 28, Thurs. Thanksgiving (College holiday, most offices closed)

December 25, Wed. Christmas (College holiday, most offices closed)

January 1, Wed. New Year's Day Holiday (College holiday, most offices closed)

January 20, Mon. Martin Luther King, Jr. Day (College holiday, some offices closed)

February 17, Mon. President's Day (Classes in session, College holiday, some offices closed)

May 25, Mon. Memorial Day (College holiday, many offices closed)

July 3, Fri. Fourth of July holiday observed (College holiday, most offices closed)

## THE OFFER OF THE COLLEGE

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

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

# ADMISSION AND FINANCIAL AID

## Admission to the College

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

Bowdoin requires all applicants to submit the Common Application, or the Coalition Application, or the QuestBridge Application and complete the additional essay. These applications provide students a uniform framework to present their credentials. No preference is given among the applications.

While no single factor determines a candidate's eligibility for admission, Bowdoin College is, first and foremost, an academic institution. Therefore, an applicant's high school performance and the level of challenge represented by the course work are of particular concern to the members of the Admissions Committee. Each applicant must make arrangements with the appropriate high school administrator to submit all official high school transcripts. The Admissions Committee strives to understand each student's performance in the proper context and therefore requires high school administrators to submit a Secondary School Report (SSR) and a High School Profile. Doing so enables the Committee to properly interpret the information presented on the transcript(s). Ideally, the profile illuminates individual high school policies regarding issues such as weighting of grades, rank in class, Honors/AP/IB course offerings, etc. Comments from school officials on the SSR as well as letters of recommendation from two teachers who have taught the student in an academic core subject (core subjects include English, math, lab sciences, social sciences, and foreign languages) can also help the Admissions Office better understand a prospective student's preparation for Bowdoin. Since 1969, the College has made the submission of standardized testing an optional part of the application. Prospective students may decide whether or not their individual test results will enhance their academic profile and application. Exceptions to the score-optional policy include home-schooled students and students who attend high schools that do not issue grades. These applicants are required to submit results from either the ACT or the SAT and two SAT subject tests. The subject tests must include either Math Level 1 or Math Level 2 and a science test.

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

choose to interview with a Bowdoin alumnus or alumna must submit their requests before December 1 of each year.

All Early Decision and Regular Decision admissions decisions for US citizens and permanent residents are made under a "need-blind" policy. Under this policy, an applicant's financial resources are not a factor in determining whether or not the student will be admitted. While Bowdoin is committed to enrolling students from overseas, the College does observe a strict budget when supporting non-residents. Therefore, admission for non-US citizens may take a family's financial resources into consideration. To be eligible for financial assistance, international students must apply for aid when submitting their application for admission. All students who anticipate needing financial aid are required to complete an aid application. See Financial Aid, below, for more details. Since the fall of 2016, Bowdoin waives the application fee for any student applying for financial aid from the College, and/or for first-generation students (neither parent has a degree from a four-year institution).

More information is available at [bowdoin.edu/admissions](http://bowdoin.edu/admissions).

## Admission: Policies and Procedures

In May 1989, the Governing Boards of Bowdoin College approved the following statement on admissions:

Bowdoin College is, first and foremost, an academic institution. Hence academic accomplishments and talents are given the greatest weight in the admissions process. While accomplishments beyond academic achievements are considered in admissions decisions, these are not emphasized to the exclusion of those applicants who will make a contribution to Bowdoin primarily in the academic life of the College. In particular, applicants with superior academic records or achievements are admitted regardless of their other accomplishments. All Bowdoin students must be genuinely committed to the pursuit of a liberal arts education, and therefore all successful applicants must demonstrate that they can and will engage the curriculum seriously and successfully.

At the same time that it is an academic institution, Bowdoin is also a residential community. To enhance the educational scope and stimulation of that community, special consideration in the admissions process is given to applicants who represent a culture, region, or background that will contribute to the diversity of the College. To ensure that the College community thrives, special consideration in the admissions process is also given to applicants who have demonstrated talents in leadership, in communication, in social service, and in other fields of endeavor that will contribute to campus life and to the common good thereafter. And to support the extracurricular activities that constitute an important component of the overall program at Bowdoin, and that enrich the life of the campus community, special consideration in the admissions process is also given to applicants with talents in the arts, in athletics, and in other areas in which the College has programs. The goal is a student body that shares the common characteristic of intellectual commitment but within which there is a considerable range of backgrounds, interests, and talents.

Although Bowdoin does not require that a student seeking admission take a prescribed number of courses, the typical entering first-year student will have had four years each of English, foreign language, mathematics, and social science, and three to four years of laboratory sciences. Further, most will have taken courses in the arts, music, and computer science.



Candidates applying to Bowdoin College are evaluated by members of the admissions staff in terms of the following factors: academic record, the level of challenge represented in the candidate's course work, counselor/teacher recommendations, application and essays, overall academic potential, school and community involvement, leadership, and personal qualities.

## Application and Admission Procedures

Students may apply to Bowdoin through the regular admissions program or through either of two early decision programs. The application deadline for Early Decision I is November 15. The deadline for Early Decision II and Regular Decision is January 1. Application materials for all programs are the same, except that early decision applicants must also complete the Early Decision Agreement that is included with the application materials.

The Application includes the Personal Application, the Secondary School Report, a Mid-Year School Report, two Teacher Evaluation forms, an optional Arts supplement and video response, and the Early Decision form, if applicable. Students may apply using the Common Application or the Coalition Application; the requirements are the same, with no preference on which application is submitted. The College is also a QuestBridge partner and accepts match and non-match applications (with the required supplementary short essay). Those who wish to be considered for financial aid must file the College Scholarship Service Profile online or the appropriate international aid forms. US citizens and permanent residents seeking financial aid are required to complete the FAFSA. Applicants for admission must also submit the \$65 application fee or an application fee waiver. Application fees are automatically waived for first-generation-to-college students and/or for any student applying for financial aid from the College.

## Regular First-Year Admission

The following items constitute a completed admissions folder:

1. The Common Application, or the Coalition Application, or the QuestBridge Application, and Bowdoin supplement submitted with the application fee (\$65). The postmark deadline for regular applications is January 1.
2. *School Report*: The college advisor's assessment of the candidate's character and accomplishments and a copy of the secondary school transcript should be submitted to Bowdoin no later than January 1. A transcript of grades through the midyear marking period (Mid-Year School Report) should be returned to Bowdoin by February 15.
3. *Recommendations*: Each candidate is required to submit two teacher recommendations, which should be completed by two core academic subject teachers and submitted as soon as possible and no later than January 1. Core academic subjects are English, foreign language, mathematics, science, and social studies.
4. *College Board or ACT Scores*: Bowdoin is test-optional and allows each applicant to decide if their standardized test results should be considered as part of the application. In recent years, approximately 25–30 percent of Bowdoin's accepted applicants decided not to submit standardized test results. The candidate is responsible for making arrangements to take the examinations and for ensuring that Bowdoin receives the scores if they want them to be considered as part of the application. Students should also arrange for an official report of the scores to be sent by the testing agency. Students choosing to submit their SAT I (Reasoning

Test) and SAT II (Subject Test) or ACT scores should complete all examinations no later than January of the senior year.

Students will indicate their choice regarding use of tests on the application.

5. *Visit and Interview*: A personal interview is strongly encouraged. Interviews are available with a member of the admissions staff or a senior interviewer on campus. A number of carefully selected and trained Bowdoin senior interviewers conduct interviews to supplement regular staff appointments during the summer months and from September into December. On-campus interviews are available from the third week in May through early December. In addition, members of the Bowdoin Regional Admissions Volunteer Organization (BRAVO) are available worldwide to provide interviews locally or virtually.

6. *Notification*: All candidates will receive a final decision on their application for admission by the end of March. A commitment to enroll is not required of any first-year candidate (except those applying for Early Decision) until the Candidates' Common Reply date of May 1. To accept an offer of admission from Bowdoin, a student must submit a \$300 admissions deposit or a deposit waiver request, which is credited to the first semester's bill.

7. Bowdoin will waive the application fee for any first-generation-to-college student and/or for any student applying for financial aid from the College. Other candidates requiring an application fee waiver may request the standard College Board form from their guidance counselor or have the counselor write to request a fee waiver, explaining the extent to which the fee would represent an excessive burden for the candidate's family.

8. A Regular Decision acceptance is contingent upon completion of the senior year in good academic and social standing.

## Early Decision

Bowdoin offers admission through two Early Decision programs in addition to the Regular Decision round. Candidates who are certain that Bowdoin is their first choice may wish to consider this option. The guidelines for Early Decision are as follows:

1. Candidates' application files must include the Early Decision agreement form, indicating that they wish to be considered for Early Decision and that they will enroll if admitted. Early Decision candidates may file regular or non-binding early applications at other colleges, but only with the understanding that these will be withdrawn and no new applications will be initiated if they are accepted under an Early Decision plan.
2. The Common Application, or the Coalition Application, or the QuestBridge Application, essays, accompanied by the Early Decision agreement, a School Report Form, a secondary school transcript of grades, two teacher recommendations, and the application fee of \$65 (or fee-waiver) must be submitted to Bowdoin by November 15 for Early Decision I (notification by mid-December), or by January 1 for Early Decision II (notification by mid-February).
3. Candidates admitted via Early Decision who have financial need as established through review of required financial aid documents by the College will be notified of the amount of their award along with their Early Decision acceptance, provided their financial aid forms are on file at Bowdoin by the application deadlines.

4. Submit SAT or ACT scores if the candidate so desires.
5. An Early Decision acceptance is contingent upon completion of the senior year in good academic and social standing.
6. There are three possible admission decisions for Early Decision I candidates: admission to Bowdoin, deferral for consideration in March, and denial of admission. Each year a number of applicants who are deferred under Early Decision are accepted in March, when decisions on all regular admissions are released. Early Decision candidates may be denied admission if the Admissions Committee concludes that their credentials will not be competitive for further consideration in the Regular admission round.
7. Responsibility for understanding and complying with the rules for Early Decision rests with the candidate. Should an Early Decision candidate violate the provisions of the program, the College may rescind any offer of admission and financial aid.

## Deferred Admission

Admitted students who wish to delay their matriculation to the College for one year must request a deferred enrollment from the dean of admissions by July 1, explaining the reasons for delaying matriculation. Bowdoin will hold a place in the next entering class for any student who is granted a deferment. The student, in return, must agree to withdraw all applications at other colleges or universities and may not apply for admission to other institutions during the deferral year. Financial aid candidates must reapply for aid during the year following the deferral. The \$300 nonrefundable admissions deposit (or deposit waiver) is still due by the May 1 reply date.

## Admission with Advanced Standing

Bowdoin recognizes College Entrance Examination Board Advanced Placement (AP) and International Baccalaureate (IB) results and may grant advanced placement and credit toward graduation for superior performance in those programs. Applicants to Bowdoin are encouraged to have AP and IB test results sent to the Admissions Office.

Decisions on both placement and credit are made by the appropriate academic department in each subject area. Some departments offer placement examinations during the orientation period to assist them in making appropriate determinations. Every effort is made to place students in the most advanced courses for which they are qualified, regardless of whether they have taken AP or IB examinations before matriculation. Determinations of advanced placement and credit are made during the student's first year at Bowdoin. Credit and placement policies for AP and IB examinations may be found here (<https://www.bowdoin.edu/registrar/students/completing-degree/advanced-placement-ib.html>) on the Bowdoin website.

Some students have the opportunity to enroll in college-level course work prior to high school graduation. Bowdoin College will consider granting credit for pre-college course work, providing the following criteria have been met: the course work must have been completed on a college campus, must have been completed in a class with matriculated college students, may not have been used to satisfy any high school graduation requirements, and must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts. Questions about applying for transfer credit can be directed to the Office of the Registrar or viewed on their website at [bowdoin.edu/registrar](http://bowdoin.edu/registrar).

First-year students who matriculated prior to fall 2013 may apply a maximum of eight course credits toward the degree from the Advanced Placement program, the International Baccalaureate program, or pre-college course work. Students who matriculate beginning in the fall of 2013 may apply a maximum of four pre-matriculation credits toward the Bowdoin degree from approved exams or other approved college/university courses.

## Home-Schooled Applicants

Home-schooled applicants and candidates applying from secondary schools that provide written evaluations rather than grades are required to submit SAT I (Reasoning Test) and two or more SAT II (Subject Test) test results or ACT test results. SAT Subject Tests should include Math Level I or Math Level 2 and a science. A personal interview is also strongly recommended.

## International Students

The Admissions Committee welcomes the perspective that international students bring to the Bowdoin community. Admissions policies and procedures for international students are the same as for regular first-year applicants, with the following exceptions:

1. Students whose primary language of instruction at the secondary school level is not English must submit official results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) or Duolingo English Test (DET) by the appropriate deadlines.
2. English language proficiency tests may be waived for students whose primary language of instruction for the past three years has been English.
3. All international students who submit the College Scholarship Service Foreign Student Financial Aid Form or the Bowdoin International Financial Aid Form or Canadian students who submit the Canadian Financial Aid Form (both available on the Bowdoin website (<https://www.bowdoin.edu>)) when they file the application for admission will be considered for Bowdoin funds to defray part of their college costs. Bowdoin has limited scholarship funds for students who are not US citizens or US permanent residents and eligible candidates are evaluated under a need-aware admissions policy. These scholarships often cover the full cost of tuition, fees, and room and board. The competition for these financial aid packages is intense. Candidates who do not apply for financial aid during the admissions process should not expect funding at any time in their course of study at Bowdoin College.

## Transfer Students

Each year, a limited number of students from other colleges and universities will be admitted to sophomore or junior standing at Bowdoin. The following information pertains to transfer candidates:

1. Students should file the Transfer Common Application and essay (a brief statement indicating the reasons for transferring to Bowdoin), and the Bowdoin Supplement (available from the Common Application) with the \$65 application fee by March 1 for fall admission. Applicants must arrange to have submitted by the same deadlines transcripts of their college and secondary school records, a statement from a dean or advisor at their university or college, and at least two recommendations from current or recent professors. As soon as it becomes available, an updated transcript including spring semester grades should also be sent. Candidates whose applications are complete will normally be notified of

Bowdoin's decision in early May. (While space is rarely available for spring transfer admission, details about spring admission can be found at [bowdoin.edu/admissions](http://bowdoin.edu/admissions).)

2. Transfer candidates usually present academic records of "B+" work or better in a course of study that approximates the work that would have been done at Bowdoin, had they entered as first-year students. Bowdoin accepts transfer credit for liberal arts courses in which a grade of C– or higher has been received. Transfer students should understand that although they may expect an estimate regarding class standing upon transferring, official placement is possible only after updated transcripts have arrived at the registrar's office and have been appraised by the appropriate dean and academic departments. To qualify for the bachelor of arts degree, students must complete Distribution Requirements and Division Requirements, and these requirements normally must be satisfied by courses taken at Bowdoin.

3. Although two years of residence are required for a Bowdoin degree, students who have completed more than four semesters of college work are welcome to apply for admission, with this understanding. Students who have already received their bachelor's degree are ineligible for first-year or transfer admission.

4. The financial aid funds available for transfer students may be limited by commitments the College has already made to enrolled students and incoming first-year students. US applicants for aid must submit a Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's Profile by March 1. International applicants for aid must file either the College Scholarship Service Foreign Student Financial Aid Form or the Bowdoin International Financial Aid Form (available on the Bowdoin website (<https://www.bowdoin.edu>)) by March 1. Canadian applicants must submit the Canadian Financial Aid Form (available on the Bowdoin website (<https://www.bowdoin.edu>)).

## Special Students

Each semester, as space within the College and openings within courses permit, Bowdoin admits a few special or visiting students who are not seeking a degree from Bowdoin. In general, this program is intended to serve the special educational needs of residents in the Brunswick area who have not yet completed a bachelor's degree, as well as students who are pursuing a degree elsewhere and who, for truly exceptional reasons, wish to take a course at Bowdoin. Teachers wishing to upgrade their skills or Bowdoin graduates who need particular courses to qualify for graduate programs are also considered for this program. Special students are billed at a per course rate for up to two courses per term. No more than two credits may be taken each semester. No financial aid is available for special students. Interested applicants should submit the completed special student form and enclose the \$65 application fee at least one month prior to the beginning of the semester. A personal interview is required. Inquiries should be addressed to the special student coordinator in the Admissions Office.

## Summary of Application Deadlines

Application materials for admission include the completed Common Application or Coalition Application or QuestBridge application and Bowdoin Supplement. New applicants should submit these materials in accord with the following deadlines:

Early Decision I — *November 15*

Early Decision II — *January 1*

Regular Admission — *January 1*

International Applicants — *Must submit materials according to the deadlines above: Common Application, Coalition Application, Bowdoin supplement, TOEFL Report*

Transfer Applicants — *March 1; Common Application and Bowdoin supplement*

All correspondence concerning first-year and transfer admission to the College should be addressed to the Office of Admissions, Bowdoin College, 5000 College Station, Brunswick, ME 04011; Tel. (207) 725-3100; Fax: (207) 725-3101

## Financial Aid

Bowdoin College's financial aid policy is designed to supplement family resources so that as many students as possible can attend the College. Scholarships, grants, and student employment are the principal sources of aid for Bowdoin students who need help in meeting educational expenses.

Due to Bowdoin's belief that students who receive financial aid as grants should also be responsible for a portion of their expenses, student employment will generally be part of the financial aid award. While loans will be available to supplement other resources, they will not be included in a typical financial aid package. Annual submission of the required application forms guarantees consideration for all forms of financial aid available to Bowdoin students, including grants, jobs, and loans.

## Need-Based Aid

Bowdoin's policy is to meet a student's full financial need, as calculated by the College using institutional need-based financial aid policies, for each year in which they qualify for aid. Financial need is the difference between Bowdoin's costs and the family's share. The College derives the family share from parental income and assets, household size, student assets, student earnings, and other resources such as gifts or non-College scholarships, available to supplement educational costs.

## Need-Blind Admission

Bowdoin practices need-blind admission. Need-blind means that the ability to pay the College's tuition and fees is not part of the decision to admit a student. The College seeks highly motivated students who are interested in an undergraduate experience that will allow them to explore their academic interests and contribute to a vibrant residential community. Those students come from a wide variety of family backgrounds and economic circumstances, and Bowdoin believes in creating opportunity for all students regardless of family income.

Available resources limit our ability to be need-blind for all admission categories. For international, wait-list, and transfer students Bowdoin may be "need aware" during the admission process, and a family's finances may be a factor in the final admission decision. If admitted, students from these groups will have their full need met based on standard policies assuming the student's financial aid file is complete by published deadlines.

## Bowdoin's Financial Aid Resources

Over 70 percent of Bowdoin's grant budget comes from endowed funds given by alumni and friends of the College. In 2018–2019, from funds it administers, Bowdoin distributed \$48.4 million in need-based grants, loans, and earnings. Grants from all sources exceeded \$45 million in

2018–2019, with just under 48 percent of the student body receiving need-based assistance. In the Class of 2023, 50 percent of the entering class received need-based grants. The average Bowdoin College award for incoming students was \$50,284 (including Bowdoin grant, SEOG, Pell, and campus job).

Information on the availability of financial aid is accessible through the College's Student Aid Office. The Office of Development can answer any questions regarding endowed funds and the establishment of such funds.

## Eligibility for Aid

To be eligible for grant aid at Bowdoin College, a student must:

1. Be a degree candidate who is enrolled or is accepted for enrollment on at least a half-time basis; and
2. Demonstrate financial need, as determined by the College through our institutional policies and procedures.

In addition, to qualify for any of the programs subsidized by the federal government, a student must be a citizen or an eligible non-citizen and apply for federal aid using the FAFSA.

A student is normally eligible for Bowdoin aid for a maximum of eight semesters of study. The College's Financial Aid Committee may award a ninth semester of aid if circumstances warrant it and approved by the dean's office in cooperation with the Financial Aid Committee.

## Determination of Need

Bowdoin determines a student's financial aid award from information submitted on the CSS Profile, FAFSA, and federal income tax returns and/or other requested documents (see Financial Aid Instructions).

Parents or legal guardians are responsible for the student's educational expenses, according to their financial ability to contribute. Divorce or separation of a student's parents does not absolve either parent from this obligation.

Bowdoin's need-based financial aid formula considers a student's assets when evaluating need for institutional grant resources. The formula also takes into consideration the number of dependents in the family household, as well as the number of dependents enrolled in undergraduate degree programs.

Students are also expected to contribute to the cost of education by earning income during the summer and over the course of the academic year. This expected student contribution will vary depending upon current policies.

The sum of these resources when subtracted from Bowdoin's cost determines the student's need and Bowdoin's financial aid award.

## Types of Aid Awards

### First-Year Student Awards

Approximately 250 entering students receive financial aid awards each year to help meet their expenses. Recently these awards have ranged from \$1,000 to over \$66,000. Normally, financial aid recipients receive an award with their letter of Admission to the College. Awards become final after trustees approve the academic year costs and students complete all required documents.

## Upperclass Awards

All continuing students applying for aid must submit all required application material by the published deadlines each year. Grant awards change each year as a function of changes in costs, family income, and net worth including home and business equity, family size, and number of children attending undergraduate college on a full-time basis. For a more complete description of Bowdoin's financial aid program, visit the Office of Student Aid website (<https://www.bowdoin.edu/student-aid>).

## Bowdoin National Merit Scholars

Current Bowdoin National Merit Scholars with continued demonstrated financial need each year at Bowdoin receive a renewable \$2,000 award. Remaining financial need is met with grant and a modest level of employment. Recipients of these awards who do not demonstrate financial need at Bowdoin receive a \$1,000 recognition award, renewable each year. Beginning with Fall 2020 all new recipients will receive \$1,000 annually regardless of need level.

## Student Loans

While loans are no longer part of a standard financial aid offer, most students may borrow to supplement other resources and defray the family's share of educational costs. Federal Direct Loan or Bowdoin Student Loan monies are typically available. Bowdoin helps determine which student loan program will best meet a student's needs.

## Student Employment

Bowdoin's standard financial aid packages include an expectation that the student will work during the summer and academic year. The student may choose to work or not; this decision has no effect on the grant offer.

Bowdoin's student employment program offers a wide variety of opportunities to undergraduates, including direct employment at Bowdoin and at outside agencies represented on the campus or located in the community. Employment opportunities are open to all students who are interested and able to work. For students choosing to have the Student Employment Office assign them a campus job, the First-Year Job Placement Program (FYJPP) assigns students to positions prior to their arrival in the fall. There are over 2,500 campus jobs available in College departments and offices. The annual student payroll currently stands at more than \$1,900,000.

To learn more about student employment, visit the Bowdoin Student Employment Office (<https://www.bowdoin.edu/student-employment>) website.

## International Students

Bowdoin has a limited number of financial aid awards dedicated to international students. The student must file the CSS Profile application for award consideration; the link is available on the Student Aid website. Non-US citizens who do not apply or are not eligible at the time of admission should not expect financial aid during any of their years at Bowdoin.

## Federal Financial Aid Programs Available at Bowdoin

The College participates in the Federal Work-Study Program, the Federal Supplementary Educational Opportunity Grants Program, the Federal Pell Grant Program, and the Federal Direct Loan program previously mentioned. The College also works closely with several states that can provide aid resources to students to help meet educational expenses.

## Veterans Benefits

The degree programs of Bowdoin College meet the standards set by the Maine State Approving Agency for Veterans Education Programs for persons eligible for benefits (G.I. Bill) from the US Department of Veterans Affairs. Bowdoin participates in the Yellow Ribbon program. Students who request veterans' educational assistance are required to have all previous postsecondary experience evaluated for possible transfer credit in order to be eligible for benefits. For more information, contact the Student Aid Office (<https://www.bowdoin.edu/student-aid>).

## Graduate Scholarships

Bowdoin is able to offer a number of scholarships for postgraduate study at other institutions. Grants of various amounts are available to Bowdoin graduates who continue their studies in the liberal arts and sciences and in certain professional schools. Bowdoin provides more than \$400,000 in graduate scholarship assistance to over eighty students annually. Further information about these scholarships is available online or by contacting the Student Aid Office at [sao@bowdoin.edu](mailto:sao@bowdoin.edu).

## Aid Application and Deadlines

Consideration for financial aid is contingent upon receipt of an on-time application each year. All candidates for aid who are United States or Canadian citizens must submit the CSS Profile form by the date specified. US citizens must also file the FAFSA (Free Application for Federal Student Aid).

International candidates must file only the CSS Profile, concurrently with their application for admission.

Whether or not a student receives financial aid from Bowdoin, long-term, low-interest loans under the Federal Direct Loan program are available to US citizens.

When students apply for financial aid at Bowdoin, they agree to provide a complete, signed copy of their federal income tax return, plus any other documentation that may be required. Once the financial aid application is complete, the Student Aid Office will review a candidate's request for assistance.

## Application Deadlines

For financial aid consideration, applicants must submit their complete application for admission and all required aid application forms by the appropriate deadlines. Additional information about the admission and financial aid process at Bowdoin is available on the admissions (<https://www.bowdoin.edu/admissions>) and student aid (<https://www.bowdoin.edu/student-aid>) websites. Deadlines for financial aid forms as are follows:

### Domestic Applicants:

Early Decision I:

November 15: CSS Profile, FAFSA, and most recent federal tax returns, including business tax returns (i.e., Schedule C, E, F, Form 1065, Form 1120, and Form 1120S), submitted directly to the College Board's IDOC service.

Early Decision II:

January 1: CSS Profile, FAFSA, and most recent federal tax returns, including business tax returns (i.e., Schedules C, E, F, Form 1065, Form 1120, and Form 1120S), submitted directly to the College Board's IDOC service.

Regular Admission:

February 1: CSS Profile, FAFSA, and most recent federal tax returns, including business tax returns (i.e. Schedules C, E, F, Form 1065, Form 1120, and Form 1120S), submitted through the College Board's IDOC service.

### International Applicants:

International applicants must submit the CSS Profile form by November 15 for Early Decision I applicants, January 1 for Early Decision II applicants, and February 1 for all other applicants.

### Transfer Students:

March 1: CSS Profile, FAFSA, and most recent federal tax returns, submitted through the College Board's IDOC service.

### Returning Students:

January 15: CSS PROFILE, FAFSA, and most recent federal tax returns, submitted through the College Scholarship Service's IDOC service.

Further information about application procedures, eligibility, need calculation and awards—plus descriptions of individual federal, state, and College programs—is available by visiting the Student Aid website (<https://www.bowdoin.edu/student-aid>). Inquiries regarding Bowdoin's student aid programs may be addressed to Office of Student Aid, Bowdoin College, 5300 College Station, Brunswick, ME 04011-8444; Tel. (207) 725-3146; Fax: (207) 725-3864.

**[bowdoin.edu/studentaid](https://www.bowdoin.edu/studentaid)**

# EXPENSES

## College Charges

Fees for the 2019–2020 academic year are listed below. Travel, books, and personal expenses are not included; students must budget for such items on their own. For planning purposes, students and parents should anticipate that tuition and other charges will increase each year to reflect program changes and other cost increases experienced by the College.

Expense	By Semester	Full Year
Tuition <sup>a</sup>	\$27,911	\$55,822
Housing	\$3,686	\$7,372
Board (19-meal plan)	\$3,994	\$7,988
Student Activities Fee <sup>a</sup>	\$264	\$528
Class Dues <sup>a</sup> :		
Seniors	\$30	\$60
Other classes	\$15	\$30
Health Insurance (See Health Care section below)		

<sup>a</sup> Required fees for all students

## Off-Campus Study Fee

The College assesses a fee for participation in off-campus study programs. The fee for 2019–2020 is \$1,500 per program.

## Registration and Enrollment

All continuing students are required to register for courses during registration “rounds” held during the prior semester in accordance with the schedules posted at the College. Any student who initially registers after the first week of classes must pay a \$50 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment Form serves to notify the College that the student is on campus and attending classes. A fee of \$50 is assessed for late submission of the Enrollment Form.

## Payment of College Bills

By registering for courses, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if a student officially withdraws from the College before the start of classes. Students' accounts must be current (namely, payment of all outstanding balances, including any past due balances) for semester enrollment and course registration to occur. A student with a past due account will not be permitted to register for courses or to enroll without the written consent of the College. After the first week of classes, students who have not enrolled for any reason are dropped from courses. A student's access to their residence hall, meal plan, and the library is deactivated at that time. The student is placed on an involuntary leave of absence for the semester (see Academic Standards and Regulations (p. 21)). Degrees, diplomas, and transcripts are not available to students with overdue accounts.

Bills for tuition, board, room rent, and fees for the fall and spring semesters are generated and posted online in July and December, respectively. Bills are delivered electronically to students who are enrolled or participating in off-campus study programs. Email notifications are

directed to the students' Bowdoin email accounts. Payment for each semester is due thirty days from the billing date.

Payment may be made by the semester due date, by installment payment plan over the course of the semester, or by combining the two options. Payment plans may be arranged with Tuition Management Systems (TMS); Bowdoin does not operate its own in-house payment plan. Credit cards are not accepted in payment of college charges.

## Veteran Benefit Disbursements

Students using Chapter 33 Post 9/11 GI Bill® Benefits or Chapter 31 Vocational Rehabilitation and Employment Benefits are not prevented from registering and/or enrolling in courses due to a delay in VA disbursement if the student has provided the College with a certificate of eligibility no later than the first day of classes. The College does not impose late fees while waiting for the disbursement. Additionally, students are not denied access to residence halls, dining halls, or the library. Students are not required to borrow additional funds to cover the anticipated benefit.

Students are required to pay the difference of their financial obligation to the College and the anticipated VA education benefit disbursement to participate in registration and/or enrollment.

Students receiving VA benefits must maintain a 1.0 GPA to be eligible to continue to receive these benefits.

## Withdrawals and Refunds

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

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

After adjustments for fixed commitments and applicable overhead expense, refunds for room and board are prorated on a daily basis in accordance with the student's attendance based on the College's calendar. Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds.

College grants, in coordination with other funds received, will be credited in proportion to educational expenses, but in no case will they exceed total charges to be collected. Title IV funds (Federal Pell Grant, Federal Supplemental Grant, and Federal Direct Loans) will be refunded to the source in accordance with federal regulations and in the proscribed order. Federal funds are earned based on the number of days the student is in attendance for the semester. There is no federal refund after the student has attended 60 percent of the semester. Unearned Department of Defense Tuition Assistance funds are returned to the source on a proportional basis through at least the 60 percent portion of the period for which the funds apply. Refunds will be made within thirty days of the student's departure or date of determination of the student's departure, whichever is later.

In the case of a student who must withdraw because of activation for military service, the College will work to identify solutions that will not

result in additional student debt for the required return of funds providing the student's bill was paid in full prior to the withdrawal.

## Financial Aid

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Information about scholarships and other financial aid may be found here (p. 7).

## Room and Board

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

Residence hall suites consist of bedroom(s) and a common room and are furnished with essential furniture. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

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

## Other College Charges

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

## Health Care

The facilities of the Peter Buck Center for Health and Fitness and the Counseling Service are available to all students. All students must maintain health insurance coverage while enrolled at Bowdoin. The College offers its own policy for those students who do not carry comparable insurance. The College's policy provides year-round coverage, whether a student is enrolled at Bowdoin or in an approved off-campus study program. The full-year accident and sickness insurance plan costs \$1,981.

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

## Motor Vehicles

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence, must be registered with the Office of Safety and Security. The registration decals cost \$40 and are valid for the academic year in which they are purchased. Vehicles must be reregistered each academic year. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with the Office of Safety and Security. All students maintaining motor vehicles

at the College are required to carry adequate liability insurance. The College assumes no responsibility for the security of or damage to vehicles parked on campus. Parking on campus is limited and students will be assigned parking space based on availability. Comprehensive information regarding motor vehicles and campus parking is available at [bowdoin.edu/security/parking/](http://bowdoin.edu/security/parking/) and in the *Bowdoin College Student Handbook* online at [bowdoin.edu/studentaffairs/student-handbook/](http://bowdoin.edu/studentaffairs/student-handbook/).

# A LIBERAL EDUCATION AT BOWDOIN COLLEGE

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

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

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

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

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

The success of a Bowdoin education is evident in the capacity of graduates to be informed and critically analytic readers of texts, evidence, and conclusions; to be able to construct a logical argument; to communicate in writing and speaking with clarity and self-confidence; to understand the nature of artistic creation and the character of critical aesthetic judgment; to have the capacity to use quantitative and graphical presentations of information critically and confidently; and to access, evaluate, and make effective use of information resources

in varied forms and media. These fundamental capacities serve as crucial supports for a commitment to active intellectual inquiry—to taking independent and multifaceted approaches to solving complex problems; knowing how to ask important and fruitful questions and to pursue answers critically and effectively; sharing in the excitement of discovery and creativity; and being passionately committed to a subject of study. Graduates should thus have the ability to engage competing views critically, to make principled judgments that inform their practice, and to work effectively with others as informed citizens committed to constructing a just and sustainable world.



# THE MISSION OF THE COLLEGE

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It is the mission of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.

Two guiding ideas suffuse Bowdoin's mission. The first, from the College of the eighteenth and nineteenth centuries, defines education in terms of a social vision. "Literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them . . . but that their mental powers may be cultivated and improved for the benefit of society" (President Joseph McKeen's inaugural address, 1802); "To lose yourself in generous enthusiasms and cooperate with others for common ends . . . ; this is the offer of the College" (President William DeWitt Hyde, 1903). The second idea stresses the formation of a complete individual for a world in flux: there is an intrinsic value in a liberal arts education of breadth and depth, beyond the acquisition of specific knowledge, that will enable a thinking person "to be at home in all lands and all ages" (President Hyde).

At the root of this mission is selection. First, and regardless of their wealth, Bowdoin selects students of varied gifts; diverse social, geographic, and racial backgrounds; and exceptional qualities of mind and character. Developed in association with one another, these gifts will enable them to become leaders in many fields of endeavor. Second, it recruits faculty members of high intellectual ability and scholarly accomplishment who have a passion for education, both of undergraduates and of themselves, as life-long creators and pursuers of knowledge.

The College pursues its mission in five domains:

## 1. Intellectual and Academic

The great mission of the College is to instill in students the love, the ways, and the habit of learning.

**General education in the liberal arts.** The academic disciplines are specialized modes of inquiry through which human beings perceive and intellectually engage the world. Both their power and their limits have led the College to make a long-standing commitment to general education. Specialist faculty cause non-specialist students to become critically acquainted with the perspectives and methods of disciplines in three general divisions of learning: the natural sciences, the humanities and the arts, and the social sciences. The College also sustains programs of interdisciplinary study to reveal complicated realities not disclosed by any single discipline. It requires study outside the perspectives of Europe and the West; and it encourages study abroad to foster students' international awareness and linguistic mastery.

**The major field of study and independent work.** Bowdoin places particular emphasis on the academic major, a concentrated engagement with the method and content of an academic discipline, in which advanced students take increasing intellectual responsibility for their own education. The College provides opportunities for honors projects and independent study, enabling students to engage in research and writing under the guidance of faculty mentors. The arrangement of teaching responsibilities of Bowdoin faculty presupposes professional duties not

only of original scholarship and creative work but also of supervision of advanced student projects.

**Essential skills.** The unevenness of American secondary education, the diversity of student backgrounds, and the demands of college-level work and effective citizenship all require that the College enable students to master essential quantitative and writing skills and skills of oral communication, with the guidance of faculty, other professionals, and qualified student peers.

The College believes that technology is not education, but that it is changing both education and society; and that it must be embraced by pedagogy and research and made easily and dependably available to students, faculty, and staff.

## 2. Social and Residential

Bowdoin students are selected from a large pool of applicants for their intellectual ability, seriousness of purpose, and personal qualities. By design, they differ widely in their backgrounds and talents—be they artistic, athletic, scientific, or otherwise. To enable such students to learn from each other, and to make lasting friendships, the College is dedicated to creating a rewarding and congenial residence life, open to all students, which, with communal dining, is at the core of the mission of a residential college. Bowdoin's system is based on residence halls linked to restored, medium-sized, self-governing College Houses.

The College devotes the talent of staff and faculty, and of students themselves, to the creation of opportunities for student growth and leadership in these residential contexts, reinforced by many volunteer programs and activities, student-run campus organizations, and opportunities to plan careers.

## 3. Athletic

Intercollegiate athletic competition against colleges with shared academic values, and other non-varsity sports, can foster self-control, poise, leadership, good health, and good humor. Bowdoin encourages student participation in professionally coached varsity and club programs, as well as intramural sports, and in an outing club program that enables students to explore and test themselves in Maine's rivers and forests and on its seacoast and islands.

## 4. Esthetic and Environmental

The College is dedicated to constructing and preserving buildings and campus spaces of the highest quality, believing that their beauty and serenity shape campus intellectual and esthetic life and inform the sensibilities of students who as graduates will influence the quality of spaces and buildings in their towns, businesses, and homes. A quadrangle of oaks and pines, ringed with historic architecture, and containing two museums with major collections of art and Arctic craft, deepens a Bowdoin student's sense of place, history, and civilization.

As a liberal arts college in Maine, Bowdoin assumes a particular responsibility to use nature as a resource for teaching and engaging students—notably to help them obtain a broad sense of the natural environment, local and global, and the effects and the role of human beings regarding it.

## 5. Ethical

Implicit in and explicit to its mission is the College's commitment to creating a moral environment, free of fear and intimidation, and where differences can flourish. Faculty and students require honesty in academic work. Coaches instruct that fatigue and frustration are no excuse for personal fouls. Deans and proctors set standards of probity and decency and enforce them, with student participation, in College procedures. Yet, recognizing that life will present graduates with

ambiguities that call for certainty less than for balance and judgment, Bowdoin makes few decisions for students, academically or socially—perhaps fewer than do many other residential colleges. It does so believing that students grow morally and sharpen personal identity by exercising free individual choice among varied alternatives, curricular and social. But the College also causes these decisions to occur in a context of density and variety—of ideas, artistic expression, and exposure to other cultures and other races—so that personal identity will not become an illusion of centrality.

Bowdoin College seeks to be a fair, encouraging employer of all those who serve the institution, providing opportunities for professional development, promotion and personal growth, and recognizing the value of each individual's contribution to its educational mission.

From its history of more than two hundred and twenty five years and its inheritance of buildings and endowment that are the gifts of Bowdoin alumni there derives a corollary. If the College is to pursue its educational purposes in perpetuity, its mission is also a provident and prudential one. Succeeding generations of members of the College must carry the costs of their own enjoyment of its benefits; as alumni they remain a part of Bowdoin, assuming responsibility for renewing the endowments, programs, and buildings that will keep Bowdoin a vital, growing educational force for future generations of students and faculty.

Finally, Bowdoin's intellectual mission is informed by the humbling and cautionary lesson of the twentieth century: that intellect and cultivation, unless informed by a basic sense of decency, of tolerance and mercy, are ultimately destructive of both the person and society. The purpose of a Bowdoin education—the mission of the College—is therefore to assist a student to deepen and broaden intellectual capacities that are also attributes of maturity and wisdom: self-knowledge, intellectual honesty, clarity of thought, depth of knowledge, an independent capacity to learn, mental courage, self-discipline, tolerance of and interest in differences of culture and belief, and a willingness to serve the common good and subordinate self to higher goals.

## Environmental Mission Statement

The Bowdoin College community—being mindful of our use of the earth's natural resources, our impact on the environment of coastal Maine, and our responsibilities as members of a leading liberal arts college dedicated to serving the common good—recommit ourselves to environmental awareness and responsibility, and to actions that promote sustainability on campus and in the lives of our graduates.

This reaffirmation by the College of long-held principles comes at a time when the consequences of inaction are no longer abstract or shrouded in uncertainty. Although study and deliberation must continue, our accumulated knowledge about the effects of climate change demands the identification and implementation of effective solutions that will protect the environment while advancing economic development and security here and abroad. It is clear that we must conduct ourselves in a manner that meets our needs today without jeopardizing the ability of future generations to meet their own.

Bowdoin's ongoing efforts on behalf of sustainability and environmental stewardship take place in our classrooms, on campus, in our coastal research facilities, and in the community.

- As an educational institution that has long derived great benefit and much of its identity from the natural beauty of Maine, Bowdoin has a special obligation to challenge its students and faculty to examine, discuss, and debate issues of ecological preservation, social

justice, economic viability, and global responsibility. Accordingly, the College will continue to incorporate environmental awareness into the daily lives of students, and will ensure that Bowdoin graduates have the ability, knowledge, and intellectual flexibility to confront these complex issues through effective analysis and the application of creative thought, sound judgment, and ethical action.

- In its daily operations, the College will continue to reduce waste and pollution through conservation, recycling, and other sustainability practices. These efforts will continue to include the investigation and implementation of new technologies and methods aimed at reducing Bowdoin's impact on the environment.
- Bowdoin will also maintain its leadership role in the community by applying research and volunteer effort toward identifying and helping to solve the environmental challenges of Brunswick and Maine.

It is clear that actions taken or dismissed today will define the future condition of our world and society. As educators, scholars, and citizens long dedicated to the common good and privileged to "count Nature a familiar acquaintance," we, the members of the Bowdoin community, pledge ourselves and our efforts to this cause and to a just and sustainable future.

# THE CURRICULUM

Bowdoin offers a course of study leading to the degree of bachelor of arts. Bowdoin students must design an education in the context of their own developing goals and aspirations and in relation to the College's vision of a liberal education, its distribution and division requirements, and the requirements of a major field of study. The College requires students to seek breadth in their education through a set of distribution and division requirements that stimulate students to navigate the curriculum in ways that encourage exploration and broaden students' capacities to view and interpret the world from a variety of perspectives.

To graduate, a student must also complete an approved major. The major program challenges students to develop a deeper understanding and self-assurance as independent and creative contributors to an area of study. Students choose a major, using the departmental, coordinate, or interdisciplinary approaches available at Bowdoin, as a way to engage a discipline in depth.

The College's curriculum introduces students to academic disciplines that bring conceptual and methodological traditions to bear in teaching disciplined inquiry, analysis, argument, and understanding. Throughout their four years, students build intellectual capabilities, self-confidence as independent thinkers and problem-solvers, and come to know the pleasures of discovering and developing proficiencies in new areas of knowledge. A liberal education founded in both breadth and depth teaches students how to continue learning as the world changes and demands new perspectives, knowledge, and skills. All courses completed satisfactorily during the first two years count toward Bowdoin's general education requirements—the thirty-two credits required for the degree.

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

A vital part of the educational experience takes place in the interaction between students and their academic advisors. Each student is assigned a pre-major academic advisor at the start of the first year. The pre-major academic advising system is intended to help students take full advantage of the first two years at Bowdoin and begin to plan the remaining years.

It provides a framework within which a student can work with a faculty member to make informed academic decisions. Such a partnership is particularly important during the period of transition and adjustment that typically takes place during the first year in college. Academic advisors make recommendations about courses, combinations of courses, or direct students toward other resources of the College. They may also play a role at moments of academic difficulty. The effectiveness of the system depends on the commitment of the student and the advisor. Students must declare their majors in the fourth semester of their college enrollment and afterwards are advised by faculty members of their major

departments. Bowdoin maintains academic progress records that both advisors and students can access throughout the student's career on the Polaris Degree Progress page (the student information system).

## Academic Requirements for the Degree

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

- successfully passed thirty-two full-credit courses (or the equivalent);
- spent four semesters (successfully passed sixteen credits) in residence, at least two semesters of which have been during the junior and senior years;
- completed a first-year seminar; this should normally be completed by the end of the first semester and must be completed by the end of the second semester in college;
- completed at least one full-credit course (or the equivalent) in each of the following five distribution areas—mathematical, computational, or statistical reasoning; inquiry in the natural sciences; exploring social differences; international perspectives; and visual and performing arts; these should normally be completed by the end of the fourth semester in college (the end of the student's sophomore year);
- completed at least one full-credit course (or the equivalent) in each of the following three divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities (in addition to the required course in the visual and performing arts); and
- completed all of the requirements for an approved major.

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

## Distribution Requirements

Students must earn at least one full credit for a letter grade (unless the course is only graded Credit/D/Fail, i.e., some courses in theater and dance and music) in each of the following five distribution areas:

- **Mathematical, Computational, or Statistical Reasoning (MCSR).** These courses enable students to use mathematics and quantitative models and techniques to understand the world around them either by learning the general tools of mathematics and statistics or by applying them in a subject area.
- **Inquiry in the Natural Sciences (INS).** These courses help students expand their understanding of the natural sciences through practices associated with questioning, measuring, modeling, and explaining the natural world.
- **Exploring Social Difference (ESD).** These courses develop awareness and critical understanding of differences in human societies (such as class, environmental resources, ethnicity, gender, race, religion, and sexual orientation). ESD courses build the analytic skills to examine differences within a society and the ways they are reflected in and shaped by historical, cultural, social, political, economic, and other processes.
- **International Perspectives (IP).** These courses assist students in developing a critical understanding of the world beyond the United States. IP courses provide students with the tools necessary to analyze non-US cultures, societies, and states (including indigenous societies and sovereign nations within the United States and its territories), either modern or historical.
- **Visual and Performing Arts (VPA).** These courses help students expand their understanding of artistic expression and judgment

through creation, performance, and analysis of artistic work in the areas of dance, film, music, theater, and visual art.

First-year seminars, independent study courses, and honors projects do not fulfill any of the five Distribution Requirements. Further, these requirements may not be met by Advanced Placement or International Baccalaureate credits and may only be satisfied with courses taken at Bowdoin. These requirements should be completed by the end of the student's fourth semester in college. A course will be counted as meeting a Distribution Requirement if a student earns a grade of D or better; courses will only be counted if they are taken for a letter grade, though courses will count if they are required to be taken for a Credit/D/Fail grade. Students may not count the same course toward more than one Distribution Requirement. Also note that the requirement of completing a first-year seminar will only be met if the seminar is taken for regular letter grades.

## Division Requirements

Students must earn at least one full credit from each of the following three divisions of the curriculum:

- **Natural Science and Mathematics (a)**
- **Social and Behavioral Sciences (b)**
- **Humanities (c)**

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

## The Major Programs

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, two departmental majors (a double major), a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. The requirements for completing specific majors and minors in each department are presented in detail on the Departments, Programs of Instructions, and Interdisciplinary section (p. 32). Interdisciplinary majors are described here. (p. 250) In certain majors, students declare a concentration, which is a focused course of study within a broader major.

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

not declare a new major after the first semester of the senior year. Special procedures exist for student-designed majors. These are described below.

## Departmental and Program Majors

Departmental and program majors are offered in the following areas:

- Africana Studies
- Anthropology
- Art History
- Asian Studies
- Biochemistry
- Biology
- Chemistry
- Classics
- Computer Science
- Earth and Oceanographic Science
- Economics
- English
- Francophone Studies
- Gender, Sexuality, and Women's Studies
- German
- Government and Legal Studies
- Hispanic Studies
- History
- Italian Studies
- Latin American Studies
- Mathematics
- Music
- Neuroscience
- Philosophy
- Physics
- Psychology
- Religion
- Romance Languages and Literatures
- Russian
- Sociology
- Theater and Dance
- Visual Arts

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

## Coordinate Major

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. Coordinate majors are offered in education and environmental studies. For a specific description of these majors, see here (p. 148) and here (p. 174).

## Interdisciplinary Major

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

requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

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

These are:

- Art History and Archaeology
- Art History and Visual Arts
- Chemical Physics
- Computer Science and Mathematics
- English and Theater
- Mathematics and Economics
- Mathematics and Education
- Physics and Education

For complete descriptions of these interdisciplinary majors, see here (p. 250).

## Student-Designed Major

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

## The Minor

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

The following departments and programs offer a minor:

- Africana Studies
- Anthropology
- Arabic
- Art (Art History or Visual Arts)
- Asian Studies (Asian Studies, Chinese, or Japanese)
- Biology
- Chemistry
- Cinema Studies<sup>a</sup>
- Classics (Archaeology, Classical Studies, Classics, Greek, or Latin)
- Computer Science
- Earth and Oceanographic Science
- Economics (Economics or Economics and Finance)
- Education
- English

- Environmental Studies
- Gender, Sexuality, and Women's Studies
- German
- Government and Legal Studies
- History
- Latin American Studies
- Mathematics
- Middle Eastern and North African Studies
- Music (Music or Music Performance)
- Philosophy
- Physics
- Psychology
- Religion
- Romance Languages and Literatures (Francophone Studies, Hispanic Studies, or Italian Studies)
- Russian
- Sociology
- Theater and Dance (Theater or Dance)

- a This program only offers a minor.

# ACADEMIC STANDARDS AND REGULATIONS

## Information about Courses

### Course Credit

Most Bowdoin courses earn one full credit, which is equal to four semester hours, and are considered to have equal weight toward degree requirements. A few courses, such as music performance courses, generally earn one-half credit each. In accordance with federal regulations, Bowdoin courses that count for one credit typically meet for three hours a week, with the expectation that a minimum of nine additional hours a week will be spent in lab, discussion group, film viewings, or preparatory work.

### Course Load

All students at Bowdoin are full-time students and, in order to make normal progress toward the degree, are expected to register for no fewer than four credits each semester.

- Students may not take fewer than three credits per semester without approval from the Recording Committee;
- Students may not take more than five credits without approval from their academic advisor(s) and dean;
- First-year students may not take fewer than four credits per semester without the approval of both their academic advisor and the dean of first-year students;
- Students may not take more than four credits while on academic probation without approval from the Recording Committee.

Seniors may be required to take one course per semester in their major department, at the department's discretion. Students should note that if they choose to take three courses, they may not elect Credit/D/Fail for any of them, as per the Credit/D/Fail policy. Taking courses Credit/D/Fail may impact a student's ability to qualify for awards such as the Sarah and James Bowdoin Scholars. Bowdoin College also admits a small number of special students each year. These students may follow alternative policies guiding course load and other rules. Please contact the Office of Admissions or the Office of the Registrar for more information.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits during any of their eight semesters at Bowdoin. A student may be granted a tuition reduction for taking fewer than three credits only if a ninth semester is required to complete the degree and they have previously been a full-time Bowdoin student for eight semesters. All such appeals should be made in writing to the dean for student affairs and the head of finance and administration.

### Attendance and Examinations

Students are expected to attend the first meeting of any course in which they are registered. Students who do not attend the first meeting may be dropped from the course at the discretion of the instructor, but only if the course was officially full before the first day of the semester. Regular attendance at classes is expected and individual instructors may establish specific attendance expectations. At the beginning of each semester, instructors will make clear to students the attendance

regulations of each course. If expectations are unclear, students should seek clarification from their instructors.

Attendance at examinations is mandatory. An absence from any examination, be it an hour examination or a final examination, may result in a grade of F. In the event of illness or other unavoidable cause of absence from examinations, instructors should expect to hear directly from students regarding their absence. In certain circumstances, if students are unable to communicate with faculty directly, faculty may receive notice from the Office of the Dean of Students. Students bear ultimate responsibility for arranging make-up or substitute course work. In unusual cases (family and personal emergencies, illness, etc.), examinations may be rescheduled by agreement of the course instructor and a dean.

Final examinations of the College are held at the close of each semester and must be given according to the schedule determined each semester by the Office of the Registrar. Extra classes may only be scheduled during Reading Period with permission from the dean for academic affairs. All testing activity is prohibited during Reading Period including but not limited to take-home exams, final exams, and hour exams.

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

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

A student with three one-hour examinations in one day or three final examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor. To initiate this change during final exams only, students must obtain an Examination Rescheduling Form from the Office of the Registrar at least two weeks in advance of the conflicting exams. For in-class examinations taking place during the semester, students should make arrangements directly with the faculty members. Other changes may be made for emergencies or for educational desirability, but only with the approval of the Office of the Dean of Students.

In recognition of Bowdoin's commitment to a diverse and inclusive student body and the variety of religions observed and practiced by our students, faculty are encouraged to avoid conflicts between in-class examinations and other significant academic work and major religious holidays. The calendar below was developed in collaboration with the director of religious and spiritual life and includes major observances of the officially recognized religious groups at Bowdoin.

Students are expected to declare their intention to observe religious holidays at the beginning of the semester, and to work with an instructor when there is a conflict with a scheduled examination, paper, or project due date and a significant religious holiday observed by the student so

that, when warranted, alternative arrangements for completing the work may be made.

Students or faculty who have any questions regarding how best to balance the academic calendar alongside religious observances are encouraged to consult with the director of religious and spiritual life.

Date	Event
September 29– October 1, Sun.– Tues.	Rosh Hashanah, begins at sundown on September 29 and concludes at sundown on October 1
October 8–9, Tues.–Wed.	Yom Kippur, begins at sundown on Oct. 8 and concludes at sundown on Oct. 9
October 27, Sunday	Diwali
April 8–16, Wed.–Thurs.	Passover, begins at sundown on April 8 and concludes at sundown on April 16
April 10, Friday	Good Friday
April 12, Sunday	Easter
April 24–May 23, Fri.–Sat.	Ramadan, begins at first light on April 24 and concludes at last light on May 23
May 24–26, Sat.–Tues.	Eid-al-Fitr, begins at sundown on May 24

## Course Registration and Course Changes

Students register for courses each semester by obtaining their academic advisor's approval of their course requests and submitting them by the deadline specified by the Office of the Registrar. An advisor's release of the "Advisor Hold" in Polaris indicates that the advisor and student have discussed the student's course selections. Since most courses have maximum and minimum registration limits as well as registration priorities, students cannot assume they will be registered for their top-choice courses. Consequently, students should participate in all available "rounds" of registration to have their alternate course choices considered and to make adjustments to their schedules. For more information on advising, please see here (<https://www.bowdoin.edu/dean-of-students/student-handbook>).

Registration for continuing students occurs at the end of the prior semester, generally about six weeks before final examinations. Registration for first-year and transfer students occurs during orientation. Students who are studying away are strongly encouraged to register at the same time as students who are on campus; the Office of the Registrar provides registration instructions and information at [bowdoin.edu/registrar](http://bowdoin.edu/registrar) and sends registration instructions to students at their Bowdoin email addresses. Registration in courses is complete only when students submit the Enrollment Form, which must be submitted by the end of the first week of classes. This form verifies that a student is on campus and attending classes. A student who does not submit the Enrollment Form may be removed from all classes and barred from using many of the services of the College including but not limited to, dining services, library services, and fitness services. Enrollment Forms submitted late are subject to a \$50 fine. Any student who registers initially for courses after the first week of classes must pay a \$50 late fee.

Students may adjust their course schedules by participating in the course add/drop process. Instructions for this process are provided by the Office of the Registrar. An instructor will allow a student to add a course if the following three conditions have been met:

1. the student has the necessary qualifications, including but not limited to the course prerequisites;
2. the student and instructor have agreed on how missed class material and assignments will be managed;
3. there is room in the course or the instructor may choose to override the class enrollment limit and allow additional students to register.

Normally, no course may be added after the second week of classes. Students may drop courses without permission during the first two weeks of the semester. Students in their first semester at Bowdoin may drop courses in the third through the sixth weeks with the permission of their dean and advisor. Students in their second semester or later may drop a total of two courses in their Bowdoin career during weeks three through six of a semester with the permission of their academic advisor. This is a serious decision that can impact the completion of a student's education and should only be made in extenuating circumstances. If a student has previously dropped two courses after the second week of the semester in their second semester or beyond, the student will need to petition the Recording Committee for subsequent requests to drop a course during that period. At no time may a student drop below three courses during any semester without permission from the Recording Committee. Any student who wants to add a course after the two-week deadline must also petition the Recording Committee. Generally, petitions are only approved if the student can show extreme personal or medical reasons for the lateness of the change. Any course dropped between the first week and end of the sixth week of the semester through Extended Drop will not appear on a student's transcript; anything dropped by the Recording Committee will appear on the transcript with a grade of W (for Withdrawn). In order to add a course late, a student must have been attending the course from the very beginning of the semester and have instructor permission. Documentation may be required. Course changes approved by the Recording Committee will require payment of a \$50 late fee per change, unless the change is made for reasons outside the control of the student.

Students will not receive a grade for a course unless they have completed all steps to register for or add the course. Also, students will receive a failing grade for a course they stop attending unless all steps to drop the course have been completed before the deadline. Students are expected to monitor their records in Polaris ([polaris.bowdoin.edu](http://polaris.bowdoin.edu)), the College's student information system; this includes monitoring the courses for which they are registered. Students bear ultimate responsibility for completing the processes that provide the College with an accurate record of their course schedule.

Auditing courses is a privilege extended to students, employees of the College, and community members. Auditors must obtain permission from the course instructor before attending the first class and follow their guidelines regarding in-class participation. Auditors are generally not permitted in full courses and are not allowed to attend first-year seminars. The College reserves the right to restrict the number of courses audited by any one person and to limit the total number of auditors on campus at any particular time. Transcripts are not offered for audited courses.

## Independent Study

With approval of a project director, normally a faculty member, a student may elect a course of independent study for which regular course credit will be given. A department will ordinarily approve one or two semesters of independent study. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases that have the support of

the department, credit may be extended for additional semester courses beyond two.

There are normally two levels of independent study and each should be registered for using a paper registration form under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered 2970–2998. An independent study that will culminate in substantial and original research or in a fine arts, music, or creative writing project shall be numbered 4000–4028. If a student, in consultation with a department, intends to pursue honors, the student can register for an appropriate honors project course number, 4050–4079. If a department determines that a project does not meet the standards for honors, the course number(s) for one or two semesters of independent study will be changed to 4000–4028. Collaborative studies allow students to work in small groups guided by a member of the faculty. Intermediate collaborative studies are numbered 2999; advanced collaborative studies are numbered 4029. Independent and collaborative studies may not be taken on a Credit/D/Fail basis.

In independent study and honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular letter grade. An S grade must be converted to a regular letter grade by the end of the subsequent term. All independent study grades must be regular letter grades by the end of the project's final semester.

## Course Grades

Course grades are defined as follows:

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

Courses that are dropped through the Recording Committee will be indicated with a W (for Withdrew) on the student's transcript.

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

Once reported, no grade is changed (with the exception of clerical errors) without the approval of the Recording Committee. Recorded grades cannot be changed on the basis of additional student work without approval of the Recording Committee. If students are dissatisfied with a grade received in a course, they should discuss the problem with the instructor. If the problem cannot be resolved in this manner, the student should consult with the chair of the department and, if necessary, with an associate dean in the Office of the Dean for Academic Affairs who will

consult with the department as needed. The student may request a final review of the grade by the Recording Committee.

Most departments will not accept as prerequisites, or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit will be given for successful completion of a given course. For grades recorded prior to Fall 2013, only the first grade earned in a repeated course is counted in a student's GPA; beginning with grades recorded for Fall 2013, all grades earned in repeated courses are counted in a student's GPA. Bowdoin does not round up semester or cumulative GPAs. Instead, GPAs are truncated to display the first three decimals.

## Credit/D/Fail Option

A student may choose to take a limited number of courses with the Credit/D/Fail grading option, as opposed to earning regular letter grades. A course may be changed from letter grades to Credit/D/Fail or vice versa up until the end of the sixth week of classes using the process established by the Office of the Registrar. When a student chooses the Credit/D/Fail grading option, a grade of CR (Credit) is given if the student produces work at a level of C- or above, a grade of D is given if the student produces work at a D level, and a grade of F is given otherwise.

In any given semester, a student must be registered for a minimum of 4.0 total credits to elect the Credit/D/Fail grading option for a course. A student who has 5.0 or more credits in their semester course load may elect to take an additional course on a Credit/D/Fail basis. A student may elect the Credit/D/Fail grading option for up to four courses within the 32 credits required for graduation; courses in excess of the 32 credits required may be taken Credit/D/Fail beginning with the semester following the one in which the 32 credits are completed and as long as the semester course load totals 4.0 credits or more. No more than two courses per semester can be taken Credit/D/Fail after the required 32 credits are earned. Courses that are only graded Credit/D/Fail (music ensemble and dance and theater performance courses, as examples) are not counted within these restrictions. Please note that taking courses Credit/D/Fail may impact eligibility for the Sarah and James Bowdoin Scholar award.

Most departments and programs require that all courses taken to satisfy requirements for the major or minor be taken for regular letter grades. Please see specific department and program requirements for details. Courses taken to satisfy the College's first-year seminar requirement must be graded with regular letter grades, and courses satisfying distribution and division requirements must also be taken for regular letter grades (unless CR, D, and F are the only grades given for the course). An independent study, collaborative study, or honors project must be graded with regular letter grades.

A grade of CR (Credit) will not count toward a student's GPA. A grade of D or F received on the Credit/D/Fail grading scale will count toward a student's GPA, and it will count toward academic standing (probation, suspension, and dismissal).

## Incompletes

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the dean of students and the instructor, a grade of INC (Incomplete) may be recorded.



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

## Comment and Failure Cards

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

At the end of each semester, instructors issue Failure Cards to students who fail courses. These notations provide precise reasons for a student's failing grades. Students and academic advisors generally find these comments instructive as they plan future course work.

## Transcripts

The Office of the Registrar will furnish official transcripts upon receipt of a request through the National Student Clearinghouse that includes the student's signature. There is no charge for transcripts unless it is requested that materials be sent by an overnight delivery service. Current students may access their unofficial academic history via Polaris.

## Statement of Student Responsibility

The College's *Bowdoin College Catalogue and Academic Handbook* is available online to every Bowdoin student at [c \(http://bowdoin.edu/academic-handbook\)](http://bowdoin.edu/academic-handbook)atalogue.bowdoin.edu. Also, students have access to their academic records on Polaris, the College's student information system. In all cases, the student bears ultimate responsibility for reading and following the academic policies and regulations of the College and for notifying the Office of the Registrar of any problems in their records.

## The Award of Honors

### General Honors

General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of

sixteen credits required for the computation. To compute the average, an A is assigned four points; a B, three points; a C, two points; a D, one point; and an F, zero points. Plus (+) or minus (–) modifiers add or subtract three-tenths of a point (0.3). Half-credit courses are weighted as one-half course. Credit grades (CR) are omitted from the computation, but a D or F grade received in a course taken on a Credit/D/ Fail basis does count. Beginning with grades recorded for Fall 2013, all grades earned in repeated courses are included <sup>a</sup>. The resulting grade point average (GPA) is not rounded but truncated to display the first three decimals. A degree *summa cum laude* is awarded to the top 2 percent of the graduating class as calculated by GPA; a degree *magna cum laude* is awarded to the top 8 percent of the graduating class as calculated by GPA; and a degree *cum laude* is awarded to the top 20 percent of the graduating class as calculated by GPA. It is Bowdoin's policy not to disclose the GPA ranges that determine Latin Honors as they shift with each class.

<sup>a</sup> In the case of a course taken at Bowdoin one or more times prior to Fall 2013, only the first grade is included.

## Departmental Honors: The Honors Project

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

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

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic performance, or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors. Honors projects cannot be collaborative.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. Students must complete an honors project to be eligible for departmental or program honors. If a student, in consultation with a department, intends to pursue honors, the student will register for an appropriate honors project course number, 4050–4079. All written work accepted as fulfilling the requirements for departmental honors is to be deposited in the Bowdoin College Library. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters and the course number will be changed to 4000–4028.

## Sarah and James Bowdoin Scholars (Dean's List)

Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the top 20 percent of students, as calculated by

grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded with regular letter grades and seven credits of which were graded with regular letter grades or non-elective Credit/D/Fail grades. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be graded Credit/D/Fail, but only one credit may be for a course(s) the student elected to take with the Credit/D/Fail grading option. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors.

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

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

It is Bowdoin's policy not to disclose the GPA ranges that determine Sarah and James Bowdoin Scholars, as they can shift.

## Deficiency in Scholarship

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

## Academic Probation

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

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

*Note:* Under some circumstances, a student may qualify for academic suspension. See Academic Suspension below.

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

## Academic Suspension

Students are placed on academic suspension if they:

- receive two Fs, one F and two Ds, or four Ds in any semester; or
- receive one F or two Ds while on academic probation; or
- receive during their tenure at Bowdoin a total of six Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

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

## Dismissal

Students will be subject to dismissal if they:

- incur a second academic suspension; or
- receive during their tenure at Bowdoin a total of seven or eight Ds (or some combination of Fs and Ds where one F is equivalent to two Ds), after having previously been placed on academic suspension; or
- receive during their tenure at Bowdoin a total of nine Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

In addition to being subject to the standards outlined above, students receiving VA benefits must also maintain a 1.000 GPA to be eligible to continue to receive their VA benefits.

## Other Academic Regulations

### Personal Leave of Absence

Students may, with the approval of a dean, and in consultation with their academic advisor, interrupt their Bowdoin education and take a voluntary personal leave of absence to pursue other interests for one or two semesters. A personal leave of absence functions as a withdrawal from the College, during which time the student is not enrolled at the College. If a student intends to take a personal leave from the College, they should review associated information (<https://www.bowdoin.edu/registrar/students/completing-degree/withdrawal.html>), meet with their dean, complete the Intent to Withdraw Form (<https://www.bowdoin.edu/>

registrar/pdf/intent-to-withdraw-form.pdf), and return it to the Office of the Dean of Students.

The conditions governing a personal leave of absence are as follows:

1. Students must be in good academic and social standing at the end of the semester immediately prior to the start of the leave.
2. Leaves typically begin at the start of a regular semester and may not extend beyond two semesters. Exceptions may be granted by the dean of students.
3. A personal leave may not be used in lieu of a voluntary medical leave.
4. Leaves of absence, extensions, or terminations of leaves must have the approval of a dean.
5. Students on personal leave are not considered enrolled at Bowdoin and are expected to leave the College community. Exceptions may be granted by the dean of students.
6. Students on leave may not transfer academic credit to Bowdoin for course work taken while on leave without prior approval as set forth below.
7. Students should be aware that taking a leave may affect their class standing.
8. Students should be aware that taking a leave may have financial implications related to tuition reimbursement, financial aid, and repayment status of any student loans. Returning students retain financial aid eligibility if they meet applicable deadlines.

Students on leave will be able to participate in course registration for the semester in which they are expected to return. Course registration instructions will be sent to their Bowdoin email. Students returning from leave will be able to participate in the selection of housing via a proxy process and are free to visit campus occasionally without the dean's permission unless otherwise notified. While on leave, students are unable to compete in Bowdoin College athletic programs until after the last day of exams prior to the semester in which they are scheduled to return. Students on leave are typically permitted to submit applications for off-campus study and for student leadership positions for the upcoming semester—including RA, proctor, or house proctor positions—and normal deadlines apply. Students on a voluntary personal leave (and not for academic performance, disciplinary, or medical reasons) do not need to apply for readmission and are expected to return at the conclusion of their leave.

## Medical Leave of Absence

For a variety of reasons, students may find it beneficial to request a leave of absence to address a health condition. In limited circumstances, the College may deem it necessary to require a student to take a medical leave of absence. The medical leave status will continue until the student is prepared to return to the College and is readmitted by the Readmission Committee. This policy outlines the circumstances of such leaves as well as various procedures and conditions, including readmission criteria and processes and implications for the student in terms of academic, financial, insurance, and housing matters.

## Voluntary Medical Leave

A student is encouraged to request a voluntary medical leave in the event that they believe that their physical and/or mental health concerns are significantly interfering with their ability to succeed at Bowdoin and/or that the demands of college life are interfering with recovery, treatment, or safety. A student who, in consultation with either the director of health services or director of counseling services, determines that they need to request a voluntary medical leave should contact their dean to discuss

the terms of the leave as determined by the College. Whenever possible, students intending to go on a medical leave from the College should review associated information (<https://www.bowdoin.edu/registrar/students/completing-degree/withdrawal.html>), meet with their dean, complete the Intent to Withdraw Form (<https://www.bowdoin.edu/registrar/pdf/intent-to-withdraw-form.pdf>), and return it to the Office of the Dean of Students.

## Involuntary Medical Leave

In unusual circumstances, the dean of students or their designee, in consultation with health services and/or counseling services professionals, may determine that a student needs to be placed on involuntary medical leave. In the event such a determination is made, the College will promptly convey that decision in writing to the student. Any student whose situation falls within the following categories may be subject to involuntary leave of absence:

- presents a substantial risk of harm to self or others or is failing to carry out substantial self-care obligations; or
- significantly disrupts the educational or other activities of the College community; or
- is unable to participate meaningfully in educational activities; or
- requires a level of care from the College community that exceeds the resources and staffing that the College can reasonably be expected to provide for the student's well-being.

The involuntary leave determination will be based upon an individualized assessment, reflecting reasonable judgment that relies on current medical knowledge or on the best available objective evidence. The decision will reflect consideration of a number of factors, including the student's ability to safely participate in the College's programs, inclusive of the student's ability to carry out substantial self-care obligations, and will examine whether the student is otherwise qualified, with or without reasonable accommodation, to effectively participate in the College community. The assessment will determine the student's impact on the campus community; the nature, duration, and severity of any risk posed; the probability that a potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk. In particularly urgent situations, the College may require the student to leave campus on an interim basis while it performs the assessment.

## Return from Hospitalization

A student who is hospitalized as a result of a physical or mental health issue may wish to take a medical leave from Bowdoin to recover. If so, the student should follow the voluntary medical leave process set forth herein. In the event the student no longer requires a hospital setting and does not wish to take a medical leave, that student must be evaluated by Bowdoin for readiness to return to campus before the student may return. Note that, in some situations, the hospital may determine that the student is eligible for discharge; however, a separate administrative decision is to be made by Bowdoin with respect to whether or not that student may return to campus. It may be determined, upon such an individualized evaluation, that the student has recovered such that the student no longer requires a hospital setting but may still need more support than the student can receive in a residential college setting. In such situations, a required withdrawal from Bowdoin for medical reasons may be considered to allow for a more extended period of recuperation. In that situation, if the student is unwilling to take a voluntary medical leave, the involuntary medical leave process shall be followed as set forth herein.

## Family Notification

The College reserves the right, consistent with applicable state and federal privacy laws, to notify a parent or guardian of their student's status if circumstances warrant and if it is believed to be in the best interest of the student and the College community.

## Appeal Procedure for Involuntary Medical Leave

If a student believes that the College's decision to place them on an involuntary medical leave and/or the conditions the College may have placed upon the student's return from an involuntary medical leave are unreasonable or that the procedures and/or information relied upon in making the decision were wrong or unfair, the student may appeal the decision. The appeal must be made in writing to the dean for student affairs. Appeals should clearly state the specific grounds for appeal and should present relevant information to support the statements including medical/clinical evidence in support of their position. In such situations, the student may be required to sign a limited release to enable the dean for student affairs or their designee to consult with the student's health care provider on the involuntary leave decision and/or conditions placed upon the student's return. Once notified of the involuntary medical leave, the student has five (5) business days to submit their appeal. The student may not remain on campus during the appeal period. If no timely appeal is submitted, the decision about the involuntary medical leave and any conditions imposed is final. The dean for student affairs or their designee will respond in writing to the student's written appeal within five (5) business days. The response will provide a conclusion as to whether or not the involuntary medical leave is appropriate upon a thorough review of the relevant facts and information. The dean for student affairs reserves the right to request an assessment by an outside medical provider of the College's choice and at the College's expense when it is believed that the information available to the College so warrants. In such instances, a delay in the resolution of the appeal may be necessary.

## Readmission Criteria and Procedures

### General Readmission

A student who has been placed on a leave for academic performance, disciplinary, or medical reasons—whether voluntary or involuntary—must apply for readmission before the student is allowed to return to Bowdoin College.

The student must send a letter to the Readmission Committee in a timely manner, to the attention of the dean of students, requesting formal readmission to the College. That letter must comply with the terms of the student's leave contained in the letter confirming the student's leave (which is typically from the Office of the Dean of Students or the Office of the Registrar). Once the Readmission Committee has reached a decision, the student will be notified by their dean. The decision of the committee is final.

### Readmission Following Medical Leave

Where a student requests readmission following a medical leave, or where the terms of a student's leave otherwise require it, the student must also send to the director of health services and/or the director of counseling services and wellness programs a report from the student's physician and/or health care provider. The report is expected to include discussion of the student's current health status, course of treatment undergone during the leave, and the student's compliance with any treatment plan, as well as any specific recommendations for the student and the College with respect to the student's successful return to Bowdoin. The report will address the following: (a) the student's readiness to return to the academic and co-curricular demands of college life; (b) the student's readiness to live on campus; (c) the student's

ongoing treatment needs; (d) the student's readiness to return to competitive sports, if the student is a collegiate athlete; and (e) any other suggestions that the health care provider deems appropriate.

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

The Readmission Committee will review the information provided by the student and evaluate the appropriateness of the student's return. The committee may request further information from the student's health care providers. In order to provide for such requests, the student will be asked to sign and return a limited release form so that those individuals at the College who are involved in evaluating the student's return may consult with the student's outside health care provider(s) limited to aiding the College in assessing the student's readiness to return to campus life and if so, under what conditions. In addition, the director of health services and/or the director of counseling services and wellness programs may also choose to meet with the student as part of the evaluation. The College reserves the right to request an assessment by an outside medical provider, of the College's choice at the College's expense, when it believes the circumstances so warrant.

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

## Additional Considerations

Students should review associated information (<https://www.bowdoin.edu/registrar/students/completing-degree/withdrawal.html>) to receive further guidance on the implications of withdrawing from the College.

## Academic Implications

**Enrollment Status.** While on leave, the student is not an enrolled student at Bowdoin College. The leave status will continue until the student returns from a personal leave or is readmitted by the Readmission Committee.

**Taking Courses at Other Institutions.** The College strictly regulates the circumstances under which students on leave may transfer credits for courses taken during their leave.

In certain circumstances, the dean of students may approve a limited course load (one or two courses preapproved by the College). Students on a medical leave will typically not be permitted to take courses during leave. If a student on a medical leave seeks approval to take courses during their leave, the student must provide support, in writing, from the student's health care provider. All requests for such course approval must be made in writing to the dean of students. Requests for transferring course credit for more than two courses are seldom granted and require prior approval of the Recording Committee.

In instances of suspensions for disciplinary or academic reasons, the student's suspension letter will provide all pertinent details regarding course work during the suspension, including whether the student has permission to take courses, whether the student is required to take courses, and any parameters regarding when the courses may be taken, among others.

In all cases, if a student enrolls as a degree-seeking student at another institution and later wishes to return to Bowdoin, they must apply through the admission process as a transfer student.

**Off-Campus Study Applications.** Students on personal leave are permitted to submit applications for off-campus study, but must comply with the deadlines for those programs. Questions should be directed to the Office of International Programs and Off-Campus Study.

**Course Registration.** Once a student has been readmitted to the College, they will be able to participate in course registration. Students must consult with their course instructors, advisor, and dean when choosing courses following leave.

**Educational Record Reflection.** The student's transcript will not reflect their leave. In the event a leave occurs after the start of the semester, courses for that semester will be listed on the transcript with grades of "W" (Withdrawn). A copy of the student's leave approval letter will be retained in the Office of the Dean of Students. The handling of the student's educational record is governed by the Family Education Rights and Privacy Act (FERPA). For more information about FERPA and a student's rights under the law, consult Student Privacy Rights Policies in the *Student Handbook*.

## Financial Implications

**Financial Aid Eligibility.** Any student not in attendance for one or more terms, for voluntary or involuntary reasons, should be aware that their withdrawal from the College may affect any financial aid they are receiving and/or any federal loans borrowed while enrolled. The student is advised to consult with the Office of Student Aid to: 1) ensure that all aid forms and required documents have been submitted prior to leaving the College; 2) review any loan repayment obligations that may come due during the leave; and 3) understand the deadlines and form requirements for aid application for return to the College.

**Tuition and Fee Refunds.** Tuition and fee refunds for leaves taken during the course of a semester are made in accordance with the College's refunds policy. For more information, consult the refunds section (p. 13).

**Tuition Insurance.** Tuition insurance is available, but it must be purchased prior to the start of the semester. Questions should be directed to the Bursar's Office.

## Insurance Implications

**Student Health Insurance.** If the student is currently enrolled in the Bowdoin Student Accident and Sickness Insurance Plan, their coverage will continue as specified by the plan policy. If the student waived Bowdoin's plan, they should consult their comparable plan for any exclusions or limitations. Questions should be directed to the student health insurance coordinator.

## Housing Implications

On a case-by-case basis, the College, in consultation with the student's health care providers, may determine that the returning student should not live on campus but is capable of attending classes. In addition, College housing may not be available to the student upon their return,

due to space limitations. Once the student has been readmitted, they can discuss availability and options with the Office of Residential Life. Students on medical leave are ineligible to participate in the spring housing lottery. In the event that College housing is not available, the student may choose to live in housing in the local area. The Office of Residential Life maintains information on local area rental listings. Questions should be directed to the Office of Residential Life.

## Presence on Campus

While a student is on medical leave, or suspension for disciplinary or academic reasons, they will not be permitted to visit campus without prior written permission of the dean of students or their designee. Permission will generally be granted for certain preapproved educational or health treatment purposes only.

## Transfer of Credit from Other Institutions

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. It is normally expected that all of a student's course work after matriculation will be completed either at Bowdoin or in an approved semester- or year-long off-campus study program. (More information about such programs can be found in the section on Off-Campus Study (p. 31).)

Apart from taking courses at Bowdoin or in approved off-campus study programs, the College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

A student may transfer a cumulative total of no more than four credits from study in summer school programs from four-year accredited colleges/universities. The College does not grant credit for work completed through two-year institutions, domestic for-profit institutions, correspondence courses, bridge programs, or abbreviated winter terms ("Jan Plans") or their equivalent at other times of the year, or programs such as HBX CORE. The College does not grant credit for professional or vocational study at other institutions. Beginning with courses taken in the Summer 2014 term forward, students may apply for transfer credit approval for online or hybrid courses. Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students must apply to the Office of the Registrar for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit (<https://www.bowdoin.edu/registrar/students/completing-degree/transfer-credit.html>) requires the approval of the appropriate Bowdoin department chair; in order to make this determination, the department chair will need to see a course description and/or syllabus for each course.

In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed. The College may decline to grant credit if the course or the student's work in the course does not satisfy Bowdoin academic standards. Credit is not awarded for courses in which the student has earned a grade below C- or for courses not graded with regular letter grades. Students are responsible for ensuring these regulations are met.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received

from the other institution. It is the student's responsibility to ensure that the official transcript is sent directly to the Office of the Registrar, and the transcript must arrive in a sealed envelope. Normally the transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be transferred if a longer time period has elapsed.

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

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

**Pre-Matriculation Credit.** Students may have the opportunity to enroll in college-level course work prior to matriculating at Bowdoin. Bowdoin College will consider granting credit for pre-matriculation course work, providing the following criteria have been met:

1. the course work must have been completed on a college campus at an accredited four-year college/university in courses taught by college faculty;
2. the course work must have been completed in a class with matriculated college students;
3. the courses may not have been used to satisfy any high-school graduation requirements; and
4. the course work must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

Bowdoin also recognizes Advanced Placement, International Baccalaureate, and other international exams and may grant credit toward graduation requirements for them. Students should refer to the Advanced Placement and International Baccalaureate rules in effect at the time of their matriculation. Students may receive a maximum of four pre-matriculation credits toward the Bowdoin degree from approved exams or other approved college/university courses.

## Graduation

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

Students may take part in only one Commencement, and they are expected to complete all degree requirements before they participate in graduation exercises. Students with two or fewer credits remaining and who can expect to complete all requirements by the end of the following August may be allowed to participate in Commencement but will not receive a diploma. In such cases, the degree will actually be conferred at

the May Commencement following the completion of all requirements, and the diploma will be mailed to the student at that time. Speakers at Commencement and other students playing visible leadership roles in the ceremony must have completed all requirements for graduation.

## Resignation

Students may resign from Bowdoin at any time. Resignation permanently and irrevocably terminates the student's official relationship with the College. If a student were to desire at some future date to return to Bowdoin, the student would need to reapply to the College through the regular admissions process as a transfer student. Given the permanency of resignation, students are encouraged to discuss their plans thoroughly with advisors, parents, and a dean. In instances where students have been away from the College for multiple semesters, including where students are not on a formal leave or where a leave period has expired, they may be administratively resigned. Furthermore, a student who enrolls in another institution as a degree-seeking student will be administratively resigned.

A decision to resign should be submitted in writing using the Intent to Withdraw Form (<https://www.bowdoin.edu/registrar/pdf/intent-to-withdraw-form.pdf>). Students should also reference other associated information (<https://www.bowdoin.edu/registrar/students/completing-degree/withdrawal.html>).

Upon resignation, tuition and fee refunds are made in accordance with the College's refunds policy.

The *Bowdoin College Catalogue and Academic Handbook* is current as of August 1, 2019. The *Student Handbook* may be updated more frequently after this date and is the authoritative source for information governing student life at Bowdoin.

## The Recording Committee and Student Petitions

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

Students who are seeking exceptions to academic regulations or curricular requirements must petition the Recording Committee (<https://www.bowdoin.edu/registrar/faculty/advising/recording-committee.html>). Petition forms may be obtained from the Office of the Dean of Students or here (<https://www.bowdoin.edu/registrar/pdf/petitionform.pdf>). All petitions require the signature of a dean, and, depending on the nature of the request, some may require supporting documentation from a faculty member, doctor, or counselor. Students are notified of the outcome of their petitions by the secretary of the Recording Committee. Students should note that any courses dropped with Recording Committee permission will result in a W (for Withdrew) being recorded on the students' transcripts.

## The Readmission Committee

The Readmission Committee is chaired by the dean of students and comprises the dean of students and assistant/associate deans of students, director of student aid, director of residential life, a representative from the Office of Admissions, and the THRIVE program director. The director of counseling services and wellness programs, the director of the health services, and the director of student aid serve as advisors to the committee. The committee meets to consider

the petitions of students who are seeking to return from academic suspension, disciplinary suspension, and/or medical leave. Letters requesting readmission and supporting materials should be directed to the dean of students office. Students on academic suspension, disciplinary suspension, and/or medical leave are not eligible to register for classes or make housing arrangements until they have been readmitted. Students seeking readmission are notified of the outcome of their petitions by their dean.

# OFF-CAMPUS STUDY

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## Semester and Academic Year

The Office of International Programs and Off-Campus Study prepares students to “be at home in all lands” through advising and programming that promote intentionality and integration to broaden and enrich the Bowdoin education. Whether off-campus study occurs abroad or in the United States, students are encouraged to participate in semester-long and yearlong programs of off-campus study as an extension of the on-campus educational experience, and expectations are that the courses in which students earn credit toward the degree be in a field of study characteristic of the liberal arts and be academically engaging and complementary to their studies at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of International Programs and Off-Campus Study. If the student wishes to count credits earned in the program toward the major or minor, the approval of the major and minor department is required as well. Students contemplating off-campus study should consult the online Academics Abroad section on the Off-Campus Study website at [bowdoin.edu/ocs](http://bowdoin.edu/ocs); they are urged to begin planning early in the academic year before that in which they hope to study away, and must complete both a registration of intent in November and a full application in February to request permission to study away. Separately, students apply directly to the university or program they wish to attend. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) Approvals of late applications to study off-campus are rare and considered on a case-by-case basis. To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College’s academic standards and form an integral part of a student’s overall academic plan. Approval of individual requests may also be affected by the College’s concern to maintain a balance between the number of students away during the fall and spring terms.

Students are expected to carry a full course load in any off-campus study program, and students typically study away for one or two semesters. If a student wishes to study away for more time, the student needs to petition the Recording Committee. Credit earned is not formally transferred until the Office of the Registrar has received and reviewed appropriate documentation, including the official transcript from the program. In some cases, it may be required that the appropriate Bowdoin department review the student’s completed work.

Bowdoin charges an off-campus study fee. Students on aid should expect that their family contribution toward comprehensive fees should remain the same whether they are on or off campus.

Depending on their academic needs, students normally are expected to select from the options list of approximately one hundred programs and universities kept by the Office of International Programs and Off-Campus Study, which may be found at [bowdoin.edu/ocs/opportunities/our-options/index.html](http://bowdoin.edu/ocs/opportunities/our-options/index.html). (<http://bowdoin.edu/ocs/%20journey/options-list>)

## Summer

A student may also elect to study away during the summer. To transfer credit for courses taken in a summer study-abroad program, a student must gain approval in advance by submitting an Application for Transfer of Credit to the Office of International Programs and Off-Campus Study,

as well as to the Office of the Registrar; refer to Transfer of Credit from Other Institutions in the Academic Standards and Regulations section. Financial aid does not transfer for summer study abroad, nor is the student considered enrolled at Bowdoin for federal reporting purposes.



# DEPARTMENTS, PROGRAMS OF INSTRUCTION, AND INTERDISCIPLINARY MAJORS AND MINORS

The departments and programs of instruction in the following descriptions are listed in alphabetical order. Note that major and minor requirements listed apply to students who matriculate in 2019–2020; other students must follow the major and minor requirements that were in place the year they matriculated.

## Explanation of Symbols Used

Symbol	Definition
*	On leave for the fall semester.
**	On leave for the spring semester.
‡	On leave for the entire academic year.

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

Numbers	Definition
1000–1049	First-year seminars
1050–1099	Courses intended for the non-major
1100–1999	Introductory courses
2000–2969	Intermediate courses and seminars
2970–2998	Intermediate independent studies
2999	Intermediate collaborative study
3000–3999	Advanced courses and seminars
4000–4079	Advanced independent studies, advanced collaborative study, senior projects, and honors projects

### Additional information in the course descriptions

#### Distribution Requirements

Students must earn at least one full credit for a letter grade (unless the course is only graded Credit/D/Fail, i.e., some courses in theater and dance and music) in each of the following five distribution areas:

- **Mathematical, Computational, or Statistical Reasoning (MCSR).** These courses enable students to use mathematics and quantitative models and techniques to understand the world around them either by learning the general tools of mathematics and statistics or by applying them in a subject area.
- **Inquiry in the Natural Sciences (INS).** These courses help students expand their understanding of the natural sciences through practices associated with questioning, measuring, modeling, and explaining the natural world.
- **Exploring Social Difference (ESD).** These courses develop awareness and critical understanding of differences in human societies (such as class, environmental resources, ethnicity, gender, race, religion, and sexual orientation). ESD courses build the analytic skills to examine differences within a society and the ways they are reflected in and

shaped by historical, cultural, social, political, economic, and other processes.

- **International Perspectives (IP).** These courses assist students in developing a critical understanding of the world beyond the United States. IP courses provide students with the tools necessary to analyze non-US cultures, societies, and states (including indigenous societies and sovereign nations within the United States and its territories), either modern or historical.
- **Visual and Performing Arts (VPA).** These courses help students expand their understanding of artistic expression and judgment through creation, performance, and analysis of artistic work in the areas of dance, film, music, theater, and visual art.

#### Division Requirements

Students must earn at least one full credit from each of the following three divisions of the curriculum:

- **Natural Science and Mathematics (a)**
- **Social and Behavioral Sciences (b)**
- **Humanities (c)**

Courses that meet these requirements will be marked with the symbols in parentheses. Additionally, courses that are designated as first-year seminars will be marked with (FYS).

## Africana Studies

### Overview & Learning Goals

### Overview and Learning Goals

Africana studies offers courses in the following fields of study: African American, African, and African diaspora. Over the course of their major/minor in Africana studies, students acquire knowledge and develop skills through course work, independent studies, and, in some cases, a senior honors project. These skills and knowledge include:

- learning about the past and present of the African continent and its diaspora, with a particular focus on the United States, by employing interdisciplinary methods;
- writing clear and concise arguments about the historical, literary, economic, political, social, visual, and religious texts of Africa and its diaspora;
- working collaboratively with peers and/or faculty on research pertaining to African American and African political thought and historical contexts;
- speaking or performing coherently to a diverse audience about a specific topic pertaining to African American and African culture and politics; and
- designing a project using primary and secondary sources regarding Africa and its diaspora.

Department/ Program Website (<https://www.bowdoin.edu/africana-studies>)

## Faculty

Tess Chakkalalal, *Program Director*  
Elizabeth Palmer, *Program Coordinator*

*Associate Professors:* Judith S. Casselberry, Tess Chakkalalal (English), Brian Purnell‡ (History)

Assistant Professor: Ayodeji Ogunnaike

Fellow: Tara Mock

Contributing Faculty: Ericka A. Albaugh, Charlotte Daniels, Guy Mark Foster, David M. Gordon, Chryl N. Laird, Tracy McMullen, Ingrid A. Nelson‡, Patrick J. Rael, Marceline Saibou, Hanétha Vété-Congolo

Faculty and Staff Website (<https://www.bowdoin.edu/africana-studies/faculty-and-staff>)

## Requirements

### Africana Studies Major

The major in Africana studies consists of nine courses. There are two tracks or concentrations:

- *African American*, on the national black experience in the United States; and
- *African and African Diaspora*, on African regional, trans-regional, and African diaspora themes.

Code	Title	Credits
<b>Required Courses</b>		
AFRS 1101	Introduction to Africana Studies	1
Select one Africana studies intermediate seminar (2000–2969)		1
Select one Africana studies senior seminar (3000–3999)		1
Select six additional electives <sup>a,b,c</sup>		6

- a At least five courses at the intermediate or advanced level (2000 or higher)
- b Students in the African American concentration must take a least one course from the African and African Diaspora track.
- c Students in the African and African Diaspora concentration must take at least one course from the African American track.

For both concentrations:

- A maximum of two courses, either as an independent study course or a course taken at another college or university, can count toward the major.
- An approved honors project can count toward the senior seminar requirement.

### Africana Studies Minor

The minor in Africana studies consists of five courses.

Code	Title	Credits
<b>Required courses</b>		
AFRS 1101	Introduction to Africana Studies	1
Select four Africana studies elective courses from either of the two Africana studies tracks <sup>d,e</sup>		4

- d Three of these courses must be at the 2000 and 3000 levels.
- e Only one of these four electives can be an independent study course or a course taken at another college or university.

## Additional Information

### Additional Information and Program Policies

- A first-year seminar in Africana studies counts toward the major or minor in Africana studies.
- Courses that count toward the major or minor must be taken for regular letter grades, and students must earn grades of C- or better.

## Courses

### AFRS 1005 (b, FYS) Women of Color in Politics

Chryl Laird.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Explores the significant roles that women of color have played in American politics and around the world. Begins with the US context, starting in the antebellum era and moving forward by reading biographies/autobiographies that provide voice to the experiences faced by women of color in both traditional and non-traditional political spaces. These include women of color as close confidants to male political figures (first ladies, wives, and mistresses) and as politicians, judges, activists, and revolutionaries. Then shifts to a more global context considering the perspectives of women of color in countries where they have championed gender equality and feminism, and where they have become powerful political actors. (Same as: GOV 1005)

Previous terms offered: Fall 2018, Fall 2017.

### AFRS 1010 (b, FYS) Deconstructing Racism

Fall 2019.

Examines the social, political, and historical evolution of racism as a system and the challenges to studying and eradicating racism in contemporary American society. Investigates the construction of race, the various logics used to justify racial thinking, and the visible and invisible forces that perpetuate racial stratification and inequality in American life. Understands the various political and social debates that complicate and undermine how racism is defined and identified. Explores its impact on individuals, institutions, and cultures in the United States, and the various formal and subversive strategies deployed by individuals and collectives for challenging and combatting it. Emphasis on developing a language for discussing, debating, and writing about race and racism sociologically for public and academic audiences. (Same as: SOC 1010)

Previous terms offered: Fall 2017, Fall 2016, Fall 2015.

**AFRS 1012 (c, FYS) Affirmative Action and United States History**

Every Fall. Enrollment limit: 16.

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.

Previous terms offered: Fall 2016, Fall 2015.

**AFRS 1026 (c, FYS) Fictions of Freedom**

Tess Chakkalakal.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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

Previous terms offered: Fall 2015.

**AFRS 1029 (b, FYS) Buried Treasure, Hidden Curse? Politics of Natural Resource Extraction in Africa**

Non-Standard Rotation. Enrollment limit: 16.

Oil, diamonds, gold. . . riches in the midst of poverty. How can Africa boast so many natural resources and yet remain the poorest continent on earth? What is the "resource curse?" Begins by putting Africa in the context of global resource extraction, oil in particular. Establishes Africa's long pre-colonial experience with trade in iron, gold, salt, and slaves. The colonial period deepened the reliance of many territories on specific resources, a pattern that continues to the present. Uses Burkina Faso as a specific example of gold extraction, contrasting industrial and artisanal mining. Modern streams of prospectors throughout West Africa echo the California gold rush, but with important distinctions. An introduction to political science, the interplay between national and foreign governments, international and domestic firms, and local and migrant prospectors as they vie for access to valuable resources are highlighted. (Same as: GOV 1029)

Previous terms offered: Fall 2018, Fall 2017.

**AFRS 1041 (c, FYS) Congo in Word and Image**

Non-Standard Rotation. Enrollment limit: 16.

Introduces Congo as part of a global discussion about humanity through text, film, music, and art. Studies novels that condemned colonial and post-colonial exploitation of Congolese resources, appreciates staggering Congo art that inspired European artists, and analyzes Congo politics that produced liberators and dictators. Considers ongoing humanitarian interventions in Congo against child soldiering, genocide, and rape. By placing words and images developed by outsiders alongside those of Congolese peoples, explores both the Congo and how the Congo has been conjured as a subject of a global imagination. Note: This course is part of the following field(s) of study: Africa. It fulfills the non Euro/US requirements for history majors and minors. (Same as: HIST 1041)

Previous terms offered: Fall 2015.

**AFRS 1101 (c, ESD) Introduction to Africana Studies**

Judith Casselberry.

Every Fall. Fall 2019. Enrollment limit: 50.

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.

Previous terms offered: Spring 2019, Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**AFRS 1104 (b, ESD, IP) Introduction to African Religions and Cultures**

Deji Ogunnaike.

Every Other Fall. Fall 2019. Enrollment limit: 50.

By 2050, more than one-quarter of the world's population will live in Africa, and yet African people, cultures, and religions are more misunderstood than any other. This course provides an introduction to the varied and diverse peoples and cultures of Africa, taking religion as the starting point for their ways of life. Rather than providing a survey of specific regions and populations, we will focus on broader categories, such as cosmology, family and social structure, history, arts, gender and sexuality, and economics. We will examine the ways traditional forms of religion, Christianity, and Islam have played a fundamental role in shaping the realities of African societies as well as African diaspora traditions. This course is open to all students of all backgrounds and levels of knowledge about Africa. (Same as: REL 1104)

**AFRS 1105 (c) Egyptian Archaeology**

Non-Standard Rotation. Enrollment limit: 50.

Introduces the techniques and methods of archaeology through an examination of Egyptian material culture. Emphasis is placed upon understanding the major monuments and artifacts of ancient Egypt from the prehistoric cultures of the Nile Valley through the period of Roman control. Architecture, sculpture, fresco painting, and other "minor arts" are examined at sites such as Saqqara, Giza, Thebes, Dendera, Tanis, and Alexandria. Considers the nature of this archaeological evidence, its context, and the relationship of archaeology to other disciplines such as africana studies, art history, anthropology, history, and classics. Course themes include the origins and development of complex state systems, funerary symbolism, contacts between Africa and the Mediterranean, and the expression of social, political and religious ideologies in art and architecture. Selected readings supplement illustrated presentations of the major archaeological finds of Egypt. Class meetings include artifact sessions in Bowdoin College Museum of Art. (Same as: ARCH 1103)

Previous terms offered: Spring 2017.

**AFRS 1108 (c) Introduction to Black Women's Literature**

Non-Standard Rotation. Enrollment limit: 50.

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

Previous terms offered: Spring 2019, Fall 2015.

**AFRS 1109 (c, ESD) Black Women's Lives as the History of Africana Studies: Eighteenth and Nineteenth Century**

Tess Chakkalakal; Judith Casselberry.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

In conjunction with the fiftieth anniversary of Africana studies at Bowdoin, this yearlong, two-part course will address debates and issues of Africana studies through the lives of black women. In Part I, students will focus on early Africana studies texts, reading works by and about Phillis Wheatley, Sojourner Truth, Frances Harper, Ida B. Wells, and Anna Julia Cooper. We will take up differences and continuities between these thinkers to understand the politics of respectability, work, representation, sexuality, and family across multiple historical contexts. (Same as: ENGL 1301, GSWS 1301)

**AFRS 1211 (c, IP) Introduction to Music in Africa**

Every Other Year. Enrollment limit: 50.

Introduces students to the rich and diverse musical traditions of sub-Saharan Africa. Covers traditional and modern musical practices from various regions, and explores their roles in social, cultural, and political contexts from historical and contemporary perspectives. Students learn to identify basic regional musical properties and characteristic musical styles. Case studies may include West African dance-drumming, Ghanaian highlife, musical oral historians, "African Ballets," South African a cappella, the protest music of Nigerian Fela Kuti and Zimbabwean Thomas Mapfumo, as well as contemporary hip-hop and religious pop music. Based on lectures, readings, performances by visiting artists, discussions, and audio and video sources. No prior musical knowledge necessary. (Same as: MUS 1211)

Previous terms offered: Fall 2018.

**AFRS 1213 (c, ESD, VPA) Introduction to Caribbean Dances and Cultures**

Adanna Jones.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

From the folkloric dance forms to popular and secular dance practices, this course journeys through various islands and countries of the Caribbean to learn about their various histories and cultures, including the music, costumes, and basic rhythms associated with each particular dance form. This in-studio course provides a general introduction to some of the sacred and popular dances of the Caribbean. Although movement is the primary work of this course, what we learn in class may be supplemented by readings and outside research. \*Please note that no prior experience or training is required. Grading will not be based on technical skill levels, but on mindful, full-bodied participation that demonstrates comprehension and articulation of course materials. (Same as: DANC 1213)

**AFRS 1241 (c, ESD) The Civil War Era**

Every Other Fall. Enrollment limit: 50.

Examines the coming of the Civil War and the war itself in all its aspects. Considers the impact of changes in American society, the sectional crisis and breakdown of the party system, the practice of Civil War warfare, and social ramifications of the conflict. Includes readings of novels and viewing of films. Students are expected to enter with a basic knowledge of American history, and a commitment to participating in large class discussions. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 1241)

Previous terms offered: Fall 2018.

**AFRS 1300 (c) Black Biography**

Non-Standard Rotation. Enrollment limit: 50.

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)

Previous terms offered: Spring 2016.

**AFRS 1320 (c) Racial and Ethnic Conflict in American Cities**

Every Other Year. Enrollment limit: 50.

American cities have been historic cauldrons of racial and ethnic conflict. Concentrates on urban violence in American cities since 1898. Students study moments of conflict during the early republic and the nineteenth century. Topics examined include the post-Reconstruction pogroms that overturned interracial democracy; the Red Summer and its historical memory; the ways race and ethnicity shaped urban residential space; the effects of immigration on urban political economy and society, and the conflicts over space, labor, and social relations that arose; and the waves of urban violence that spread across the country in the mid-1960s. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 1320)

Previous terms offered: Spring 2016.

**AFRS 1460 (c, ESD, IP) Apartheid's Voices: South African History, 1948 to 1994**

Every Other Fall. Enrollment limit: 35.

The study of apartheid in South Africa, the system of racial and ethnic segregation that began in 1948 and ended with the first democratic election of Nelson Mandela in 1994. Explores the many different aspects of apartheid: how and why it emerged; its social and economic impacts; its relationship to other forms of segregation and racial-based governance; and how people lived under, resisted, and collaborated with apartheid. The readings, lectures, and class discussions focus on personal South African voices and explore their diverse gendered, ethnic, and racial perspectives. NOTE: This course is part of the following field(s) of study: Africa and Atlantic Worlds. It fulfills the non Euro/US requirement for history majors and minors. (Same as: HIST 1460)

Previous terms offered: Fall 2017, Fall 2015.

**AFRS 1581 (c, VPA) History of Jazz I**

Tracy McMullen.

Every Other Fall. Fall 2019. Enrollment limit: 50.

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)

Previous terms offered: Fall 2017.

**AFRS 1591 (c, VPA) Rock, Pop, and Soul Music**

Non-Standard Rotation. Enrollment limit: 50.

Explores how a marginalized and racially segregated genre (the so called "Race Music" of the 1920s) developed into the world's most dominant popular music tradition. The history of rock, pop, and soul music and its descendants (including r&b, folk-rock, art-rock, punk, metal, and funk) will be considered through six often inter-related filters: race relations, commerce and the recording industry, politics, authenticity and image, technology, and, of course, the music itself. (Same as: MUS 1291)

Previous terms offered: Fall 2017.

**AFRS 1592 (c, ESD, VPA) Issues in Hip-Hop I**

Non-Standard Rotation. Enrollment limit: 50.

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: MUS 1292, GSWS 1592)

Previous terms offered: Fall 2018.

**AFRS 2052 (b, ESD) Race, Ethnicity, and Politics**

Chryl Laird.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Examines the impact of race and ethnicity on American politics. Key topics include the development of group identity and the mobilization of political activism. Also covers voting rights and representation, as well as impacts on education and criminal justice. Groups addressed include Native Americans, black Americans, Latinos, Asian Americans, and white Americans. (Same as: GOV 2052)

Previous terms offered: Spring 2018, Fall 2017.

**AFRS 2053 (b, ESD) Black Politics**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Fall 2015.

**AFRS 2140 (c, ESD) The History of African Americans, 1619-1865**

Every Other Year. Enrollment limit: 35.

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. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 2140)

Previous terms offered: Spring 2018.

**AFRS 2141 (c, ESD) The History of African Americans from 1865 to the Present**

Every Other Spring. Enrollment limit: 35.

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

Previous terms offered: Spring 2019, Spring 2016.

**AFRS 2201 (c, ESD, VPA) Black Women, Politics, Music, and the Divine**  
Every Fall. Enrollment limit: 16.

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)

Previous terms offered: Fall 2018, Fall 2016, Fall 2015.

**AFRS 2205 (c) Representing Race in the English Renaissance**  
Non-Standard Rotation. Enrollment limit: 16.

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: ENGL 2015)

Previous terms offered: Fall 2016.

**AFRS 2220 (b, ESD) "The Wire": Race, Class, Gender, and the Urban Crisis**

Every Other Spring. Enrollment limit: 16.

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.

Prerequisites: AFRS 1101 or EDUC 1101 or GWS 1101 or SOC 1101.

Previous terms offered: Fall 2018, Spring 2017.

**AFRS 2228 (c, ESD, VPA) Protest Music**  
Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2018, Fall 2016.

**AFRS 2236 (c, ESD, VPA) Afro-Modern II: Technique**  
Adanna Jones.

Every Other Year. Fall 2019. Enrollment limit: 22.

A continuation of modern dance principles introduced in Dance 1211 with the addition of African-derived dance movement. The two dance aesthetics are combined to create a new form. Technique classes include center floor exercises, movement combinations across the floor, and movement phrases. Students also attend dance performances in the community. (Same as: DANC 2241)

Previous terms offered: Spring 2019.

**AFRS 2240 (c) Civil Rights and Black Power Movements in the Making of Modern America**

Every Other Year. Enrollment limit: 35.

Examines the political activism, cultural expressions, and intellectual history that gave rise to a modern black freedom movement and its impact on the broader American (and international) society. Students study the emergence of community organizing traditions in the southern black belt as well as postwar black activism in US cities; the role the federal government played in advancing civil rights legislation; the internationalism of African American activism; and the relationship between black culture, aesthetics, and movement politics. The study of women and gender are a central component. Using biographies, speeches, and community and organization studies, students analyze the lives and contributions of Martin Luther King Jr., Ella Baker, Septima Clark, Malcolm X, Stokely Carmichael, Angela Davis, Huey Newton, and Fannie Lou Hamer, among others. Closely examines the legacies of the modern black freedom movement including the expansion of the black middle class, controversies over affirmative action, and the rise of black elected officials. Note: This course is part of the following filed(s) of study: United States. (Same as: HIST 2220)

Previous terms offered: Fall 2015.

**AFRS 2241 (c, IP, VPA) Traveling Textiles: Cultural Encounters from Trade Routes to the Runway**

Non-Standard Rotation. Enrollment limit: 16.

Examines the histories and roles of textiles and clothing in crosscultural exchanges. Course material explores how textiles traveled between Africa, Asia, and Europe through precolonial trade routes to how nineteenth-century African textile designs are transformed on European and American fashion show runways today. The course asks questions about how colonial empires, institutions, artists, and other individuals have used textiles to mediate exchanges with other societies. Textiles from Africa represent dynamic visual expressions to investigate issues relating to cultural representation and constructions of identity and power. From tapestries and quilts to ceremonial cloths and everyday dress, we will explore the making, circulation, and use of textiles and their designs to understand what ideas and beliefs textiles carry and communicate. The course focuses on interactions between societies in Africa and other parts of the world, especially Europe, Asia, and the Americas. (Same as: ARTH 2370)

Previous terms offered: Spring 2019.

**AFRS 2250 (c, IP, VPA) African Art and Visual Culture**

Non-Standard Rotation. Enrollment limit: 35.

What makes an object or artwork "African?" What meanings does this labeling carry? In short, what is Africa? These questions grapple with how to explain, understand, and represent the arts and visual cultures of an entire continent. Explores the complexities and dynamics of artistic practices in Africa—from masquerades, ivories, architecture, and urban mural paintings to the works of blacksmiths, studio photographers, and contemporary artists. Studying the arts and visual cultures of Africa leads also to an exploration of the political systems, social practices, religious beliefs, and everyday life of many different historical and contemporary societies that sharpen understandings of the diversity across the continent. (Same as: ARTH 2380)

Previous terms offered: Fall 2018.

**AFRS 2251 (c, ESD, VPA) Art and Politics in Africa**

Non-Standard Rotation. Enrollment limit: 16.

In the 2018 Marvel film *Black Panther*, a provocative scene depicts Erik Killmonger talking with a curator about the acquisition of objects at the fictional Museum of Great Britain. The curator identifies an axe from seventh-century Benin. Killmonger disagrees. "It was taken by British soldiers in Benin," Killmonger claims, "but it's from Wakanda," the fictional nation portrayed in the film. This scene presents a starting point for this course's inquiry into issues of politics and African art. The course examines the impact of colonial relations on museum collections and displays of African art today, and the roles of art as political discourse in Africa. Materials analyze how leaders and institutions have used objects to articulate authority and navigate conflict during precolonial and colonial periods, nationalist movements, and the years since countries in Africa gained political independence. Topics address broader theoretical issues of power, appropriation, resistance, and heritage. (Same as: ARTH 2360)

Previous terms offered: Spring 2019.

**AFRS 2261 (c, ESD, VPA) Holy Songs in a Strange Land**

Every Other Spring. Enrollment limit: 35.

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)

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**AFRS 2271 (c, ESD) Spirit Come Down: Religion, Race, and Gender in America**

Every Spring. Enrollment limit: 35.

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)

Previous terms offered: Spring 2017, Spring 2016.

**AFRS 2281 (c) History of Jazz II**

Every Other Spring. Enrollment limit: 35.

Provides a socio-cultural, historical, and analytical introduction to jazz music from around 1950 to the present. Students learn to understand the history of jazz in terms of changes in musical techniques and social values and to recognize music as a site of celebration and struggle over relationships and ideals. Students increase their ability to hear differences among performances and styles. They gain greater knowledge of US history as it affects and is affected by musical activities and learn to appreciate the stakes and motives behind the controversies and debates that have often surrounded various styles of African American music. (Same as: MUS 2281)

Prerequisites: MUS 1281 (same as AFRS 1581) or AFRS 1581.

Previous terms offered: Spring 2018.

**AFRS 2292 (c, ESD, VPA) Geographies of the Sexiness: Dance and Politics of (Dis)Respectability Across the Americas**  
Every Spring. Enrollment limit: 16.

Dance—an art form whose medium is the body—and ethnography—the study of people and their cultures—are great tools for addressing some of the ways different dancing bodies have been historically policed for “dancing sex(y).” Other tools, such as critical dance and black theories, in addition to queer and feminist approaches, will also be utilized to comprehend the uneven ways these bodies are further racialized, sexualized, and gendered within the Americas. In particular, students will learn about various dances (such as the Brazilian samba to the Cuban rumba, Jamaican Dancehall, and the Trinidadian wine) through readings, lectures, and actual in-studio dancing. Ultimately, the intention here is to understand dancing as both a meaning-making activity and a way of understanding the world. In turn, it is an important lens for critically thinking, talking, researching, and writing about politics of identity (especially regarding nationality, gender, race, and sexuality). (Same as: DANC 2505, GSW 2505)

Previous terms offered: Spring 2019.

**AFRS 2294 (c) Issues in Hip-Hop II**  
Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: MUS 1292 (same as AFRS 1592 and GWS 1592).

Previous terms offered: Spring 2019, Fall 2015.

**AFRS 2360 (c, ESD, IP) Recreating Africa: Diasporic Imaginings of Race and Space**  
Tara Mock.  
Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

What does it mean to be African? Is the term bound by racial, ethnic, or spatial limitations? Who possesses the rights of access to the cultural products and expressions unique to the continent? This course focuses on how African and African-descended peoples remember and replicate Africa as cognitive object and cultural artifact. The course examines how the concept of Africa, as both home and identity, is recreated and imagined through diasporic perspectives. We will explore questions of home, identity, Afropolitanism, continuity, appropriation, authenticity, historical memory, and creolization, using examples from academic scholars, literary figures, and popular culture on the African continent and throughout its many diasporas. In addition to literature and research, film, music, photography, and artwork will be used to develop a critical understanding of the many contemporary forms used to recreate Africa.

**AFRS 2362 (c, ESD, IP) Africa and the Atlantic World, 1400-1880**  
Non-Standard Rotation. Enrollment limit: 35.

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 and non Euro/US requirements for history majors and minors. (Same as: HIST 2362)

Previous terms offered: Spring 2019, Fall 2016.

**AFRS 2364 (c, ESD, IP) Conquest, Colonialism, and Independence: Africa since 1880**  
Every Other Spring. Enrollment limit: 35.

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; and African nationalism and independence, as experienced by Africa’s nationalist leaders and their critics. Concludes with the crisis of the postcolonial state in West African countries. Note: This course is part of the following field(s) of study: Africa and Colonial Worlds. (Same as: HIST 2364, HIST 2364)

Previous terms offered: Spring 2017.

**AFRS 2365 (c, IP) The Rise of Swahili Civilization**  
David Gordon.  
Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Considers the millennium-old interactions between peoples of Africa, the Middle East, and South Asia that created Swahili civilizations stretching from Mogadishu to Madagascar. Themes include the rise of dhow-based maritime trade; the spread of Islam; the slave trade and slavery; Omani, Portuguese, British, Italian, and German colonialisms; late colonial conflicts including the Mau Mau rebellion in Kenya and the revolution in Zanzibari. Ends with the rise of the post-colonial states of Tanzania, Kenya, Mozambique, Madagascar, and Somalia, and rebel insurgencies such as Somali pirates and Islamic fundamentalism. Note: This course is part of the following field(s) of study: Africa. This course meets the non-European/ US and pre-modern requirements for the History Major. (Same as: HIST 2365)

Previous terms offered: Spring 2017.



**AFRS 2380 (c, IP) Christianity and Islam in West Africa**

Every Fall. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016, Fall 2015.

**AFRS 2384 (c, ESD, IP) Deities in Motion: Afro-Diasporic Religions**

Deji Ogunnaike.

Every Other Fall. Fall 2019. Enrollment limit: 16.

Religion has been central not only in the lives of members of the Black Atlantic World and also in terms of the formation of this world. This class provides a survey of some of the most prominent Afro-Atlantic diasporic religions such as Haitian Vodou, Brazilian Candomblé, Trinidadian Shango, and Cuban Santería/Regla de Ocha and also explores the particular dynamics of the Religion has been central not only in the lives of members of the Black Atlantic World but also in terms of the formation of this world. This class provides a survey of some of the most prominent Afro-Atlantic diasporic religions, such as Haitian Vodou, Brazilian Candomblé, Trinidadian Shango, and Cuban Santería/Regla de Ocha, and also explores the particular dynamics of the African religious diaspora. Complicating common assumptions about relations between diaspora and homeland as well as what constitutes a religion, it addresses issues of authenticity and authority, ancestry, race, gender, transnationalism, and even problematic (mis)representations in Western society and pop culture. We will also pay close attention to the important and complicated role that the transatlantic slave trade played in the formation of these Atlantic societies and aspects of these religious traditions, such as conceptions of God and divinities, syncretism, divination, and spirit possession.

**AFRS 2406 (c) The African Diaspora in France and the Crisis of Citizenship**

Non-Standard Rotation. Enrollment limit: 16.

One of the consequences of the French imperial experience has been the profound transformation not only of colonized regions, but also of French society and culture. This seminar will scrutinize the relationship between France and its former colonies in Africa, with a special emphasis on the current debates about national identity, difference, and assimilation in France. Through an exploration of novels, films, and popular cultures, our descent into the debate about national identity in France will trace and understand the presumed differences between French “natives,” “immigrants,” and “citizens.” Novels and films will include works by Medhi Charef, thomte Ryam, Faïza Guène, Tahar ben Jelloun, Rachid Bouchareb, Mathieu Kassovitz, and Yamina Benguigui. (Same as: FRS 3221)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Spring 2019.

**AFRS 2407 (c, ESD, IP) Francophone Cultures**

Every Spring. Enrollment limit: 18.

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

Prerequisites: FRS 2305 or higher or Placement in FRS 2400 level.

Previous terms offered: Spring 2018, Spring 2017.

**AFRS 2409 (c, ESD, IP) Spoken Word and Written Text**

Charlotte Daniels.

Every Semester. Fall 2019. Enrollment limit: 18.

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)

Prerequisites: FRS 2305 or higher or Placement in FRS 2400 level.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**AFRS 2412 (c, ESD, IP) Literature, Power, and Resistance**

Meryem Belkaid.

Every Semester. Fall 2019. Enrollment limit: 18.

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)

Prerequisites: FRS 2305 or higher or Placement in FRS 2400 level.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**AFRS 2502 (c, ESD, VPA) Introduction to Black Performance Studies**  
Every Other Fall. Enrollment limit: 16.

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

Previous terms offered: Fall 2015.

**AFRS 2504 (c) Nineteenth-Century American Fiction**

Non-Standard Rotation. Enrollment limit: 35.

Historical survey of nineteenth-century American fiction, including works by Washington Irving, Catherine Sedgwick, Herman Melville, Nathaniel Hawthorne, Frank Webb, Harriet Beecher Stowe, William Wells Brown, Mark Twain, Frank Norris, Henry James, John DeForest, Edith Wharton, William Dean Howells, and Charles Chesnutt. Note: Fulfills the literature of the Americas requirement for English majors. (Same as: ENGL 2504)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 1999 or AFRS 1000 - 1049 or AFRS 1100 - 1999.

Previous terms offered: Spring 2016.

**AFRS 2506 (c, ESD) American Literature II: 1865 - 1920**

Every Other Spring. Enrollment limit: 35.

Continues the themes and issues introduced in American Literature I into the latter part of the nineteenth and early twentieth centuries. In particular, examines the aftermath of the Civil War and slavery, both its material devastation as well as the technological and literary innovation it generated that helped the country prosper for the next five decades. Examines the development of various literary movements including, realism, naturalism, and African American literature through readings of works by William Dean Howells, Henry James, Edith Wharton, W.E.B. DuBois, Charles Chesnutt, Paul Laurence Dunbar, Booker T. Washington, Stephen Crane, Sarah Orne Jewett, Mark Twain, Ida B. Wells, Frank Norris, Pauline Hopkins, and F. Scott Fitzgerald. (Same as: ENGL 2506)

Previous terms offered: Spring 2019.

**AFRS 2530 (b, IP) Politics and Societies in Africa**

Ericka Albaugh.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Surveys societies and politics in sub-Saharan Africa, seeking to understand the sources of current conditions and the prospects for political stability and economic growth. Looks briefly at pre-colonial society and colonial influence on state-construction in Africa, and concentrates on three broad phases in Africa's contemporary political development: (1) independence and consolidation of authoritarian rule; (2) economic decline and challenges to authoritarianism; (3) democratization and civil conflict. Presumes no prior knowledge of the region. (Same as: GOV 2530)

Previous terms offered: Spring 2018, Fall 2015.

**AFRS 2582 (c) Reading "Uncle Tom's Cabin"**

Non-Standard Rotation. Enrollment limit: 16.

Introduces students to the controversial history of reader responses to Harriet Beecher Stowe's 1852 antislavery novel, *Uncle Tom's Cabin*. Students engage with various theoretical approaches—reader response theory, feminist, African Americanist, and historicist—to the novel, then turn to the novel itself and produce their own literary interpretation. In order to do so, students examine the conditions of the novel's original production. By visiting various historic locations, the Stowe House on Federal Street, the First Parish on Maine Street, Special Collections of the Hawthorne-Longfellow Library, students compare the novel's original historical context to the history that the novel produced. Aside from reading Stowe's antislavery fiction, students also read works produced with and against *Uncle Tom's Cabin*. (Same as: ENGL 2582)

Previous terms offered: Fall 2018, Spring 2018.

**AFRS 2600 (c) African American Poetry**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**AFRS 2603 (c, ESD) African American Fiction: Humor and Resistance**  
Non-Standard Rotation. Enrollment limit: 35.

Explores rich traditions of African American humor in fiction, comics, graphic narratives, and film. Considers strategies of cultural survival and liberation, as well as folkloric sources, trickster storytellers, comic double-voicing, and the lampooning of racial ideologies. Close attention paid to modes of burlesque, satirical deformation, caricature, tragicomedy, and parody in historical and contemporary contexts, including such writers and performers as Charles Chesnutt, Bert Williams, Langston Hughes, Zora Neale Hurston, Richard Pryor, Ishmael Reed, Aaron McGruder, Dave Chappelle, and Suzan-Lori Parks. (Same as: ENGL 2603)

Previous terms offered: Spring 2018, Spring 2016.

**AFRS 2605 (c) The Harlem Renaissance**  
Non-Standard Rotation. Enrollment limit: 35.

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. (Same as: ENGL 2605)

Previous terms offered: Spring 2017.

**AFRS 2620 (c, ESD) Separate and Unequal: Education, Race, and Democracy in the United States**  
Non-Standard Rotation. Enrollment limit: 35.

Examines the often-fraught connection between American educational ideals and the particularly American history of race and racism. Students will analyze this changing, contested, and pivotal connection through historical and philosophical perspectives. The course focuses on pivotal moments in the history of American education such as the development and expansion of public schools in the nineteenth century, the progressive education era, and the desegregation of American public education. In each of these moments, students will explore the actions of people—black, white, thinkers, theorists, activists, litigators, students, parents, educators, and citizens—who struggled to shape American education, as well as the ways in which the ideals driving such moments were both shaped by and silent to ongoing struggles surrounding race and racism. The course will conclude by asking students to examine how race and racism continue to shape American education today. (Same as: EDUC 2310)

Prerequisites: EDUC 1101 or AFRS 1101.

Previous terms offered: Spring 2019.

**AFRS 2621 (b) Reconstruction**  
Non-Standard Rotation. Enrollment limit: 16.

Seminar. Close examination of the decade following the Civil War. Explores the events and scholarship of the Union attempt to create a biracial democracy in the South following the war, and the sources of its failure. Topics include wartime Reconstruction, the Ku Klux Klan, Republican politics, and Democratic Redemption. Special attention paid to the deeply conflicted ways historians have approached this period over the years. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 2621)

Prerequisites: HIST 1000 - 2969 or HIST 3000 or higher.

Previous terms offered: Spring 2019.

**AFRS 2626 (c, ESD) African Americans in New York City Since 1627**  
Every Other Spring. Enrollment limit: 16.

Intermediate seminar. Covers the history of people of African descent in what becomes New York City from the Dutch colonial period through the present. Students read key books on all major historical themes and periods, such as the early history of slavery and the slave trade; black life and religion during the early republic and gradual emancipation; the Civil War and draft riots; black communal life during the late nineteenth and early twentieth centuries; the Harlem Renaissance; the Great Depression; the civil rights era; the age of urban crisis; the 1980s and the rise of hip-hop; and blacklife since 9-11. Students gain wide exposure to working with primary sources.

Previous terms offered: Spring 2018.

**AFRS 2630 (c) Staging Blackness**  
Non-Standard Rotation. Enrollment limit: 35.

Examines the history and contributions of African Americans to United States theater from the early blackface minstrel tradition, to the revolutionary theater of the Black Arts writers, to more recent postmodernist stage spectacles. Among other concerns, such works often dramatize the efforts of African Americans to negotiate ongoing tensions between individual needs and group demands that result from historically changing forms of racial marginalization. A particular goal is to highlight what Kimberly Benston has termed the expressive agency with which black writers and performers have imbued their theatrical presentations. Potential authors include Zora Neale Hurston, Langston Hughes, Lorraine Hansberry, Amiri Baraka, Ron Milner, Adrienne Kennedy, Ntozake Shange, George C. Wolfe, Anna Deavere Smith, Afro Pomo Homos, and August Wilson. (Same as: ENGL 2654, THTR 2854)

Previous terms offered: Fall 2018.

**AFRS 2650 (c) African American Fiction: (Re) Writing Black Masculinities**  
Non-Standard Rotation. Enrollment limit: 35.

In 1845, Frederick Douglass told his white readers: "You have seen how a man was made a slave; you shall see how a slave was made a man." This simple statement effectively describes the enduring paradox of African American male identity: although black and white males share a genital sameness, until the nation elected its first African American president the former has inhabited a culturally subjugated gender identity in a society premised on both white supremacy and patriarchy. But Douglass's statement also suggests that black maleness is a discursive construction, i.e. that it changes over time. If this is so, how does it change? What are the modes of its production and how have black men over time operated as agents in reshaping their own masculinities? Reading a range of literary and cultural texts, both past and present, students examine the myriad ramifications of, and creative responses to, this ongoing challenge. (Same as: ENGL 2650, GSWS 2260)

Previous terms offered: Fall 2017.

**AFRS 2651 (c, ESD) Queer Race**

Non-Standard Rotation. Enrollment limit: 35.

How does the concept of queerness signify in cultural texts that are ostensibly about the struggle for racial equality? And vice versa, how does the concept of racialization signify in cultural texts that are ostensibly about the struggle for LGBT recognition and justice? While some of this work tends to reduce queer to traditional sexual minorities like lesbian and trans folk while downplaying racial considerations, others tend to limit the category race to people of color like blacks while downplaying questions about sexuality. Such critical and creative gestures often place queer and race in opposition rather than as intersecting phenomena. Students examine the theoretical and cultural assumptions of such gestures, and their implications, through close readings of selected works in both the LGBT and African American literary traditions. (Same as: ENGL 2651, GSWS 2651)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 1999 or AFRS 1000 - 1049 or AFRS 1100 - 1999 or GLS 1000 - 1049 or GLS 1100 - 1999.

Previous terms offered: Spring 2018.

**AFRS 2652 (c) African American Writers and Autobiography**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate Seminar. The struggle against anti-black racism has often required that individual African Americans serve as representative figures of the race. How have twentieth- and twenty-first-century black authors tackled the challenge of having to speak for the collective while also writing narratives that explore the singularity of an individual life? What textual approaches have these authors employed to negotiate this tension between what theorists of the genre broadly call referentiality and subjectivity? Authors include W. E. B. Du Bois, Zora Neale Hurston, Malcolm X, Jamaica Kincaid, Maya Angelou, Samuel Delaney, Barack Obama, among others. Note: Fulfills the literature of the Americas requirement for English majors. (Same as: ENGL 2013)

Previous terms offered: Spring 2016.

**AFRS 2653 (c) Interracial Narratives**

Guy Mark Foster.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**AFRS 2654 (c) White Negroes**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate seminar. Close readings of literary and filmic texts that interrogate widespread beliefs in the fixity of racial categories and the broad assumptions these beliefs often engender. Investigates "whiteness" and "blackness" as unstable and fractured ideological constructs. These are constructs that, while socially and historically produced, are no less "real" in their tangible effects, whether internal or external. Includes works by Charles Chesnutt, Nella Larsen, Norman Mailer, Jack Kerouac, John Howard Griffin, Andrea Lee, Sandra Bernhard, and Warren Beatty. (Same as: ENGL 2004, GSWS 2257)

Previous terms offered: Spring 2018.

**AFRS 2660 (c, VPA) African Americans and Art**

Dana Byrd.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

Investigates the intersection of African American life and art. Topics include the changing definitions of "African American Art," the embrace of African cultural production, race and representation in slavery and freedom, art as source of inspiration for social movements, and the politics of exhibition. Our mission is to develop art-historical knowledge about this critical aspect of American art history, while facilitating ways of seeing and writing about art. (Same as: ARTH 1500)

**AFRS 2700 (c, ESD) Martin, Malcolm and America**

Every Other Year. Enrollment limit: 16.

Seminar. Examines the lives and thoughts of Martin L. King Jr. and Malcolm X. Traces the development in their thinking and examines the similarities and differences between them. Evaluates their contribution to the African American freedom struggle, American society, and the world. Emphasizes very close reading of primary and secondary material, use of audio and videocassettes, lecture presentations, and class discussions. In addition to being an academic study of these two men's political and religious commitment, also concerns how they inform our own political and social lives. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 2700)

Previous terms offered: Spring 2019, Spring 2017.

**AFRS 2820 (c, IP) Toward the Arab Spring in North Africa: Colonialism, Nation-Building and Popular Uprisings**

Non-Standard Rotation. Enrollment limit: 35.

The 2011 uprisings that began in Tunisia sparked a wave of revolutions in the Arab region. Protesters demanded dignity, social justice, and the fall of authoritarian regimes. The Arab Spring was the latest instance in a long tradition of popular contestation in Algeria, Morocco, Tunisia, and Libya. This course will explore the historical relationship between rulers and ruled populations and their contentious history from colonialism to the present by focusing on conflicts of a political, social, economic, and cultural nature. The course explores how popular protests evolved along the way and the different roles they have applied during these countries' transformations in the past century. Examples will include anti-colonial protests, anti-imperial solidarity movements, trade unions and workers marches, armed regional insurrections, student mobilization on university campuses, cultural dissidence, Berber contestation, anti-austerity riots, Islamist politics, and civil society activism. . Note: This course is part of the following field(s) of study: Africa. It fulfills the non Euro/US requirement for History majors and minors. (Same as: HIST 2295)

Previous terms offered: Spring 2019.

**AFRS 2821 (c, ESD, IP) After Mandela: History, Memory, and Identity in Contemporary South Africa**

Non-Standard Rotation. Enrollment limit: 16.

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. It fulfills the non Euro/US requirement for history majors and minors. (Same as: HIST 2821)

Previous terms offered: Spring 2019, Fall 2016.

**AFRS 2822 (c, IP) Warlords and Child Soldiers in African History**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Examines how gender, age, religion, and race have informed ideologies of violence by considering various historical incarnations of the African warrior across modern history, including the military slave, the mercenary, the revolutionary, the warlord, the religious warrior, and the child soldier. Analyzes the nature of warfare in modern African history and how fighters, followers, African civilians, and the international community have imagined the "work of war" in Africa. Readings include scholarly analyses of warfare, warriors, and warrior ideals alongside memoirs and fictional representations. Note: This course is part of the following field(s) of study: Africa. It fulfills the non Euro/US requirement for history majors and minors. (Same as: HIST 2822)

Previous terms offered: Fall 2018, Spring 2016.

**AFRS 2823 (c, IP) Sacred Icons and Museum Pieces: The Powers of Central African Art**

David Gordon.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Seminar. The art of Central Africa inspired European avant-garde artists from Pablo Picasso to Paul Klee. This course explores art as a historical source. What does the production, use, commerce, and display of art reveal about politics, ideology, religion, and aesthetics? Prior to European colonialism, what was the relationship between art and politics in Central Africa? How did art represent power? What does it reveal about gender relations, social divisions, and cultural ideals? The course then turns to the Euro-American scramble for Central African art at the onset of European colonialism. How did the collection of art, its celebration by European artists, and display in European and American museums transform patterns of production, cultural functions and aesthetic styles of Central African art? The course ends with current debates over the repatriation of African art. Note: This course is part of the following field(s) of study: Africa. This course meets the non-European/ US History requirements. (Same as: HIST 2823, ARTH 2390)

Previous terms offered: Spring 2017.

**AFRS 2825 (c, ESD, IP) The Black Pacific: Historical and Contemporary Afro-Asian Diasporas**

Non-Standard Rotation. Enrollment limit: 16.

Paul Gilroy's "The Black Atlantic: Modernity and Double Consciousness" (1995) explores the global black experience and black identity formations through a transatlantic frame. Gilroy's thesis argues that contemporary black identity constructions are a result of ongoing processes of travel and exchange between Africa, Europe, and the 'New World' during earlier periods of capital accumulation (transatlantic slavery and colonialism). Disrupts Gilroy's thesis, repositioning the focus, temporally and spatially, eastward. Examines often underexplored routes of passage and exchange between the African continent and the peoples of Japan, China, India, the Pacific Islands, and the Middle East. In doing so, considers Afro-Pacific encounters, exploring the circumstances for retaining and reclaiming Africana identity within these newly created communities.

Previous terms offered: Fall 2018.

**AFRS 2826 (b, ESD, IP) The New Scramble for Africa: Capital Accumulation in the Global**

Non-Standard Rotation. Enrollment limit: 35.

More than a century after European powers initially carved up the African continent during the Berlin Conference (1884–1885), Africa is again attracting the renewed attention of foreign powers interested in its extractive resources, land, markets, and positioning. The contemporary landscape differs from the "Scramble for Africa," as it marks a shift from a solidly Western-led initiative to one in which new actors from the global south are taking on more pivotal roles. Superpowers (the United States, China, and Russia), colonial powers (UK, France, and Belgium), and less powerful states (Japan, India, and Brazil) are in competition with emerging African nations (Nigeria and South Africa) for wealth and influence on the continent. The course dedicates considerable time to exploring contemporary interactions between African states and their most significant external partner—China—considering questions of neocolonialism and neoimperialism, and asks students to conclude whether a new scramble for Africa is underway. (Same as: ASNS 2855)

Previous terms offered: Spring 2019.

**AFRS 2840 (c, IP) African Migration and Globalization**

Every Fall. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016, Fall 2015.

**AFRS 2841 (b, IP) History of African and African Diaspora Thought**  
Every Other Spring. Enrollment limit: 35.

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)

Previous terms offered: Spring 2016.

**AFRS 2862 (c, IP) The Haitian Revolution and its Legacy**  
Every Other Fall. Enrollment limit: 16.

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)

Prerequisites: HIST 1000 - 2969 or LAS 1000 - 2969.

Previous terms offered: Fall 2016.

**AFRS 2870 (c, IP) The Rise and Fall of New World Slavery**  
Non-Standard Rotation. Enrollment limit: 16.

Seminar. The form of slavery pioneered by Europeans who brought Africans to the New World occupies a unique place in the institution's long story. Examines the rise and demise of New World slavery: its founding, central practices, and long-term consequences. Just as New World slavery deserves to be considered a unique historical practice, so too do the impulses and transformations that led to its ending. Explores slavery as it rose and fell throughout the Atlantic basin, focusing particularly on Brazil, the Caribbean, and mainland North America. Investigates a range of issues: the emergence of market economies, definitions of race attendant to European commercial expansion, the cultures of Africans in the diaspora, slave control and resistance, free black people and the social structure of New World slave societies, and emancipation and its aftermath. Note: This course is part of the following field(s) of study: United States; Atlantic Worlds, Colonial Worlds, and Latin America. It fulfills the non Euro/US requirement for History majors and minors. (Same as: HIST 2870)

Previous terms offered: Fall 2015.

**AFRS 3005 (b) Race, Crime, and the Law in the United States**  
Every Other Fall. Enrollment limit: 16.

Advanced seminar on the criminal justice system in America and the ways African Americans specifically, and racial minorities in general, experience protection and prosecution in it. Students read Harvard Law Professor Randall Kennedy's provocative text of the same title and explore and debate such topics as racial criteria in jury selection, racial disparities and capital punishment, and the rise of mass incarceration in America. Students study key Supreme Court decisions that have considered questions of race and criminal justice. Students conduct research on a specific academic question or policy issue of their choosing and present their findings.

Previous terms offered: Fall 2017.

**AFRS 3010 (c) Reconstruction and Realism**  
Non-Standard Rotation. Enrollment limit: 16.

Explores the rise of American literary realism that occurred following the Civil War and its relationship to the social and political events of the South's Reconstruction. Studies works by the major figures of the movement such as Charles Chesnutt, Paul Laurence Dunbar, William Dean Howells, Henry James, Sarah Orne Jewett, Mark Twain, and Edith Wharton. Students are required to develop original readings of these literary texts that engage the political and social contexts in which they were produced. All students present their research in written and oral form. Fulfills the advanced seminar requirement for African studies and English majors. (Same as: ENGL 3800)

Prerequisites: AFRS 2000 - 2969 or ENGL 2000 - 2969.

Previous terms offered: Spring 2018.

**AFRS 3011 (c) African American Film**  
Non-Standard Rotation. Enrollment limit: 16.

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

Prerequisites: ENGL 1000 or higher or AFRS 1000 or higher or FILM 1000 or higher or CINE 1000 or higher.

Previous terms offered: Fall 2017, Fall 2015.

**AFRS 3015 (c) James Baldwin**

Non-Standard Rotation. Enrollment limit: 15.

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. (Same as: ENGL 3015, GSWS 3015)

Prerequisites: ENGL 2000 - 2969 or AFRS 2000 - 2969 or GLS 2000 - 2969 or GSWS 2000 - 2969.

Previous terms offered: Spring 2017.

**AFRS 3020 (c, ESD) Black Heat, Black Cool: Theorizing Blackness**

Every Spring. Enrollment limit: 16.

Interdisciplinary examination of ideas and expressions of blackness by black people in the United States from the nineteenth century to the present. Shifts focus from "what" is blackness to "where" and "when" is blackness. Students analyze the fluidity of blackness and the implications for the production of ideologies, discourses, and identities of black people. Materials for analysis may include primary and secondary written texts, film, video, and audio by James Baldwin, Beyoncé, Julie Dash, Martin Luther King Jr., Saidiya Hartman, Nina Simone Hortense Spillers, and Ida B. Wells.

Previous terms offered: Spring 2019.

**AFRS 3033 (c, ESD) Contemporary Narratives of Slavery**

Non-Standard Rotation. Enrollment limit: 16.

Examines recent literary and filmic narratives of slavery. Some scholars claim these texts heal readers of psychic pain while also facilitating a deep connection to long departed ancestors. For others, these works only nurture the "ledger of racist slights" that diasporic blacks continue to catalogue to the present day, all the while distracting each of us from cultivating a more hopeful stance with respect to our collective present. This course maps a critical space beyond the binary of either "therapeutic" or "prohibitive" claims to engage questions of racialized experience, feeling, identification, and desire. Authors and texts may include: *Birth of a Nation*, Octavia Butler, John R. Gordon, Yaa Gyasi, Toni Morrison, and Colson Whitehead. (Same as: ENGL 3033)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GSWS 3000) or higher.

Previous terms offered: Spring 2019.

**AFRS 3151 (c, ESD) Advanced Concepts in Music and Culture: African American Music**

Every Other Year. Enrollment limit: 15.

Examines music as a cultural "actor" within the context of American history. Central concerns may include representations of racialized identity via music; interpretation and reception of musical genres; "freedom" and constraint in musical performance; and issues of appropriation, musical borrowing, essentialism, and tradition. Authors may include Ralph Ellison, Amiri Baraka, Eileen Southern, and Sylvia Wynter. Artists and genres may include Kendrick Lamar, Nina Simone, John Coltrane, gospel, jazz, and hip hop. No music theory knowledge necessary. (Same as: MUS 3151)

Prerequisites: AFRS 1101 or ANTH 1101.

Previous terms offered: Fall 2018.

**AFRS 3201 (c) Voices of Women, Voices of the People**

Non-Standard Rotation. Enrollment limit: 16.

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

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2017.

**AFRS 3211 (c) Bringing the Female Maroon to Memory: Female Marronage and Douboutism in French Caribbean Literature**

Non-Standard Rotation. Enrollment limit: 16.

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 doubtism, 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)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2016.

**AFRS 3213 (c) Aesthetics in Africa and Europe**

Hanetha Vete-Congolo.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

Aesthetics – the critical reflection on art, taste, and culture; as much as beauty, the set of properties of an object that arouses pleasure—are central to all aspects of society-building and human life and relationships. Examines the notions of aesthetics and beauty, from pre-Colonial to contemporary times in cultures of the African and Western civilizations as expressed in various humanities and social sciences texts, as well as the arts, iconography, and the media. Considers the ways Africans and afro-descendants in the New World responded to the Western notions of aesthetics and beauty. Authors studied may include Anténor Firmin, Jean Price Mars, Senghor, Damas, Césaire, Cheick Anta Diop, Fanon, Glissant, Chamoiseau, Gyekye Kwame, Socrates, Plato, Jean-Baptiste du Bos, Diderot, Le père André, Baumgarten, Kant, Schopenhauer, Hegel, Hugo. (Same as: FRS 3213, LAS 3213)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

**AFRS 3220 (c) African Immigrant Voices in France**

Non-Standard Rotation. Enrollment limit: 16.

Examines the ways both writers and sociologists give voice to the immigrant experience. Focuses on novels as well as sociological studies on African immigration in contemporary France. From a sociological survey that reads like a novel to a novel that reads like an ethnography, we will think through how these disciplines converge and diverge. Introduces students to the methodology behind qualitative interviews. Students conduct fieldwork in Lewiston or Portland and produce podcasts based on in-depth interviews. Students will grapple with positionality as well as the ethics and politics of storytelling. Brings attention to local francophone African immigrant communities in Maine. Readings include selections from Alain Mabanckou, Bessora, Stéphane Béaud, and Abdelmalek Sayad among others. (Same as: FRS 3220)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2018.

**AFRS 3228 (c) Beyond the Postcard: Thinking and Writing the Caribbean**

Non-Standard Rotation. Enrollment limit: 16.

From the first chronicles of Columbus, who believed he had arrived in "The Indies," to the fantasies of global visitors lured by the comforts of secluded resorts, imagination has been a defining force impacting both the representation and the material lives of Caribbean people. Explores the historical trends that have shaped Caribbean societies, cultural identities, and intellectual history through a panoramic study of twentieth- and twenty-first-century fiction, essays, and films, with a focus on authors from the Hispanic Caribbean and US-Latinas of Caribbean descent. Engaging with the responses from Caribbean intellectuals to the challenges of the distorting mirror, addresses: how writers and artists have responded to the legacy of colonialism, slavery, and the plantation economy; how literature and art have depicted dominant trends in the region's more recent history such as absolutist regimes, massive migrations, the tourist industry, and even natural disasters; how the Caribbean drawn by artists and intellectuals relates to global representations of the region. Authors include Piñera, Padura, Santos-Febres, Chaviano, and Junot Díaz. Taught in Spanish. (Same as: HISP 3228, LAS 3228)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2018.



**AFRS 3230 (c) Research in Modern United States Metropolitan History**  
Every Other Year. Enrollment limit: 16.

Complete a semester-long research project in United States metropolitan history. During the first weeks, students learn about some major research methodologies historians use when researching and writing history of US metropolises. Addresses how historians use demography, spatial theory, and histories of LGBT communities; financial, political, and cultural institutions; electoral politics; public policies; popular culture; African Americans; immigrants; women; workers; and capitalists to uncover the ways cities and suburbs change over time. Students design a topic, research primary historical sources, locate a historical problem relating to the topic from secondary historical sources, and develop a hypothesis addressing the question. The result is a paper of at least twenty-five pages. Choose any feasible topic on the history of modern US cities and suburbs that takes place during the twentieth century. The coursework involved is advanced, but the greatest challenge is the need for self-direction. 3000-level research course fulfills the capstone requirement for Africana studies and history majors. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 3230)

Previous terms offered: Spring 2016.

**AFRS 3260 (c) African American Literature and Law**  
Non-Standard Rotation. Enrollment limit: 16.

This course is organized around a number of key legal cases dealing with the constitution of an African American identity in the United States. Beginning with the case of the Amistad and concluding with the case of Brown v. Board of Education, students are invited to analyze the impact of these cases on works of literature and film.

Prerequisites: AFRS 1101 or AFRS 2000 - 2969.

Previous terms offered: Spring 2019.

**AFRS 3365 (c) Research in African and African Diaspora History**  
Non-Standard Rotation. Enrollment limit: 16.

A research seminar focusing on major issues in African and African diaspora history, including: Africa and Atlantic slavery, colonialism in Africa, modern state formation in Africa, and Africa and globalization. Note: This course is part of the following field(s) of study: Africa and Colonial Worlds. (Same as: HIST 3385)

Prerequisites: AFRS 1000 or higher or HIST 1000 or higher.

Previous terms offered: Spring 2017, Spring 2016.

**AFRS 3520 (b, IP) State-Building in Comparative Perspective**  
Non-Standard Rotation. Enrollment limit: 15.

States form the foundation of modern politics. Comparative government explores their variation; international relations examine their interaction. States can be instruments of oppression or engines of progress, and recent scholarship has focused on their strength, weakness, and failure. This capstone course explores the processes that produced the early modern state in Europe, then looks at more recent attempts to replicate state development in Latin America, Asia, the Middle East, and Africa. The role of war in state formation and the subject of citizenship receive particular attention. (Same as: GOV 3520)

Previous terms offered: Spring 2018, Spring 2016.

**AFRS 3570 (b, IP) Advanced Seminar in African Politics**  
Non-Standard Rotation. Enrollment limit: 16.

The continent of Africa boasts some of the most rapidly growing economies in the world, but the proportion of people living in poverty remains higher than in any other region. Nearly all African states experimented with democratic reform in the last two decades, but many leaders have become adept at using political institutions to entrench their power. Most large-scale civil wars have ended, but violence remains. Explores the economic, political, and security challenges of this continent of contrasts. Topics include poverty and economic growth, the "resource curse," democratic institutions, civil society, ethnic relations, state failure, foreign assistance, and intervention. (Same as: GOV 3570)

Prerequisites: GOV 2530 (same as AFRS 2530) or AFRS 2530 or HIST 2364 (same as AFRS 2364) or AFRS 2364 (same as HIST 2364) or HIST 2822 (same as AFRS 2822).

Previous terms offered: Spring 2019.

**AFRS 3600 (c, ESD, VPA) Race and Visual Representation in American Art**

Non-Standard Rotation. Enrollment limit: 16.

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)

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Fall 2016.

## Anthropology

### Overview & Learning Goals

#### Overview

Anthropology explores the astonishing diversity and complexity of human life and the transformation of social, economic, and political relations in the contemporary moment and across much longer timeframes (millennia rather than decades). A foundational part of a liberal arts education, anthropology challenges students to think critically about the assumptions we make about the world and the power hierarchies that shape our everyday lives.

Through the subdisciplines of cultural anthropology and archaeology, students develop holistic and empirically based knowledge of local cultural practices and processes of change (economic, environmental, political, and social) in regions including Africa, the Arctic and North Atlantic, Asia, Latin America, and Oceania. Students deepen their understanding of relationships of power and inequality (including age, class, gender, ethnicity, race, sexuality, etc.) and the global circulation of people, ideas, and commodities in the contemporary moment and in historical and prehistorical times. Students are exposed to the discipline's analytical concepts and tools, theoretical perspectives, and field-based qualitative and quantitative scholarship.

Anthropology promotes intellectual curiosity, creative and interdisciplinary thinking, empirical and ethical research, and respect for our common humanity. Our students develop skills that may be mobilized in a variety of fields, such as education, humanitarianism, journalism, law, media, medicine, museum administration, public policy, and social justice, as well as in graduate and professional studies.

## Learning Goals

- To develop understanding of human cultural and biological diversity across time and space
- To gain familiarity with anthropological concepts, methods, and theories (within and across the subdisciplines) and to utilize these to understand issues, relationships, and systems in the present and the past
- To develop the skills to collect and analyze various types of information (e.g., material, visual, narrative, etc.) and to evaluate the use of qualitative and quantitative data in social science research and in everyday life
- To develop critical perspectives on relations of power and inequality through attention to local (ethnographic) particularities, global connections, and historical trajectories
- To communicate effectively through written and oral communication.

Department/Program Website (<https://www.bowdoin.edu/anthropology>)

## Faculty

Krista E. Van Vleet, *Department Chair*

Lori A. Brackett, *Department Coordinator*

*Professors:* Sara A. Dickey‡, Susan A. Kaplan, Krista E. Van Vleet

*Assistant Professor:* William D. Lempert

*Visiting Faculty:* Damien Droney, Lauren Kohut, April Strickland

Faculty/Staff Website (<https://www.bowdoin.edu/sociology-anthropology/faculty-and-staff>)

## Requirements

### Anthropology Major

The major in anthropology consists of ten courses.

Code	Title	Credits
<b>Required Courses</b>		
Core Courses:		
ANTH 1101	Introduction to Cultural Anthropology	1
ANTH 1103	Introduction to World Prehistory	1
ANTH 2010	Ethnographic Research	1
ANTH 2030	History of Anthropological Theory	1
Select six electives <sup>a,b</sup>		6

<sup>a</sup> One elective must be an advanced course (3000-3999).

<sup>b</sup> Only three 1000-level courses (1000-1999) may be counted toward the major.

- Eight of the ten courses required for the major must be Bowdoin anthropology courses.
- Up to two of the six elective courses, with departmental approval, may be taken from among off-campus study courses, Bowdoin sociology courses, and/or—with approval by the department chair

—other Bowdoin courses in related fields that contribute to the student's specific interests.

## Anthropology Minor

The minor in anthropology consists of five courses.

Code	Title	Credits
<b>Required Courses</b>		
ANTH 1101	Introduction to Cultural Anthropology	1
or ANTH 1103	Introduction to World Prehistory	
Select four elective courses <sup>d</sup>		4

<sup>d</sup> Three courses must be at the intermediate (2000–2969) or advanced level (3000–3999).

- One of the five courses, with department approval, may be from off-campus study.
- Only two 1000-level courses (1000–1999) may be counted toward the minor.

## Additional Information

### Additional Information and Department Policies

- In order for a course to fulfill major or minor requirements, a grade of C- or above must be earned in that course.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- First-year seminars count toward the major or minor.

### Independent Study

For the anthropology major program, two semesters of independent study may be counted. For the anthropology minor program, one semester of independent study may be counted.

### Departmental Honors

Students seeking to graduate with honors in anthropology must have distinguished themselves in the major program. Students must petition the department to pursue honors by submitting a written proposal for scholarly research. Students contemplating honors candidacy should have established records of A and B grades in anthropology courses. Students must prepare an honors project, which ordinarily is a written paper emanating from two semesters of advanced independent study work. A total of two semesters of independent study may be counted toward the major requirements in anthropology. Determination of honors is based on grades attained in major courses, an honors project which is approved by the department, and demonstration of the ability to creatively synthesize theoretical, methodological, and substantive materials and to work independently.

### Off-Campus Study

Study away may contribute substantially to a major in anthropology. Students are advised to plan study away for their junior year. Students are encouraged to complete ANTH 2010 Ethnographic Research—which focuses on research design, methods, and ethics—before studying away. Students must obtain provisional approval for their study away courses in writing by department faculty before they leave, and then, to receive credit toward their major or minor, students must seek final approval from their advisor upon their return to Bowdoin. With departmental approval,

students may count up to two off-campus study courses toward their major requirements and up to one off-campus study course toward their minor requirements.

### **Advanced Placement and International Baccalaureate**

For information on credit for International Baccalaureate tests, please see the department. No credit is given for Advanced Placement. In order to receive credit for International Baccalaureate work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

## **Courses**

### **ANTH 1016 (b, FYS) Imagining Futures**

Willi Lempert.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

How, why, and for whom do we imagine the future? Focuses on the future through the lens of indigenous science fiction and off-Earth exploration and settlement. Students engage with indigenous films and science fiction, popular and scholarly literature about space exploration, and the writing of cultural anthropologists to develop skills in analyzing visual and written texts and to reflect on "the future" as created by our individual and collective hopes, fears, and expectations.

Previous terms offered: Fall 2018.

### **ANTH 1029 (b, FYS) People Like Us: Class, Identity, and Inequality**

Non-Standard Rotation. Enrollment limit: 16.

Our socioeconomic class shapes who we are. At the same time, class is a powerful form of inequality. We use three ethnographic case studies of class (in China, India, and in the U.S.), along with fiction, poetry, and film, to explore the following questions: How is class "performed" and interpreted in different cultures? How do class identities feed back into systems of inequality? How does class intersect with other forms of identity and inequality, such as gender, race, and caste? Key theorists are also brought into play.

Previous terms offered: Fall 2017.

### **ANTH 1030 (b, FYS) Anthropology of Art**

Non-Standard Rotation. Enrollment limit: 16.

Considers art from a comparative, cross-cultural perspective and examines the relationship between Western aesthetics and art produced in non-Western cultures (e.g., Native Americans, Pacific Islanders, and others). Through assigned readings and class discussion, explores topics such as the role of aesthetics in production of art, the significance of how these works are produced and circulated, and the ways art objects acquire meaning.

Previous terms offered: Fall 2015.

### **ANTH 1101 (b) Introduction to Cultural Anthropology**

Willi Lempert.

Every Semester. Fall 2019. Enrollment limit: 50.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

### **ANTH 1103 (b) Introduction to World Prehistory**

Lauren Kohut.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

An introduction to the discipline of archaeology and the studies of human biological and cultural evolution. Among the subjects covered are conflicting theories of human biological evolution, debates over the genetic and cultural bases of human behavior, the expansion of human populations into various ecosystems throughout the world, the domestication of plants and animals, the shift from nomadic to settled village life, and the rise of complex societies and the state.

Previous terms offered: Fall 2018, Spring 2018.

### **ANTH 1125 (b, IP) Audiovisual Cultures: The Anthropology of Sight and Sound**

Non-Standard Rotation. Enrollment limit: 16.

Explores sight and sound as reflections of historical, cultural, political, and social forces, challenging the assumption that seeing and hearing are solely biological processes. Draws on case studies from diverse cultures, places, and historical moments to ask how people see and hear differently and how they interpret the relationship between what their eyes and ears tell them. Introduces students to the interdisciplinary fields of visual studies and sound studies in order to reflect on a wide array of topics which may include aesthetics, the body, performance, power, technology, and media, among others. Asks in particular how anthropologists' attention to the audiovisual might enrich our understanding of the diverse ways that human beings live in and understand the world and how everyday processes, including our own experiences of seeing and hearing, produce culture. Attends to power hierarchies and social inequalities in diverse cultural contexts. Students engage in hands-on activities to produce audiovisual material as well as developing the skills to collect and analyze various types of audio and visual data.

Previous terms offered: Fall 2018.

**ANTH 1138 (b, ESD, IP) Everyday Life in India and Pakistan**

Non-Standard Rotation. Enrollment limit: 50.

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

Previous terms offered: Fall 2016.

**ANTH 2010 (b) Ethnographic Research**

Every Spring. Enrollment limit: 35.

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.

Prerequisites: ANTH 1101.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ANTH 2020 (b) Archaeological Research**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: ANTH 1102 or ANTH 1150 or ARCH 1101 (same as ARTH 2090) or ARCH 1102 (same as ARTH 2100) or ARTH 2100.

Previous terms offered: Fall 2016.

**ANTH 2030 (b) History of Anthropological Theory**

Krista Van Vleet.

Every Fall. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: ANTH 1101.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**ANTH 2105 (c, IP) Who Owns the Past? The Roles of Museums in Preserving and Presenting Culture**

Non-Standard Rotation. Enrollment limit: 35.

Examines the storied place of museums in the acquisition, preservation, and display of cultural heritage. The past practices of museums are studied with an eye to how they inform present policies. Aims to examine museums' responses when confronting national and ethnic claims to items in museums' permanent collections; the ethical choices involved in deciding what should be exhibited; the impact of politics, conflicts, and war on museum practices; and the alliances between museums, archaeologists, art historians, and anthropologists. Students benefit from conversations with a number of Bowdoin faculty and staff, as well as a series of guest speakers from other organizations. Selected readings and class discussion are augmented by visits to the College's two museums and other local museums.

Prerequisites: ANTH 2000 - 2969 or ARCH 2000 - 2969 or ARTH 2000 - 2969 or SOC 2000 - 2969.

Previous terms offered: Fall 2017.

**ANTH 2215 (b, MCSR) Mapping the Social World: Geographic Information Systems in Social Science Research**

Non-Standard Rotation. Enrollment limit: 20.

Examines the use of geographical information systems (GIS) to organize, analyze, and visualize spatial data within social science and humanities research. Introduces foundational concepts of cartography, database design, spatial data representation, and data visualization. Provides hands-on experience in spatial data collection, three-dimensional modeling, spatial analysis, spatial network analysis, and spatial statistics. The application of GIS to areas of social scientific and humanistic inquiry are explored through examination of case studies, weekly laboratory exercises, and an individual semester project that culminates in a conference-style research poster. Case studies and data sets are drawn from anthropology, archaeology, and related fields, such as sociology, history, and cultural geography.

Prerequisites: ANTH 1101 - 1103 or SOC 1101.

Previous terms offered: Spring 2019.

**ANTH 2220 (b, ESD, IP) Medical Anthropology**

Damien Droney.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Medical anthropology explores health, medicine, and the body as embedded in cultural contexts and shaped by social inequalities. Introduces foundational concepts and approaches that emphasize the meanings and experiences of health and illness. Develops tools for understanding health, illness, and well-being within broader systems of power, including inequalities of gender, ethnicity, race, class, and sexuality. Examines case studies in a variety of contexts to trace the implications of these approaches. Topics may include the production of authoritative knowledge, symbolic and ritual healing, mental illness, pharmaceuticals, organ donation and the commodification of body parts, disability, and/or well-being. Reflects on the unique methods and perspectives that anthropologists bring to the field of medicine, along with the role of anthropologists in public debates about health.

**ANTH 2227 (c, ESD, VPA) Protest Music**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2018, Fall 2016.

**ANTH 2230 (b, ESD) Language, Identity, and Power**

Non-Standard Rotation. Enrollment limit: 35.

What place does language have in everyday life? How are identities produced and perceived in personal and social interactions? How is language used to reinforce, challenge, or reconfigure relationships of power? Approaches the study of language as a social and historical reality that emerges in the interactions of individuals. Using examples from a variety of social and cultural contexts, discusses the relationship between language, culture, and thought; structure and agency; language and social inequality; language acquisition and socialization; multilingualism and multiculturalism; verbal art and performance. Considers how aspects of an individual's identity, such as gender, race, ethnicity, class, age, and sexual orientation, articulate in social and linguistic interactions.

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Spring 2019.

**ANTH 2246 (b, IP) Hierarchies of Care: From Kinship to Global Citizenship**

Every Other Year. Enrollment limit: 35.

Care shapes the relationships of children, adults, and elders within families, but care also extends far beyond the boundaries of households, incorporating domestic workers, volunteers, medical professionals, missionaries, humanitarian organizations, and governments. This course explores recent scholarship on care as a form of intimate labor and an array of social practices that are embedded in local cultural contexts and shaped by global political economic relationships. Gender, race and ethnicity, class, nationality, and age shape the configurations of caring by and caring for others. Incorporates attention to feminist, decolonial, and poststructuralist theories of power as operating on bodies and intimate relationships. Course texts include ethnographies, scholarly articles, and other materials. Draws on a wide array of contemporary contexts around the world for ethnographic case studies.

Prerequisites: ANTH 1000 - 2969 or ANTH 3000 or higher or SOC 1101.

Previous terms offered: Spring 2019.

**ANTH 2250 (b, ESD) The Anthropology of Media**

Non-Standard Rotation. Enrollment limit: 35.

Examines the social and political life of media and how it makes a difference in the daily lives of people as a practice—in production, reception, and/or circulation. Introduces some key concepts in social theory which have been critical to the study of the media across disciplines, ranging historically, geographically, and methodologically; investigates the role of media in constituting and contesting national identities, forging alternative political visions, transforming religious practice, and in creating subcultures; examines diverse source materials such as early experiments in documentary film to the Internet, from news reporting to advertising.

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Fall 2018, Spring 2016.

**ANTH 2340 (b, IP) Ethnographic Film**

April Strickland.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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)

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Fall 2016.

**ANTH 2345 (b, IP) Carnival and Control: Race, Gender, and Sexuality in Brazil**

Non-Standard Rotation. Enrollment limit: 35.

Every year, Brazilians pour onto the street to celebrate carnival, with its festive traditions of gender ambiguity, sexual libertinism, and inversion of social hierarchies. Questions how this image of diversity and freedom is squared with Brazil's practices of social control: high rates of economic inequality and police violence, as well as limited reproductive rights. Using carnival and control as frameworks, examines how contemporary Brazilian society articulates gender roles and sexual identities, as well as racial and class hierarchies. While course content focuses on Brazil, topics addressed are relevant to students seeking to understand how institutions of intimacy, propriety, and power are worked out through interpersonal relations. (Same as: GSWs 2345, LAS 2345)

Previous terms offered: Fall 2017.

**ANTH 2350 (b, IP) Global Indigenous Cinema**

Every Other Year. Enrollment limit: 35.

Surveys indigenous-produced film from around the globe, with an emphasis on contemporary Native North American and Aboriginal Australia cinema. Engages recent technological innovations in filmmaking. Analyzes film through discussion and writing, pairing screenings with readings of anthropological and Indigenous scholarship. Considers film in relation to the social, historical, and cultural contexts and broader global processes of indigenous media production and circulation.

Prerequisites: ANTH 1000 - 2969 or ANTH 3000 or higher or CINE 1000 - 2969 or CINE 3000 or higher or SOC 1101.

Previous terms offered: Spring 2019.

**ANTH 2390 (b) Science, Technology, and Culture**

Damien Droney.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Explores science and technology as institutions and cultural forces that are culturally and historically situated. Introduces key theoretical approaches and concepts, focusing on anthropological research. Considers how scientific knowledge is produced in places such as laboratories, hospitals, clinical research sites, conservation areas, the military, and/or computing projects in diverse societies. Asks how power is ascribed to this way of knowing in everyday life. Compares western science with indigenous and traditional knowledge systems. Examines the role of science and technology in the social construction of race in colonial and postcolonial political projects. Takes a global perspective, juxtaposing cases from Asia, Latin America, Africa, and/or Oceania. Addresses differing definitions of science and technology, standards of objectivity, and the politics of technoscience.

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Fall 2015.

**ANTH 2420 (b, ESD) The Anthropology of Sport**

April Strickland.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Fall 2018, Fall 2016.

**ANTH 2440 (b, IP) Health and Healing in South Asia**

Non-Standard Rotation. Enrollment limit: 35.

Explores the universe of sickness and healing from the perspectives of people living in South Asia—India and surrounding countries—and addresses several related topics: how people in South Asia have conceived of the body, health, and illness; how local and global cultural, political, and economic factors influence health, illness, and healing; and how people in South Asia understand and experience illness and seek healing through biomedicine, indigenous medical systems, ritual, and religious healing. Readings include ethnographic, historical, and theoretical texts from cultural and medical anthropology.

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Spring 2017.

**ANTH 2450 (b) Evolution as Science and Story: Monkey Trials, Selfish Genes, and Why Origins Matter**

Non-Standard Rotation. Enrollment limit: 35.

Darwin was not the first to propose that humans originated through a process of evolution, but his book *On the Origin of Species* sparked a conflict that continues today. Surveys suggest that the American public is roughly split on the question of whether humans evolved or were created. This course draws on anthropological studies of science and of religion to situate the “culture wars” over evolution and creation in cultural and historical perspective. Introduces the science of evolution and multiple views on human origins from the nineteenth to twenty-first centuries. Considers origin stories from around the world to develop a framework for understanding how such stories provide powerful explanations of “where we come from” and “who we are.” Considers contentious debates over teaching evolution, and why it matters. Incorporates primary texts from a variety of perspectives with scholarship in anthropology.

Prerequisites: ANTH 1000 - 2969 or ANTH 3000 or higher or SOC 1000 - 2969 or SOC 3000 or higher.

Previous terms offered: Spring 2019.

**ANTH 2470 (b, IP) Religions of the African Atlantic**

Non-Standard Rotation. Enrollment limit: 16.

Introduces the religious beliefs and practices of African peoples and their descendants in the Americas. Topics will include historical spiritual links between Africa and the African diaspora, spirits and divinities from an Afro-Atlantic perspective, and religious contact and mixture in Africa and the Americas. The contributions of Afro-Atlantic peoples to global Christianity, Islam, and other world religions will be explored. After a brief historical and cultural grounding, the course pursues these issues thematically, considering various Afro-Atlantic religious technologies in turn, from divination and spirit possession to computers and mass media.

Prerequisites: ANTH 1101 or SOC 1101 or AFRS 1101 or REL 1101.

Previous terms offered: Spring 2019.

**ANTH 2480 (b, IP) War and Peace: Perspectives on Conflict in Humanity's Past and Present**

Non-Standard Rotation. Enrollment limit: 35.

Explores perspectives on the origins and causes of war, the consequences of war on human society, the role of conflict in state formation and imperial expansion, and the relationship between war and the potential for peace. Mobilizes theories and analytical perspectives employed in archaeology and cultural anthropology to examine the material evidence for conflict, including traumatic injuries on human remains, fortifications, settlement patterns, weapons, and iconography. Investigates a range of case studies about prehistoric cultures in the New World (North and South America) as well as Africa, Asia, and the Pacific and considers implications for the contemporary world.

Prerequisites: ANTH 1101 or ANTH 1103.

Previous terms offered: Fall 2018.

**ANTH 2533 (b, ESD, IP) Peoples and Cultures of Africa**

Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: AFRS 1101 or ANTH 1000 or higher.

Previous terms offered: Spring 2019, Fall 2017.

**ANTH 2552 (b) Find a Way or Make One: Arctic Exploration in Cultural, Historical, and Environmental Context**

Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: ANTH 1101 or ANTH 1150.

Previous terms offered: Fall 2015.

**ANTH 2572 (b, ESD, IP) Contemporary Arctic Environmental and Cultural Issues**

Susan Kaplan.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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)

Prerequisites: Two of: either ANTH 1150 or ANTH 1101 or ANTH 1102 and ENVS 1101.

Previous terms offered: Fall 2016.

**ANTH 2610 (b) Sex and State Power**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Examines sexual politics of the law, policing, public health, and state surveillance and explores feminist and queer responses to the relationship between sex and power from a variety of disciplines and traditions. Focuses on two major trends in the regulation of sex in the twentieth and twenty-first centuries: (1) how policy making has shifted from defining sexual morality to managing populations, and (2) the reinvigorated politics of the family as governments scale back their social welfare programs. Additional topics may include reproductive rights, sex work, marriage, hate crimes, surveillance, militarism, and prisons. Students learn main trends in the politics of sexuality and conduct a research project on the topic of their choice. (Same as: GSWS 2610)

Previous terms offered: Fall 2018, Fall 2016.

**ANTH 2737 (b, ESD, IP) Family, Gender, and Sexuality in Latin America**

Krista Van Vleet.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous and natural gender ideologies, marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; compulsory heterosexuality; AIDS; and cross-cultural conceptions of homosexuality. Takes a comparative perspective and draws on a wide array of sources including ethnography, film, fiction, and historical narrative. (Same as: GSWS 2237, LAS 2737)

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Fall 2017.

**ANTH 2830 (b, IP) Descendants of the Sun: The Inca and their Ancestors**

Non-Standard Rotation. Enrollment limit: 35.

Considers the Inca figure in contemporary imaginations, from mummies to archaeological sites like Machu Picchu. This course examines 12,000 years of cultural change in the Andean region of South America. Situates the Inca, perhaps the most well-known of the early civilizations that predated the European invasion, in relation to other cultures, including the Chavin, Paracas, Moche, Nasca, Wari, Tiwanaku, and Chimu. Topics include the peopling of South America; early religious traditions; cultural adaptations to mountainous and desert environments; origins and development of agriculture; domestication of llamas and alpacas; rise and fall of states; imperial expansion; artistic expression; architectural traditions; treatment of the dead and ancestor veneration; and Spanish colonization. Considers both archaeological and ethnohistorical research from the region that includes Ecuador, Peru, Bolivia, Chile, and Argentina. Includes opportunities to work with artifacts from the region.

Prerequisites: ANTH 1000 - 2969 or ANTH 3000 or higher or LAS 1000 - 2969 or LAS 3000 or higher or ARCH 1000 - 2969 or ARCH 3000 or higher.

Previous terms offered: Spring 2019.

**ANTH 2840 (b, ESD) Contemporary Issues of Native North America**

Non-Standard Rotation. Enrollment limit: 35.

Explores contemporary Native American issues within and beyond tribal nations. Topics may include sovereignty and decolonization, federal policy, cultural appropriation, gaming and casinos, blood quantum, the repatriation of human remains and objects, language revitalization, comedy, and the little-known history of Native Americans' influence on rock and roll. Throughout, we emphasize Indigenous-produced scholarship and media. Brings attention to tribal nations in Maine as well as the significance of recent political mobilizations in relation to the long history of Native activism.

Prerequisites: ANTH 1101 or ANTH 1102 or ANTH 1103.

Previous terms offered: Fall 2018.

**ANTH 2850 (b, ESD) Indigenous Societies of Australia and New Zealand**

Non-Standard Rotation. Enrollment limit: 35.

Surveys the contemporary social, economic, and political issues facing native peoples of Australia and New Zealand. Explores a range of indigenous Australian and Maori forms of social being historically, geographically, and methodologically. Through an examination of diverse source materials—such as ethnographic texts, art, novels, autobiographies, films, television, new media, and museum exhibitions—considers the ways that native identity has been constructed and challenged since the eighteenth century. Investigates the relationships between indigenous sovereignty, the nation state, and cultural production.

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Fall 2015.

**ANTH 2860 (b, IP) Pacific Resistance: Indigenous Responses to Capitalism and Colonialism in Oceania**

Non-Standard Rotation. Enrollment limit: 35.

The islands of the Pacific were settled by indigenous peoples long before Europeans first arrived in the region. Explores how Pacific Islanders experienced their encounters with European imperial powers. From historical accounts of Hawaiian chiefs and Fijian warriors to ethnographic accounts of Trobriand Island cricket players and Chamorro activists on Guam, traces the strategies of resistance to colonialism and capitalism that have come to define indigenous ways of life in the Pacific. Through attention to the cultural particularities of the region, uses accounts of indigenous resistance to explore new approaches to issues of social justice and self-determination.

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Spring 2018.

**ANTH 3010 (b) Contemporary Issues in Anthropology**

Non-Standard Rotation. Enrollment limit: 16.

Close readings of recent ethnographies and other materials are used to examine current theoretical and methodological developments and concerns in anthropology.

Prerequisites: Four of: either ANTH 1150 or ANTH 1102 and either ANTH 2010 or ANTH 2020 and ANTH 1101 and ANTH 2030.

Previous terms offered: Spring 2018, Spring 2017, Spring 2016.

**ANTH 3100 (b, ESD, IP) Global Sexualities/Local Desires**

Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: Two of: ANTH 1101 or SOC 1101 and ANTH 2000 - 2969.

Previous terms offered: Fall 2016.



**ANTH 3210 (b) Animal Planet: Humans and Other Animals**

Non-Standard Rotation. Enrollment limit: 16.

Cultures around the world maintain different stances about non-human animals. People eat meat or avoid doing so. Religions advocate veneration, fear, or loathing of certain animals. Domesticated animals provide us company, labor, and food. Wild animals are protected, studied, photographed, captured, and hunted. Animals inhabit novels, are featured in art, and adorn merchandise. Students read ethnographies, articles, animal rights literature, and children's books; study museum collections; and examine animal themes in films and on the Web. Employing anthropological perspectives, students consider what distinguishes humans from other animals, how cultures are defined by people's attitudes about animals, and what might be our moral and ethical responsibilities to other creatures.

Prerequisites: Two of: either ANTH 1101 or ANTH 1150 and ANTH 2000 - 2969.

Previous terms offered: Spring 2018.

**ANTH 3215 (b, ESD) The Anthropology of Art**

Non-Standard Rotation. Enrollment limit: 16.

The aim of this course is two-fold: one, to introduce the student to the "classic" literature within the anthropology of art and to chart the development and interests of this sub-discipline of anthropology; and two, to use this material to develop an "anthropological" perspective on art that can be used as a key form of critical inquiry into diverse art forms. Topics to be discussed include the idea of aesthetics in cross-cultural context; the entanglement of primitivism and modernity; the role of class and taste in appreciating art; art and value in the marketplace; art and museum practice; tourist art and the value of authenticity; and colonial and postcolonial art.

Prerequisites: Two of: ANTH 1101 and ANTH 2000 - 2969.

Previous terms offered: Spring 2019, Spring 2017.

**ANTH 3222 (b) Cultural Performances**

Non-Standard Rotation. Enrollment limit: 16.

"Cultural performances" include many media not normally thought of as performative in the West. The term covers not only drama, dance and music, but also such cultural media as ritual, literature, sport and celebration. Approaches performances in three ways: examines what they reveal about a culture, to both natives and outsiders; considers what social, psychological and political effects they can have on participants and their societies; and investigates what methods have been used to study performance. Special attention will be paid to audiences, and to their reception and uses of symbolic material.

Prerequisites: Two of: either ANTH 2000 - 2969 or either SOC 2000 - 2969 or ANTH 3000 or higher or SOC 3000 or higher and ANTH 1101 or SOC 1101.

Previous terms offered: Fall 2015.

**ANTH 3250 (b, ESD, IP) Landscapes of Power: Culture, Place, and the Built Environment**

Lauren Kohut.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Explores spaces, landscapes, and the built environment as arenas for producing, reproducing, and contesting relationships of power and authority. Human beings transform and are transformed by their physical surroundings, and relationships between people and places are shaped by culture, history, identity, and politics. Drawing on critical theories from anthropology, cultural geography, and related fields, students examine the intersections of space, place, and power using case studies from a variety of cultural and historical contexts. Considers how relationships of inequality become embedded in the landscape and the built environment. Topics include state violence, gated communities, colonialism, borders and borderlands, racial segregation, and gendered spaces.

Prerequisites: ANTH 1101 or SOC 1101 or ANTH 2000 - 2999.

**ANTH 3320 (b) Youth in Global Perspective**

Non-Standard Rotation. Enrollment limit: 16.

Explores research on children as a window into issues of individual agency and social, political, and economic inequality in the contemporary world. Children move between families, communities, and nations; claim belonging to divergent communities; create distinct identities; and navigate hierarchies. Highlights the circulation of children as structured by broad relationships of power. Forefronts youth as social actors. Considers culturally specific notions of childhood and methodological and ethical implications of research with children. Topics include adoption, migration, human trafficking, child labor, tourism, and social movements in the Americas, Asia, Oceania, and/or Africa.

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Fall 2018.

## Art

### Overview & Learning Goals

#### Overview

The Department of Art comprises two programs: art history and visual arts. Majors in the department are expected to elect one of these programs. The major in art history is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of humanity's cultural values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive development of perceptual, creative, and critical abilities in visual expression.

Art History Department/Program Website (<https://www.bowdoin.edu/art-history>)

Visual Arts Department/Program Website (<https://www.bowdoin.edu/visual-arts>)

#### Art History Learning Goals

Art history learning goals are introduced in 1000-level courses, utilized further in 2000-level courses, and refined in 3000- and 4000-level courses with an emphasis on independent practice.

Student majors in the discipline of art history will:

- Learn the structured method of visual analysis in order to deepen their understanding of visual form, spatial effects, and medium and technique of works of art and architecture, and then convey that understanding clearly.
- Engage with actual objects through deliberate and extended examination, using the holdings of the Museum of Art and architecture of the campus.
- Acquire an understanding of the history of art across time and geography as being rooted both in the specific histories of particular periods and places and as involving broader systems of cultural connections, conflicts, migrations, appropriations, and assimilations.
- Learn to locate, identify, and assess critically the relevant historical sources in order to build an interpretation.
- Employ these skills to interpret any unfamiliar object, bringing to bear visual evidence, knowledge of the history of visual forms, and historical information about subject, meaning, and context.
- Challenge the initial subjective response to a work of art by exerting effort to inform themselves about cultures and art traditions that are unfamiliar to them.
- Question their own cultural assumptions about what art is and what artists are.
- Question the received wisdom of the discipline of art history, assessing anew the inherited categories, methods of analysis, and currently accepted interpretations of objects.
- Develop original research projects that can produce new knowledge and understandings.
- Develop strong writing and speaking skills in order to construct a strong thesis and supporting argument and then to communicate them effectively.

## Visual Arts Learning Goals

- Develop skills of direct observation of the world in order to examine the relationship between seeing and knowing.
- Embark upon a range of material explorations in order to gain technical proficiency and facility with multiple means of artistic production.
- Master the formal elements of visual design in order to articulate ideas and to develop an individual artistic language.
- Independently develop and be self-critical of one's creative production.
- Engage in critical discourse and extend it to one's daily life.
- Identify the concerns and motivations informing one's practice and articulate their significance within historical and contemporary context.
- Locate one's work within the larger conversations defining the liberal arts.

## Faculty

Pamela Fletcher, *Director*, Art History Division  
 Carrie Scanga, *Department Chair and Director*, Visual Arts Division  
 Martha R. Janeway, *Coordinator*, Art History Division  
 Alicia Menard, *Coordinator*, Visual Arts Division  
 Colleen Kinsella, *Visual Arts Technician*

*Professors:* Pamela M. Fletcher, Michael Kolster‡, Stephen G. Perkinson, Mark C. Wethli

*Associate Professors:* James Mullen, Carrie Scanga, Susan E. Wegner\*\*

*Assistant Professors:* Jackie Brown, Dana E. Byrd, Peggy Wang (Asian Studies)

*Visiting Faculty:* Christine Elfman, Kathryn Gerry, Mary Hart, Erin Johnson

Art History Faculty and Staff Website (<https://www.bowdoin.edu/art-history/faculty-and-staff>)

Visual Arts Faculty and Staff Website (<https://www.bowdoin.edu/visual-arts/faculty-and-staff>)

## Requirements

### Art History

#### Art History Major

The art history major consists of ten courses, excluding first-year seminars.

Code	Title	Credits
<b>Required Courses</b>		
ARTH 1100	Introduction to Art History	1
Select one course in African, Asian, or pre-Columbian art history numbered 1103 or higher		1
ARTH 1300	Introduction to the Arts of Ancient Mexico and Peru	
ARTH 2190	Culture and Crisis in Modern and Contemporary Japanese Art	
ARTH 2200	Art and Revolution in Modern China	
ARTH 2210	From Mao to Now: Contemporary Chinese Art	
ARTH 2390	Sacred Icons and Museum Pieces: The Powers of Central African Art	
ARTH 2710	Power and Politics in Pre-modern Chinese Art	
ARTH 3190	How to Imagine East Asian Modernisms?	
ARTH 3210	Art for the People: Between Propaganda and Protest in East Asia	
Select one of the following:		1
ARTH MAY 2090/ ARCH 1101	Greek Archaeology	
ARTH MAY 2100/ ARCH 1102	Roman Archaeology	
ARTH 2120	Medieval Foundations: The Beginnings of Western Medieval, Byzantine, and Islamic Art	
ARTH 2130	Art of Three Faiths: Christian, Jewish, and Islamic Art and Architecture, Third to Twelfth Century	
ARTH 2140	The Gothic World	
ARTH 2150	Illuminated Manuscripts and Early Printed Books	
ARTH 2260	Northern European Art of the Fifteenth and Sixteenth Centuries	
ARTH 2270	Painting with Light: Stained glass in the Middle Ages and Beyond	
Select one of the following:		1
ARTH 2220	The Medici's Italy: Art, Politics, and Religion, 1300-1600	
ARTH 2230	The Arts of Venice	
ARTH 2240	Mannerism	
ARTH 2320	Art in the Age of Velazquez, Rembrandt, and Caravaggio	
Select one of the following:		1

ARTH 2410 Sugar, Tobacco, Rice and Rum: Art and Identity in Atlantic World, 1620-1812

ARTH 2420 Realism and Its Discontents: European Art, 1839-1900

ARTH 2440 Shoot, Snap, Instagram: A History of Photography in America

ARTH 2450 American Furniture by Design

ARTH 2520 Modern Art

ARTH 2540 Contemporary Art

ARTH 2620 American Art I: Colonial Period to the Civil War

ARTH 2640 American Art from the Civil War to 1945

Select one additional intermediate course (numbered 2000–2969) 1

Select two advanced seminars (numbered 3000–3999) 2

Select two additional ARTH courses numbered higher than 1100 <sup>a</sup> 2

<sup>a</sup> Only one independent study may be used to satisfy this requirement.

Art history majors are also encouraged to take courses in foreign languages and literature, history, philosophy, religion, and the other arts.

A maximum of two courses for one semester of study from another college or university may count toward the major in art history with departmental approval of that transfer credit. If a student studies away for a full academic year, three courses from another college or university may count toward their art history major with departmental approval.

Students who received a minimum score of four on the Art History Advanced Placement exam are exempt from taking ARTH 1100 Introduction to Art History, but they must take an additional course to replace ARTH 1100 Introduction to Art History. In order to receive this placement, students must have their advanced placement scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

## Art History Minor

The minor consists of five courses, excluding first-year seminars.

Code	Title	Credits
<b>Required Courses</b>		
ARTH 1100	Introduction to Art History	1
Select two intermediate courses (numbered 2000–2969)		2
Select one advanced course (numbered 3000–3999)		1
Select one additional art history course numbered higher than 1100 <sup>b</sup>		1

<sup>b</sup> An independent study may be used to satisfy this requirement.

Only one course for one semester of study from another college or university may count toward a student's art history minor with departmental approval.

Students majoring or minoring in both Art History and Visual Arts may only double-count one Art History course.

Courses that count toward the major and minor must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

## Seminars in Art History

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the

regular courses to possess a sufficient background. The department does not expect to give all, or in some cases any, seminars each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

## Visual Arts

### Visual Arts Major

The major consists of eleven courses.

Code	Title	Credits
<b>Required Courses</b>		
VART 1101	Drawing I	1
Select two of the following:		2
VART 1201	Printmaking I	
VART 1401	Photography I	
VART 1601	Sculpture I	
VART 3902	Advanced Studio	1
Select one 3000-level visual arts course labelled generally as Guided Independent Studio Practice <sup>c</sup>		1
Select four additional visual arts electives <sup>d</sup>		4
Select two courses in art history		2

<sup>c</sup> These advanced studio courses emphasize self-directed work with thematic prompts and in-progress critiques.

<sup>d</sup> No more than one of which may be an independent study course.

### Visual Arts Minor

The minor consists of six courses.

Code	Title	Credits
<b>Required Courses</b>		
VART 1101	Drawing I	1
Select one of the following:		1
VART 1201	Printmaking I	
VART 1401	Photography I	
VART 1601	Sculpture I	
Select three additional visual arts courses <sup>e</sup>		3
Select one course in art history		1

<sup>e</sup> No more than one of which may be an independent study course.

Courses that count toward the major and minor must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

A maximum of two studio visual arts courses and one art history course (for a total of three courses) taken at another college or university may count toward the major or minor in visual arts with departmental approval of that transfer credit.

Students who receive a four on the Studio Art: 2-D Design, Studio Art: 3-D Design, or Studio Art: Drawing AP exams, and complete VART 1101 Drawing I, VART 1201 Printmaking I, VART 1401 Photography I, or VART 1601 Sculpture I with a minimum grade of B-, are eligible to receive a general credit toward their degree, but not major/minor credit. If a student has scores for more than one exam, only 1 total credit will be awarded. For information on credit for IB scores, please see the visual arts department. In order to receive credit for advanced placement work,

students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

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

## Additional Information

### Additional Information and Department Policies

#### Interdisciplinary Majors

Art history participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. Art history majors may do a coordinate major with environmental studies or education. See the Interdisciplinary Majors (p. 250).

Visual arts participates in interdisciplinary programs in art history and visual arts. Visual art majors may do a coordinate major with environmental studies or education. See the Interdisciplinary Majors (p. 250).

In order to receive credit for Advanced Placement or International Baccalaureate work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

## Courses

### Art History

#### ARTH 1011 (c, FYS) *Why Architecture Matters*

Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2015.

#### ARTH 1012 (c, FYS) *Ghastly Beauty: Images of Mortality and Their Lessons for Living*

Non-Standard Rotation. Enrollment limit: 16.

Drawing from The Ivory Mirror exhibition on view at Bowdoin College Museum of Art, examines how artworks help people confront profound questions about mortality: 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? Primary focus is pre-modern Europe, but also considers examples from other times and places, from the ancient world to today. Frequent visits to the exhibition allow investigation of the spectacular objects on display. Readings include poems, literary texts, and argumentative essays dealing with the history of the theme and its present-day resonance.

Previous terms offered: Fall 2017.

#### ARTH 1013 (c, FYS) *Ideas on the Move: Travel, Trade, and the Visual Arts*

Non-Standard Rotation. Enrollment limit: 16.

In our increasingly global world, it's easy to forget that people have been traveling and exchanging ideas throughout history. The visual arts have been one of the most effective ways to share ideas, and 'material culture' – the 'stuff' of our everyday lives – is a profound marker of the ongoing exchange of ideas between cultures. Students in this course use works of visual art and written texts to explore the ways in which people and ideas have moved and developed across cultures. Subject matter focuses on the pre-modern world (before c. 1800), with some consideration of more recent material.

Previous terms offered: Fall 2018.

#### ARTH 1014 (c, FYS) *Matisse and Picasso*

Pamela Fletcher.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Examines the painting of Pablo Picasso and Henri Matisse, in the context of modern painting, philosophy, and history. Particular attention is paid to the creative exchanges and rivalries between the two artists, as well as their role in the popular understanding of modern art and the role of the artist in society.

#### ARTH 1015 (c, FYS) *Becoming American: The Immigrant Journey in Art and Culture*

Non-Standard Rotation. Enrollment limit: 16.

Explores histories of immigration, assimilation, and the revival of cultural distinctiveness in the United States across the twentieth century. Designed to frame the complex processes of becoming American as both an achievement and as a painful loss of difference. Engages with legacies of rupture and resettling—and questions about shifting constructs of national identity—through a careful study of film, literature, curatorial practices, art, and visual culture.

Previous terms offered: Fall 2017.

#### ARTH 1016 (c, FYS) *Art and the Environment: 1960 to Present*

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

**ARTH 1020 (c, FYS) That's Not Art!**

Non-Standard Rotation. Enrollment limit: 16.

Contemporary art can be challenging. Black squares, white cubes, appropriated advertising images, activist posters, street art, and performances all pose to viewers questions of intention, interpretation, and evaluation. Why did twentieth- and twenty-first-century artists redefine traditional media and invent new forms of artistic practice and experience? How do we know when something is "art?" How do we know if it is good art? Topics covered include: abstraction, appropriation, performance, activism, the workings of the contemporary art market, and theories of value and taste.

Previous terms offered: Fall 2018.

**ARTH 1100 (c, VPA) Introduction to Art History**

Every Year. Enrollment limit: 75.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**ARTH 1300 (c, IP, VPA) Introduction to the Arts of Ancient Mexico and Peru**

Susan Wegner.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

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 Chavín, Nasca, 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)

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ARTH 1500 (c, VPA) African Americans and Art**

Dana Byrd.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

Investigates the intersection of African American life and art. Topics include the changing definitions of "African American Art," the embrace of African cultural production, race and representation in slavery and freedom, art as source of inspiration for social movements, and the politics of exhibition. Our mission is to develop art-historical knowledge about this critical aspect of American art history, while facilitating ways of seeing and writing about art. (Same as: AFRS 2660)

**ARTH 2090 (c, VPA) Greek Archaeology**

Ambra Spinelli.

Every Other Fall. Fall 2019. Enrollment limit: 50.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as: ARCH 1101)

Previous terms offered: Fall 2017, Fall 2015.

**ARTH 2100 (c, VPA) Roman Archaeology**

Every Other Fall. Enrollment limit: 50.

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)

Previous terms offered: Fall 2018, Fall 2016.

**ARTH 2110 (c, IP, VPA) Sacred Arts of Japan**

Non-Standard Rotation. Enrollment limit: 35.

Introduces religious artworks of Japan from the sixth century to the present day. Following a chronological sequence, examines artwork from Buddhist, Shinto, and Christian belief systems. Investigates two-dimensional works, sculpture, and architecture. Explores topics such as the relationship between ritual practice and the visual arts, images of heaven and hell, hidden icons, relics, and sacred and secular interactions in the visual realm. Readings taken from primary sources and scholarly articles in the field. (Same as: ASNS 2292)

Previous terms offered: Spring 2017.

**ARTH 2120 (c, VPA) Medieval Foundations: The Beginnings of Western Medieval, Byzantine, and Islamic Art**

Non-Standard Rotation. Enrollment limit: 35.

Explores the art and architecture produced across Europe and the Mediterranean region in the late antique and early medieval periods (c.250-c.1050), with attention paid to how the artistic practices of a number of cultures grew out of the Roman imperial tradition. Students explore the visual characteristics of the art and architecture from this period, and the relationship between early medieval art and the social, religious, and political history of the earlier Middle Ages. Topics include Anglo-Saxon, Byzantine, Carolingian, early Islamic, and Viking art.

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Fall 2018.

**ARTH 2130 (c, VPA) Art of Three Faiths: Christian, Jewish, and Islamic Art and Architecture, Third to Twelfth Century**  
Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Fall 2015.

**ARTH 2140 (c, VPA) The Gothic World**

Kate Gerry.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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

Previous terms offered: Spring 2016.

**ARTH 2145 (c, VPA) Gold, Paint, and Stone: The Arts of the High Middle Ages**

Non-Standard Rotation. Enrollment limit: 35.

The High Middle Ages, or Romanesque period (c. 1000-c.1200), was a moment of enormous cultural and technological development, as people, goods, and ideas moved throughout Europe and the Mediterranean Basin. This course introduces students to the visual arts and architecture produced in western Europe with some comparative material from further afield. Topics will include the pilgrimage and the cult of saints, the development of narrative art, Islamic Spain, and the balance between conceptual art and naturalism that marks the style of this period.

Previous terms offered: Spring 2019.

**ARTH 2150 (c, VPA) Illuminated Manuscripts and Early Printed Books**  
Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Spring 2017.

**ARTH 2180 (c, IP, VPA) Gender in Japanese Art**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**ARTH 2190 (c, IP, VPA) Culture and Crisis in Modern and Contemporary Japanese Art**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Fall 2015.

**ARTH 2200 (c, IP, VPA) Art and Revolution in Modern China**

Non-Standard Rotation. Enrollment limit: 35.

Examines the multitude of visual expressions adopted, re-fashioned, and rejected from China's last dynasty (1644-1911) through the Cultural Revolution (1966-1976). Major themes include the tension between identity and modernity, Westernization, the establishment of new institutions for art, and the relationship between cultural production and politics. Formats under study include ink painting, oil painting, woodcuts, advertisements, and propaganda. Comparisons with other cultures conducted to interrogate questions such as how art mobilizes revolution. (Same as: ASNS 2200)

Previous terms offered: Spring 2018.

**ARTH 2210 (c, IP, VPA) From Mao to Now: Contemporary Chinese Art**

Non-Standard Rotation. Enrollment limit: 35.

Examines the history of contemporary Chinese art and cultural production from Mao's Cultural Revolution (1966-1976) until today. Traces experiments in oil, ink, performance, installation, video, and photography and considers these media and formats as artistic responses to globalization, capitalist reform, urbanization, and commercialization. Tracks themes such as art and consumerism, national identity, global hierarchies, and political critique. Readings include primary sources such as artists' statements, manifestoes, art criticism, and curatorial essays. (Same as: ASNS 2201)

Previous terms offered: Fall 2018.

**ARTH 2220 (c, VPA) The Medici's Italy: Art, Politics, and Religion, 1300-1600**

Susan Wegner.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

An exploration of the painting, sculpture, and architecture from Giotto's revolutionary paintings in 1300 through the fifteenth century with masters such as Donatello and up to High Renaissance giants, Leonardo da Vinci, Titian, Raphael, and Michelangelo. Examines art-making and function within the society that used it, including the role of women as patrons, artists and subjects of art. Readings in translation of sixteenth-century artists' biographies, art criticism, and popular literature. Class will make use of collections in the Bowdoin College Museum of Art, the Boston Museum of Fine Arts, and the Isabella Stewart Gardner Museum in Boston.

Previous terms offered: Fall 2017.

**ARTH 2230 (c, VPA) The Arts of Venice**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Spring 2018, Spring 2016.

**ARTH 2240 (c, VPA) Mannerism**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Spring 2019, Fall 2015.

**ARTH 2260 (c, VPA) Northern European Art of the Fifteenth and Sixteenth Centuries**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Spring 2018, Fall 2016.

**ARTH 2320 (c, VPA) Art in the Age of Velazquez, Rembrandt, and Caravaggio**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Spring 2017.

**ARTH 2360 (c, ESD, VPA) Art and Politics in Africa**

Non-Standard Rotation. Enrollment limit: 16.

In the 2018 Marvel film *Black Panther*, a provocative scene depicts Erik Killmonger talking with a curator about the acquisition of objects at the fictional Museum of Great Britain. The curator identifies an axe from seventh-century Benin. Killmonger disagrees. "It was taken by British soldiers in Benin," Killmonger claims, "but it's from Wakanda," the fictional nation portrayed in the film. This scene presents a starting point for this course's inquiry into issues of politics and African art. The course examines the impact of colonial relations on museum collections and displays of African art today, and the roles of art as political discourse in Africa. Materials analyze how leaders and institutions have used objects to articulate authority and navigate conflict during precolonial and colonial periods, nationalist movements, and the years since countries in Africa gained political independence. Topics address broader theoretical issues of power, appropriation, resistance, and heritage. (Same as: AFRS 2251)

Previous terms offered: Spring 2019.

**ARTH 2370 (c, IP, VPA) Traveling Textiles: Cultural Encounters from Trade Routes to the Runway**

Non-Standard Rotation. Enrollment limit: 16.

Examines the histories and roles of textiles and clothing in crosscultural exchanges. Course material explores how textiles traveled between Africa, Asia, and Europe through precolonial trade routes to how nineteenth-century African textile designs are transformed on European and American fashion show runways today. The course asks questions about how colonial empires, institutions, artists, and other individuals have used textiles to mediate exchanges with other societies. Textiles from Africa represent dynamic visual expressions to investigate issues relating to cultural representation and constructions of identity and power. From tapestries and quilts to ceremonial cloths and everyday dress, we will explore the making, circulation, and use of textiles and their designs to understand what ideas and beliefs textiles carry and communicate. The course focuses on interactions between societies in Africa and other parts of the world, especially Europe, Asia, and the Americas. (Same as: AFRS 2241)

Previous terms offered: Spring 2019.

**ARTH 2380 (c, IP, VPA) African Art and Visual Culture**

Non-Standard Rotation. Enrollment limit: 35.

What makes an object or artwork "African?" What meanings does this labeling carry? In short, what is Africa? These questions grapple with how to explain, understand, and represent the arts and visual cultures of an entire continent. Explores the complexities and dynamics of artistic practices in Africa—from masquerades, ivories, architecture, and urban mural paintings to the works of blacksmiths, studio photographers, and contemporary artists. Studying the arts and visual cultures of Africa leads also to an exploration of the political systems, social practices, religious beliefs, and everyday life of many different historical and contemporary societies that sharpen understandings of the diversity across the continent. (Same as: AFRS 2250)

Previous terms offered: Fall 2018.

**ARTH 2390 (c, IP) Sacred Icons and Museum Pieces: The Powers of Central African Art**

David Gordon.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Seminar. The art of Central Africa inspired European avant-garde artists from Pablo Picasso to Paul Klee. This course explores art as a historical source. What does the production, use, commerce, and display of art reveal about politics, ideology, religion, and aesthetics? Prior to European colonialism, what was the relationship between art and politics in Central Africa? How did art represent power? What does it reveal about gender relations, social divisions, and cultural ideals? The course then turns to the Euro-American scramble for Central African art at the onset of European colonialism. How did the collection of art, its celebration by European artists, and display in European and American museums transform patterns of production, cultural functions and aesthetic styles of Central African art? The course ends with current debates over the repatriation of African art. Note: This course is part of the following field(s) of study: Africa. This course meets the non-European/ US History requirements. (Same as: HIST 2823, AFRS 2823)

Previous terms offered: Spring 2017.

**ARTH 2420 (c, VPA) Realism and Its Discontents: European Art, 1839-1900**

Pamela Fletcher.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

A survey of European art from the advent of photography to the turn of the century. The nineteenth century witnessed an explosion of urban growth, increasing political and economic power for the middle and working classes, and revolutionary scientific and technological discoveries. How did the visual arts respond to and help shape the social forces that came to define Western modernity? Questions to be addressed include: What was the impact of photography and other technologies of vision on painting's relation to mimesis? How did new audiences and exhibition cultures change viewers' experiences and expectations of art? How did artists respond to the new daily realities of modern urban life, including the crowd, the commodity, railways, and electric light? Artists discussed include Courbet, Frith, Manet, Ford Madox Brown, Julia Margaret Cameron, Whistler, Ensor, Gauguin, and Cézanne.

Previous terms offered: Fall 2017.

**ARTH 2430 (c, VPA) Modern Architecture: 1750 to 2000**

Non-Standard Rotation. Enrollment limit: 35.

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. (Same as: ENVS 2431)

Previous terms offered: Fall 2018, Spring 2016.

**ARTH 2440 (c, VPA) Shoot, Snap, Instagram: A History of Photography in America**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Spring 2018, Fall 2016.



**ARTH 2450 (c, VPA) American Furniture by Design**

Dana Byrd.

Non-Standard Rotation. Fall 2019. Enrollment limit: 12.

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.

Previous terms offered: Spring 2017, Fall 2015.

**ARTH 2470 (c, VPA) The Bauhaus and its Legacy: Designing the Modern World**

Non-Standard Rotation. Enrollment limit: 20.

The centennial of the Bauhaus—the school of modern design opened in 1919 in Weimar, Germany, and closed by the Nazis in 1933—is being celebrated around the world. More than just a school, the Bauhaus gave modernity a distinct physical form by connecting art to nature and industry in new ways. The Bauhaus also advanced the radical notion that modern design had a key social role to play: to improve the lives of all people. The course investigates the social mission, arts, vibrant way of life, and prominent figures at the Bauhaus, many leaders in fields of modern architecture, urbanism, and the arts of design. The course also explores the Bauhaus legacy that flourished throughout the twentieth century, focusing on US and Europe. The Bauhaus changed the world and even today we feel its impact, in the smallest of objects, our built environments, and the cities in which we live. Students will work closely with the Bauhaus exhibition that opens March 1, 2019, at the Bowdoin College Museum of Art and will carry out their own research projects. (Same as: ENVS 2470)

Previous terms offered: Spring 2019.

**ARTH 2520 (c, VPA) Modern Art**

Non-Standard Rotation. Enrollment limit: 35.

A study of the modernist movement in visual art in Europe and the Americas beginning with post-impressionism and examining in succession: expressionism, fauvism, cubism, futurism, constructivism, Dada, surrealism, the American affinities of these movements, and the Mexican muralists. Modernism is analyzed in terms of the problems presented by its social situation; its relation to other elements of culture; its place in the historical tradition of Western art; and its invocation of archaic, primitive, and Asian cultures.

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Spring 2018.

**ARTH 2540 (c, VPA) Contemporary Art**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Spring 2019, Fall 2016.

**ARTH 2560 (c, VPA) Women, Gender, And Sexuality in Western European and American Art, 1500 to Present**

Non-Standard Rotation. Enrollment limit: 35.

Provides an introduction to the history of women as creators, patrons, and audiences of art in Western Europe and the United States from the Renaissance to the present, and explores methods and approaches to visual art that focus on questions of gender and sexuality in an intersectional context. Artists considered may include Artemisia Gentileschi, Angelica Kauffman, Edmonia Lewis, Mary Cassatt, Georgia O'Keeffe, Claude Cahun, Frida Kahlo, Lee Krasner, Judy Chicago, Adrian Piper, Shirin Neshat, and Kara Walker. (Same as: GSWS 2258)

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Fall 2018.

**ARTH 2620 (c, ESD, VPA) American Art I: Colonial Period to the Civil War**

Non-Standard Rotation. Enrollment limit: 35.

An investigation of American architecture, sculpture, painting, and decorative arts from their contact-era origins until the Civil War. Emphasis is placed on American art as a distinct tradition shaped by the movement of people and things across the Pacific and Atlantic oceans to a continent populated by indigenous people. Explores how artists engaged and interpreted the world around them in material form, as well as the ways that this production served a host of ideological and aesthetic needs. Methods of art historical interpretation are analyzed and discussed using primary and secondary source readings. Studies original art and artifacts in the Bowdoin College Museum of Art and buildings on the Bowdoin campus and beyond.

Previous terms offered: Spring 2019, Spring 2016.

**ARTH 2640 (c, VPA) American Art from the Civil War to 1945**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Spring 2017.

**ARTH 2710 (c, IP, VPA) Power and Politics in Pre-modern Chinese Art**  
Non-Standard Rotation. Enrollment limit: 35.

Introduces students to Chinese art from the First Emperors terracotta warriors in the third century BCE to the waning of the country's dynastic history in the nineteenth century CE. Following a chronological sequence, explores key mortuary spaces, religious objects, court art, and landscape painting with focus on themes of power and politics. Emphasis is placed on understanding changing art formats and functions in relation to socio-cultural contexts, such as shifts in belief systems, foreign imperial patronage, and the rise of literati expression. Readings include primary sources such as ancestral rites, Buddhist doctrines, imperial proclamations, and Chinese painting treatises. (Same as: ASNS 2020)

Previous terms offered: Spring 2019, Spring 2016.

**ARTH 3130 (c, VPA) Bosch**

Non-Standard Rotation. Enrollment limit: 12.

Seminar. Examines the works of the famously idiosyncratic Netherlandish painter, Jheronimus Bosch (c. 1450-1516), investigating their artistic methods and cultural context. Also considers their reception by contemporary and subsequent generations of artists, scholars, and viewers

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Spring 2018, Spring 2016.

**ARTH 3160 (c, VPA) Memory, Mourning, and the Macabre: Visualizing Death in Late Medieval and Early Modern Europe**

Non-Standard Rotation. Enrollment limit: 12.

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.

Previous terms offered: Spring 2017.

**ARTH 3180 (c, IP, VPA) Japanese Prints**

Non-Standard Rotation. Enrollment limit: 12.

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)

Previous terms offered: Fall 2016.

**ARTH 3200 (c, VPA) Historicizing the Contemporary: Topics in Recent Chinese Art**

Non-Standard Rotation. Enrollment limit: 12.

Identifies and explores key topics in recent publications of contemporary Chinese art. Alongside of subject matter, students analyze usages of socio-political context and methodologies for framing different narratives of contemporary Chinese art. Through studies of individual artists and larger contemporary art trends, students unpack current art histories while also proposing alternative approaches. Readings include monographs, exhibition catalogs, interviews, and systematic reviews of journals. Questions include: What are the challenges of historicizing the present? How does the global art world reconcile the existence of multiple art worlds? How have artists intervened in narratives of contemporary Chinese art? (Same as: ASNS 3070)

Previous terms offered: Spring 2019, Spring 2016.

**ARTH 3210 (c, IP, VPA) Art for the People: Between Propaganda and Protest in East Asia**

Non-Standard Rotation. Enrollment limit: 12.

Examines manifestations and mobilizations of "art for the people" from the early twentieth century to today. Focuses on ideological imperatives in modern and contemporary Chinese art and invites cross-cultural examples from East Asian democracy movements and global pop spectacle. Asks "Who are the people?" and how art has been used to define and serve them. Discussions call attention to the implication of art in politics as well as the use of art in protest. Considers artists' tactics for intervening in institutional and ideological claims on "the people" and limitations of national and class boundaries. Topics include publicness, mass media, art school pedagogy, and social art practice. (Same as: ASNS 3811)

Prerequisites: ARTH 1000 - 2969 or ARTH 3000 or higher or ASNS 1000 - 2969 or ASNS 3000 or higher.

Previous terms offered: Spring 2018.

**ARTH 3240 (c, VPA) Leonardo da Vinci and Michelangelo: Science and Art through Drawing**

Non-Standard Rotation. Enrollment limit: 12.

Both Leonardo and Michelangelo produced hundreds of drawings in the service of their imaginative processes in creating great architecture, sculpture, and painting. In addition, both studied the human body through anatomical drawings, while Leonardo expanded his investigations to the bodies of animals, the movement of water, the flight of birds, and countless other natural phenomena. Exploring the theory of *disegno* (drawing and composing) as a divinely granted power, considers biographies, letters, and notebooks in translation, as well as scholarly literature on the Sistine Chapel frescoes, "The Last Supper," and other monuments now known to us only through drawings. Makes use of works from the collections of the Bowdoin College Museum of Art. Opportunities for hands-on learning of drawing techniques—chalk, pen and ink, wash, metal point—support investigations of these artists' accomplishments.

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Fall 2018, Fall 2015.

**ARTH 3320 (c, VPA) Painting and Society in Spain: El Greco to Goya**  
Non-Standard Rotation. Enrollment limit: 12.

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.

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Fall 2016.

**ARTH 3330 (c, VPA) Studies in Seventeenth-Century Art: Caravaggio and Artemisia Gentileschi**

Non-Standard Rotation. Enrollment limit: 12.

Contrasts two artists – one male, one female – whose powerful, naturalistic styles transformed European painting in the seventeenth century. Starting with a close examination of the artists' biographies (in translation), focuses on questions of their educations, artistic theories, styles as a reflection of character, and myths and legends of the their lives. Also examines the meanings of seventeenth-century images of heroic women, such as Esther, Judith, and Lucretia, in light of social and cultural attitudes of the times.

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Fall 2017.

**ARTH 3350 (c, ESD) Desire and Difference: Exploring Gender, Sexuality, and Race in Ancient and Medieval Art**

Non-Standard Rotation. Enrollment limit: 12.

Gender, sexuality, race, and other aspects of identity have come to play a huge role in our public and private lives, and these same issues can be key to understanding how people lived and understood their lives in the past. Through in-class discussion and individual research projects, students in this seminar examine intersections of these concerns with the visual arts produced in the ancient Mediterranean region and medieval Europe (c. 500 BCE–c. 1500 CE), gaining a deeper and richer understanding of how people in the past described themselves and their lives and made sense of individual identities. Specific topics covered will include representations of women and minorities, the roles played by women as makers and patrons of art, and the usefulness of modern categories of sexuality and gender in the context of ancient and medieval art. (Same as: GSWS 3350)

Prerequisites: ARTH 1100 or Placement in above ARTH 1100 or ARTH 2000 - 2969 or GSWS 1000 - 2969 or GSWS 3000 or higher.

Previous terms offered: Spring 2019.

**ARTH 3370 (c, IP, VPA) Medieval Art and the Modern Viewer: Building an Exhibition with Wyvern Collection**

Kate Gerry.

Non-Standard Rotation. Fall 2019. Enrollment limit: 06.

The long-term loan of the Wyvern Collection of medieval art to the BCMA offers an opportunity for hands-on research in a museum setting. Students work directly with medieval works of art to conduct object-based research, develop some of the components of an exhibition, and explore specific aspects of medieval art history. As a group, students develop an exhibition concept and consider questions related to the display of objects. Individually, students research works of art and their cultural context and write museum labels, wall text, and essays. Topics for research and discussion might include religion, gender, and globalism in the Middle Ages or history and theory of collecting and display.

Prerequisites: ARTH 1000 - 2969 or ARTH 3000 or higher.

**ARTH 3530 (c, VPA) Painted Fictions: Narrative and British Art**

Non-Standard Rotation. Enrollment limit: 12.

Is a picture worth a thousand words? If so, why? Questions whether pictures appeal more directly to our emotions or imaginations, or if they need words to be comprehensible. Examines the complex and sometimes competitive relationship between visual images and the texts that surround and support them – including literary sources, invented narratives, titles, captions, art criticism, and catalogue entries – in eighteenth- and nineteenth-century British art. Artists considered include: William Hogarth, Joshua Reynolds, the Pre-Raphaelites, James McNeil Whistler, and Walter Sickert; texts may include writings by Charles Dickens, Henry James, Oscar Wilde, and Virginia Woolf.

Previous terms offered: Spring 2018.

**ARTH 3590 (c, VPA) Manet's Modernism**

Non-Standard Rotation. Enrollment limit: 12.

Examines the work of Manet and its critical reception from the nineteenth century to the present. Manet has been considered the paradigmatic modern artist, and the reception and interpretation of his work elucidates both a contested history of modernism's meaning, and the critical historiography of the discipline of art history itself. Authors may include Baudelaire, Zola, T.J. Clark, Michael Fried, Pierre Bourdieu, and Griselda Pollock.

Prerequisites: ARTH 1100 - 2969 or ARTH 3000 or higher.

Previous terms offered: Spring 2017.

**ARTH 3600 (c, ESD, VPA) Race and Visual Representation in American Art**

Non-Standard Rotation. Enrollment limit: 16.

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)

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Fall 2016.

**ARTH 3620 (c, VPA) Winslow Homer and American Art**

Every Other Year. Enrollment limit: 12.

During his extensive career, Winslow Homer (1836-1910) worked in multiple modes, including woodcut prints for the popular press, watercolors, and paintings. In his depictions of freedmen, maimed Civil War veterans, and untamed nature, he provided a penetrating and often disturbing view of post-Civil War America. Over the past fifty years, interpretations of Homer's work have changed dramatically and broadened to include such themes and lenses as race, social class, and intertextuality. Exploration of Homer's oeuvre doubles as an inquiry into the historiography of American Art. Homer topics under consideration are: Civil War paintings, illustrations of leisure, depictions of women and children in the Gilded Age, and landscape and seascape paintings of the Caribbean and Maine. Close study opportunities include sessions at the Bowdoin College Museum of Art, Bowdoin College Special Collections, the Portland Museum of Art, and the Winslow Homer Studio in Prouts Neck, Maine.

Prerequisites: ARTH 2000 - 2969.

Previous terms offered: Fall 2018, Spring 2016.

**ARTH 3690 (c, VPA) Art and Catastrophe: Visual Responses to Trauma**

Non-Standard Rotation. Enrollment limit: 12.

Explores visual responses to loss, trauma, and cultural catastrophe. Considers how artistic traces of suffering offer insight into ruptures so painful that they linger beyond the limitations of linear narrative and along the fringes of cognition. Structured to bring together disparate works of art—including film, photography, video, sculpture, performance, the graphic arts, and curatorial practice—as a means of exploring the possibilities and limits of representation. Engages works of art that frame questions about the collisions between cultural catastrophe and more ordinary forms of suffering.

Prerequisites: ARTH 2000 - 2969.

Previous terms offered: Fall 2017.

**ARTH 3840 (c, VPA) Bad Art: An Alternative History of Modern Art**

Non-Standard Rotation. Enrollment limit: 12.

What is the difference between good art and bad? Why do categories of value change over time? Since the last decades of the nineteenth century, a modernist aesthetic valuing formal innovation and absorptive autonomy has been a powerful force in making these distinctions. Examines the modernist evaluation of good art by attending to its opposite: those visual qualities, forms, and media that modernist criticism labeled bad art and cast out of the canon. Topics covered may include narrative and sentimental art, early popular cinema, comic strips and graphic novels, outsider art, regional art, relational aesthetics, and the self-conscious creation of bad art.

Previous terms offered: Spring 2019.

## Visual Arts

**VART 1099 (c, MCSR, VPA) Interactive Media: Designing Applications for the Arts**

Non-Standard Rotation. Enrollment limit: 18.

A hands-on introduction to the creation of interactive art and digital media. Students construct programs to analyze data from physical sensors to characterize motion, proximity, and sound. Through experimental and project based studio work, students design and implement interactive applications for theater, dance, sculpture, installations, and video. Collaborative work focuses on problem solving at the intersections of creative arts and technology. Readings in media theory support the critical examination of contemporary interactive art. Note: This course does not serve as a prerequisite to 3000-level visual arts courses. (Same as: MUS 2561)

Previous terms offered: Spring 2019, Spring 2016.

**VART 1101 (c, VPA) Drawing I**

James Mullen; Mary Hart.

Every Semester. Fall 2019. Enrollment limit: 18.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**VART 1201 (c, VPA) Printmaking I**

Carrie Scanga.

Every Semester. Fall 2019. Enrollment limit: 14.

How do we design images that visually express what we want to communicate? This question is at the heart of the printmaking discipline, which originated in the book and news printing industries and was later adopted as a tool by visual artists. Offers an exploration of image making through traditional and digital craft. Basic printmaking strategies and materials are introduced, such as ink, pressure, stencils, and multiples. Practices fine art print processes (digital, relief, and intaglio) using contemporary formats such as zines, stenciling, found objects, and collaboration. Exposure to historical and contemporary examples of printmaking through library special collections and museum visits, trips to local print shops and artists' studios, demonstrations, visiting artist projects, and critiques supplement learning in the printmaking studio. Prior experience with other methods of image making, such as drawing or photography, is not required.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**VART 1301 (c, VPA) Painting I**

Mark Wethli.

Every Semester. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: VART 1101.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**VART 1401 (c, VPA) Photography I**

Christine Elfman.

Every Semester. Fall 2019. Enrollment limit: 18.

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 are encouraged to provide their own 35mm film manually adjustable cameras, but the department has cameras for loan if necessary.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**VART 1601 (c, VPA) Sculpture I**

Jackie Brown.

Every Semester. Fall 2019. Enrollment limit: 14.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Fall 2015.

**VART 1701 (c, VPA) Digital Media I**

Non-Standard Rotation. Enrollment limit: 18.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**VART 2101 (c, VPA) Drawing II**

Every Spring. Enrollment limit: 18.

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.

Prerequisites: VART 1101.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**VART 2201 (c) Printmaking II**

Non-Standard Rotation. Enrollment limit: 14.

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

Prerequisites: VART 1201 or VART 1101 or VART 1401.

Previous terms offered: Spring 2018, Spring 2017.

**VART 2202 (c, VPA) The Living Print**

Non-Standard Rotation. Enrollment limit: 18.

Through traditional and digital print media, we will explore how prints function and "live" in the common places we inhabit. Silkscreen and letterpress printing, laser-cut, and woodcut techniques will be introduced as we make images by hand and with computers. Installation, book arts, wearable art, and text-based printmaking projects will provide an aesthetic framework for exploring concepts in contemporary printmaking. Studio projects will be supported by critical discussions, museum visits, and field research about historic print examples, zines and posters, animation works, and installations.

Prerequisites: VART 1201 or VART 1101 or VART 1401.

Previous terms offered: Spring 2019, Spring 2016.

**VART 2301 (c, VPA) Painting II**

Mark Wethli.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

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

Prerequisites: VART 1301.

Previous terms offered: Fall 2017, Fall 2015.

**VART 2302 (c) Landscape Painting**

Every Other Fall. Enrollment limit: 18.

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.

Prerequisites: VART 1301.

Previous terms offered: Fall 2018, Fall 2016.

**VART 2401 (c, VPA) Large Format Photography**

Non-Standard Rotation. Enrollment limit: 18.

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.

Prerequisites: VART 1401.

Previous terms offered: Fall 2016, Fall 2015.

**VART 2402 (c, VPA) Photography and Color**

Christine Elfman.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

A continuation of principles encountered in Visual Arts 1401, with an added emphasis on the expressive potential of color. Cameras of various formats, from the 35mm to the 4x5, are used to complete assignments. Approaches to color film exposure and digital capture, manipulation, and printing are practiced and the affect of color is examined. Through reading assignments, slide presentations, and discussions, students explore historical and cultural implications of color photography. Weekly assignments and group critiques structure class discussion.

Prerequisites: VART 1401.

Previous terms offered: Fall 2017, Spring 2017.

**VART 2403 (c, VPA) Documentary Photography**

Non-Standard Rotation. Enrollment limit: 18.

Sustained photographic exploration of situations that appear unfamiliar or foreign to the student's experience. A consideration of connections between the different moments encountered and described by the camera, followed with written and further visual articulation of discoveries made from these insights. Narrative strategies, viewer expectations, and the role of the image in the dissemination of knowledge are central concerns of critiques, discussions, and readings. Photographic prints to be produced only through the exposure of black-and-white film and traditional darkroom techniques. Final project consists of a book, exhibit, or publishable article employing both text and photographs.

Prerequisites: VART 1401.

Previous terms offered: Spring 2019, Spring 2016.

**VART 2405 (c) Photo Seminar**

Non-Standard Rotation. Enrollment limit: 18.

An extension of principles and techniques developed in Visual Arts 1401, with increased emphasis on independent projects. Seminar discussion and critiques, and field and laboratory work. Participants must provide their own non-automatic 35mm camera.

Prerequisites: VART 1401.

Previous terms offered: Spring 2018.

**VART 2601 (c, VPA) Sculpture II**

Non-Standard Rotation. Enrollment limit: 18.

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

Prerequisites: VART 1601.

Previous terms offered: Fall 2017, Spring 2016.

**VART 2602 (c, VPA) Sculpture - Mold Making and Casting**

Every Other Year. Enrollment limit: 18.

Course builds on the use of everyday objects from Sculpture I and introduces advanced mold making and casting techniques. Students engage with a wide range of materials including clay, concrete, plaster, rubber, wax, and alternative materials like chocolate and soap. Through this process, students can alter and reimagine familiar everyday objects to explore how materials, forms, and images convey meaning in life and culture. Additional themes include art-by-instruction and installation.

Prerequisites: VART 1601.

Previous terms offered: Spring 2019, Spring 2017.

**VART 2702 (c, VPA) Advanced Design: Media**

Every Spring. Enrollment limit: 22.

As technology has evolved so has the world of theater and dance. Advanced Design: Media offers students an in-depth look at the technology, theory, and aesthetic involved in creating highly developed projections and graphic sequences for stunning multimedia theater and dance productions. Students will learn the cutting edge 3D computer animation software Autodesk Maya and Adobe Creative Suite to design digital sets for contemporary performance. Assignments will include creating digital landscapes for specific scenes and developing short loop animations for digital prop placement. By the end of the semester students will have re-imagined and developed their original design of a play through computer generated sound and visuals. (Same as: THTR 2302, DANC 2302)

Prerequisites: THTR 1302 (same as DANC 1302) or DANC 1302 or VART 1000 - 1999.

Previous terms offered: Spring 2017.

**VART 3030 (c) Site-Specifics: Production of Socially Engaged Media**

Non-Standard Rotation. Enrollment limit: 18.

Guided Independent Studio Practice. Students gain an understanding of how digital media technologies can serve as tools for creative cultural practice through the production of site-specific, socially engaged video, sound, and new media artworks. Site visits and meetings with community organizations will contribute to the development of works distributed and displayed through mobile devices, projection, installation and online platforms. Lectures, readings, and discussions provide a historical overview of the intersection of site-specificity and community-based sound and video works. Students develop technical skills in camerawork, lighting, audio recording, and editing, and are introduced to video and sound artists who consider race, class, gender, sexuality, labor and environmental politics. (Same as: DCS 3030)

Prerequisites: VART 1000 - 1999.

Previous terms offered: Spring 2019, Spring 2016.

**VART 3031 (c) Raised by the Internet: Data, Networks, and Time-Based Media**

Non-Standard Rotation. Enrollment limit: 18.

Guided Independent Studio Practice. Explores how the Internet and screen-centric lives change the way we relate to the world and each another. Students create time-based media works that consider the emotional, social, political, and physical effects of new technologies, while addressing questions regarding privacy, artificial intelligence, and digital communities. Additionally, students use information collected by mobile apps, GPS trackers, and more to challenge data culture through creative interventions that include animation, video, interaction design, sound, and other forms of digital expression. (Same as: DCS 3031)

Prerequisites: VART 1100 - 2969.

Previous terms offered: Spring 2017.

**VART 3501 (c) Bio Art: Creative Inquiry at the Intersection of Art and Science**

Non-Standard Rotation. Enrollment limit: 18.

Guided Independent Studio Practice. 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.

Prerequisites: VART 1100 - 2969.

Previous terms offered: Fall 2016.

**VART 3502 (c) Abstraction**

Non-Standard Rotation. Enrollment limit: 18.

Guided Independent Studio Practice. 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.

Prerequisites: VART 1100 - 2969.

Previous terms offered: Spring 2018, Fall 2016.

**VART 3503 (c) Installation Art**

Non-Standard Rotation. Enrollment limit: 18.

Guided Independent Studio Practice. An exploration of installation art in the context of contemporary practice, especially as a means to transform space, create an environment, or offer a visceral experience. Early assignments guide students through considerations for form, content, process, and meaning, followed by an emphasis on self-directed projects. Choice of media to be determined jointly by faculty and students.

Prerequisites: Two of: VART 1100 - 2969 and VART 1100 - 2969.

Previous terms offered: Fall 2018.

**VART 3800 (c) Art and Time**

James Mullen.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

Guided Independent Studio Practice. An exploration of the role of time in the visual arts. Through class assignments and independent projects, examines how artists can invoke and transform time. Attention given to historical and contemporary precedents. Seminar discussions, field trips, and class critiques. Not open to students who have credit for Visual Arts 2801.

Prerequisites: Two of: VART 1100 - 2969 and VART 1100 - 2969.

Previous terms offered: Fall 2018, Fall 2017, Fall 2015.

**VART 3801 (c) Narrative Structures**

Carrie Scanga.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

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

Prerequisites: Two of: VART 1100 - 2969 and VART 1100 - 2969.

Previous terms offered: Fall 2017, Fall 2015.

**VART 3902 (c) Advanced Studio**

Every Spring. Enrollment limit: 18.

Guided Independent Studio Practice. 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.

Prerequisites: VART 3000 or higher.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

# Asian Studies

## Overview & Learning Goals

### Overview

The Asian Studies Program offers an interdisciplinary approach to the study of Asia that spans the regions of East Asia, South and Southeast Asia, and the Asian diaspora. In addition to language study, students may take courses in anthropology, art history, cinema, gender and sexuality studies, government, history, literature and culture, music, religion, and sociology. For the major, each student is required to concentrate in a geographic area or discipline, acquire a working proficiency in one of the languages of East or South Asia, develop theoretical or methodological sophistication, and demonstrate a degree of applied specialization. These principles are reflected in the requirements outlined below.

### Learning Goals

The Asian Studies Program provides a multidisciplinary curriculum that develops knowledge regarding the history, politics, religions, societies, and visual and literary cultures of East Asia and South Asia.

Majors concentrate on a geographical area (China, Japan, South Asia, or East Asia) or pursue a comparative study of several Asian areas through a sustained focus on a discipline (e.g., government, history, literature and visual culture, or religion). This is combined with sustained training in a relevant Asian language.

Besides being multidisciplinary, the Asian studies major also emphasizes broad temporal and regional scope; students thus pursue at least one course outside their chosen area of focus as well as at least one course each in premodern and modern Asia.

A fair number of Asian studies majors are double majors, finding fruitful connections between Asian studies and disciplines such as political science, economics, art history, and environmental studies.

**In the Asian Studies Program, students will develop the following skills:**

1. Learn about the language, literature, religion, visual culture, gender relations, history and politics of a non-Western region and cultivate alternative perspectives on globalization;
2. Develop a broad historical and cross-regional understanding of Asia;
3. Demonstrate basic proficiency in an East Asian language consistent with two years of academic study at Bowdoin; for South Asia majors, this expectation is met by intensive language study for one semester in an approved study-away program;
4. Read primary texts critically and situate them in their historical, social, cultural, and political contexts, as well as interrogate key assumptions in secondary texts and provide informed responses and critiques;
5. Write analytical arguments and speak clearly and articulately about Asia and its diaspora; and
6. Conduct independent research using primary and secondary sources, applying theories and methods developed within the discipline or field.

Department/Program Website (<https://www.bowdoin.edu/asian-studies>)

## Faculty

Shu-chin Tsui, *Program Director*

Suzanne M. Astolfi, *Program Coordinator*

*Professor:* Shu-chin Tsui (Cinema Studies)

*Associate Professors:* Songren Cui\*\*, Christopher Heurlin‡ (Government), Belinda Kong‡ (English), Henry C. W. Laurence (Government), Vyjayanthi Ratnam Selinger, Rachel L. Sturman\*\* (History), Ya (Leah) Zuo (History)

*Assistant Professors:* Sakura Christmas\* (History), John Kim, Claire Robison (Religion), Peggy Wang (Art History)

*Senior Lecturers:* Hiroo Aridome, Xiaoke Jia

*Visiting Faculty:* Yinqiu Ma, Aki Nakai

*Fellow:* Christine Marrewa Karwoski

*Contributing Faculty:* Connie Y. Chiang, David Collings, Rachel Connelly, Shruti Devgan, Sara A. Dickey‡, Shenila Khoja-Moolji, Tara Mock, Nancy E. Riley, Vineet Shende‡

Faculty/Staff Website (<https://www.bowdoin.edu/asian-studies/faculty-and-staff>)

## Requirements

### Asian Studies Major

Students major in Asian studies by focusing on a particular geographic and cultural area— China, Japan, East Asia, or South Asia—or by specializing in a discipline. Eight courses are required in addition to the study of an Asian language.

### Language Requirements

Two years of an East Asian language, or one year of a South Asian language, or the equivalent through intensive language study.

- In addition to the above language requirement, students may apply up to three advanced intermediate (2205–2206) or advanced (3307–3309) East Asian language courses toward the total of eight required courses.
- The College does not directly offer courses in any South Asian language. Arrangements may be made with the director of the program and the Office of the Registrar to transfer credits from another institution. Students should consult with their advisors on choosing an off-campus and/or study abroad program that will meet this language requirement.

### Area- or Discipline-Based Requirements

#### Area-Specific Option Requirements

A concentration in China, Japan, East Asia, or South Asia requires eight courses, six to seven of which must focus on the geographical area of specialization, with up to two courses in an area outside that specialization.

- Students specializing in China must take one pre-modern course in China (2000–2049) and one modern course in China (2050–2249).
- Students specializing in Japan must take one pre-modern course in Japan (2250–2299) and one modern course in Japan (2300–2499).
- Students focusing on South Asia must take courses in at least two of the following disciplines:
  - Anthropology (1026–1038), (1550–1774), (2500–2749), or (2750–2969)
  - History (1026–1038), (1550–1774), (2500–2749), or (2750–2969)
  - Religion (1026–1038), (1550–1774), (2500–2749), or (2750–2969)



## Discipline-Specific Option Requirements

Students must consult with their advisor concerning course selection.

- At least five courses must be in the chosen discipline: e.g., government, history, literature and visual culture (English, cinema studies, and art history), religion, or any other approved discipline. One of these five courses must be an advanced course (3000–4079) in the discipline of focus.
- Three remaining courses must explore related themes or relate to the student's language study. The study of an Asian language must be in one of the student's areas of study.

## Additional Notes for Majors

Additional notes concerning both area-specific and discipline-based options:

- A senior seminar (3000–4079) is required and must be taken at Bowdoin.
- Asian studies majors may not also minor in Chinese or Japanese language.

## Asian Studies Minor

Students minor in Asian studies by taking five courses. Of these five, one may be an advanced language course (2205–3309). There are no area-based, disciplinary, or period requirements to the Asian Studies minor.

## Chinese Language Minor

Students minor in Chinese language by taking five courses. Of these five:

- four courses are required Chinese;
- one additional course may be either an advanced Chinese language course or a literature, film, art history, or visual culture course focused on China.

Students who have a background in Chinese must take four language courses from the point where they are placed in the placement exam.

## Japanese Language Minor

Students minor in Japanese language by taking five courses. Of these five:

- four courses are required in Japanese;
- one additional course may be either an advanced Japanese language course or a literature, film, art history, or visual culture course focused on Japan.

Students who have a background in Japanese must take four language courses from the point where they are placed in the placement exam.

## Additional Information

### Additional Information and Program Policies

#### Major and Minors Policies

- One first-year seminar can count toward the major or minors;
- One course taken with the Credit/D/Fail grading option may count toward the major or minors as long as a CR (credit) is earned; if the course is taken for the major, it must not be at the 3000 level;

- Students must earn a grade of C- or better for a course to count toward the major or minors;
- One course may be allowed to double count toward the major or minors.

## Off-Campus Study

Study abroad is highly recommended. Established programs in the People's Republic of China, Hong Kong, and Taiwan are available for students interested in China. Students are particularly encouraged to attend the ACC, CET, and IUP programs and the Middlebury Program in Kunming. The SILS at Waseda University, IES at Nanzan University, and JCMU programs are recommended for students interested in Japan, but students may select another program based on their academic interests. Students should consult with their advisors and the Asian studies office or website as well as the Office of International Programs and Off-Campus Study for information about these and other programs.

Up to three credits from off-campus study (excluding first- and second-year language courses) may count toward the major. Up to two credits from off-campus study (excluding language courses) may count toward the minors.

## Program Honors

Students contemplating an honors project in Asian studies should have the following:

- a GPA of B+ or higher in program course offerings, or within their track of concentration;
- a clearly articulated and well-focused research topic; and
- a high measure of academic motivation and commitment.

An honors project in Asian studies is a significant scholarly undertaking. It is at once an opportunity and a responsibility. It allows students to conduct intensive research in an area of their choosing, work closely with several faculty advisors, and contribute their voice to an ongoing scholarly dialogue. It takes students into the library and sometimes beyond campus in search for materials and ideas that students make their own. It is, in many ways, what faculty members do in their own scholarly work.

Students interested in pursuing an honors project in Asian studies are highly encouraged to consult with their advisors early in the spring semester of their junior year.

## Courses

**ASNS 1007 (c, FYS) Food and Foodways in China: A Cultural History**  
Non-Standard Rotation. Enrollment limit: 16.

A cultural history of what, when, why, and how people eat in China. Explores a history of Chinese food, and more importantly, a history of China through its food. Structured around four historical periods (antiquity, middle period, late imperial, and modern), studies the connections between food and agriculture, politics, religion, health, technology, and literature. From one perspective, examines foodways in China as cultural constructs and introduces topics such as the human adaptation, experimentation, knowledge formation, technological development, cultural appropriation, and value judgment of food. From another, discusses the material aspects of a culinary history, e.g., the biological facts, ecological sensitivities, environmental adaptation, and historical evolution of foodstuffs. In correspondence with the four historical periods, provides opportunities to prepare and eat four meals, each of them designed to convey a broader sense of historical context. The meals include: Han aristocrat's feast (ancient), Song literati party (middle period), Hubei peasant meal (late imperial), and American Chinese takeout (modern). Meals are scheduled on Friday afternoons throughout the semester (not on regular class-meeting days). Attendance at these meals is not mandatory, but provide additional context and experience. Taken together, students are encouraged to reflect both on what food tells us about Chinese history, and how it causes us to reflect on our own everyday lives. Note: This course is part of the following field(s) of study: East Asia. It fulfills the non Euro/US requirement for history majors and minors.. (Same as: HIST 1037)

Previous terms offered: Fall 2017.

**ASNS 1020 (c, FYS) Japanese Animation: History, Culture, Society**  
Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2018, Fall 2015.

**ASNS 1026 (c, FYS) Religion and Identity in Modern India**  
Non-Standard Rotation. Enrollment limit: 16.

Examines dynamic interrelationships between religious beliefs, practices, codes of behavior, organizations, and places and identity in India. Surveys religious texts, such as the Bhagavad Gita and the Qur'an, which have shaped India's competing political identities, and studies nationalist and revivalist movements leading up to India's independence. Culminates in a role-playing game set in 1945 India, which uses innovative methodology called *Reacting to the Past*. Students argue in character adhering to religious and political views of historical figures to improve their skills in speaking, writing, critical thinking, problem solving, leadership, and teamwork. (Same as: REL 1010)

Previous terms offered: Fall 2017.

**ASNS 1036 (c, FYS) Commodity Life: Objects and Histories of India**  
Every Fall. Enrollment limit: 16.

What kinds of meanings and histories are held within objects? Uses the lens of four objects in the Indian subcontinent—rice, textiles, yoga, and photography—to trace histories of knowledge and skill, of commodification and global circulation, of power relations, and of personal attachments that these objects have generated. Central is thinking through the creative but also power-laden processes of making, using, and interpreting. This approach to the creative potential of analysis infuses class writing, revision, and discussion. Note: This course is part of the following field(s) of study: South Asia. It fulfills the non Euro/US requirement for history majors and minors. (Same as: HIST 1039)

Previous terms offered: Fall 2017.

**ASNS 1041 (c, FYS) Asian Dystopias**  
Every Other Fall. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016.

**ASNS 1042 (c, FYS) Dystopian Americas**  
Non-Standard Rotation. Enrollment limit: 16.

Explores recent dystopian fiction by multicultural writers in English who imagine America's near futures. While the dystopian genre has long been used to challenge prevailing power structures, we focus on works that further feature minority protagonists, combining examinations of race and ethnicity, gender, sexuality, and class in relation to contemporary themes of climate change, immigration, terrorism, globalization, and biotechnology. Authors include Margaret Atwood, Octavia Butler, Omar El Akkad, Chang-rae Lee, and Sabrina Vourvoulias. Also introduces the fundamentals of college-level writing, from a review of grammar and mechanics to discussions of textual analysis, thesis development, organizational structure, evidence use, synthesis of critics, and research methods. (Same as: ENGL 1015)

Previous terms offered: Fall 2018.

**ASNS 1043 (c, FYS) East Asian Genre Cinema: The Martial Arts**  
Every Other Fall. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016.

**ASNS 1046 (b, FYS) Global Media and Politics**

Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2017, Fall 2015.

**ASNS 1560 (c, IP) Merchants, Mughals, Mendicants: India and the Early Modern World**

Rachel Sturman.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

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 non Euro/US and pre-modern requirements for history majors and minors. (Same as: HIST 1440)

Previous terms offered: Fall 2016.

**ASNS 1770 (c, IP) Epics Across Oceans**

Non-Standard Rotation. Enrollment limit: 50.

Introduces students to the classic Indian epics that form a core literary and cultural tradition within South and Southeast Asia: the Ramayana and the Mahabharata. Examines how the epics were adapted across different kingships and polities in South and Southeast Asia, becoming part of the traditional culture of almost every part of this vast region. Since the royal patrons and the heroes of these epics were often linked, the manner in which the epics were told reveals the priorities of the different regions. Drawing on film, graphic novels, and multiple performance genres, explores the continuous reworking of these epics for both conservative and radical ends, from ancient India to the present day. (Same as: REL 1188)

Previous terms offered: Fall 2018.

**ASNS 2002 (c, ESD, IP) The Foundations of Chinese Thought**

Ya Zuo.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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 is part of the following field(s) of study: East Asia. It fulfills the pre-modern and non Euro/US requirements for history majors and minors. (Same as: HIST 2780)

Previous terms offered: Fall 2018, Spring 2017.

**ASNS 2005 (c, IP) Science, Technology, and Society in China**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Examines Chinese science, technology, and medicine in the cultural, intellectual, and social circumstances. The first part surveys a selection of main fields of study in traditional Chinese science and technology, nodal points of invention and discovery, and important conceptual themes. The second part tackles the clash between traditional Chinese natural studies and modern science from the seventeenth through the twentieth centuries. Prominent themes include astronomy and court politics, printing technology and books, and the dissemination of Western natural science, among others. Reading materials reflect an interdisciplinary approach and include secondary literature on cultural, intellectual history, ethnography, and the sociology of scientific knowledge. Note: This course is part of the following field(s) of study: East Asia. It fulfills the pre-modern requirement for history majors and minors. (Same as: HIST 2781)

Previous terms offered: Spring 2018.

**ASNS 2010 (c, IP) The Emergence of Chinese Civilization**

Ya Zuo.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Introduction to ancient Chinese history (2000 B.C.E. to 800 C.E.). Explores the origins and foundations of Chinese civilization. Prominent themes include the inception of the imperial system, the intellectual florescence in classical China, the introduction and assimilation of Buddhism, the development of Chinese cosmology, and the interactions between early China and neighboring regions. Class discussion of historical writings complemented with literary works and selected pieces of the visual arts. Note: This course fulfills the pre-modern requirement for history majors. (Same as: HIST 2320)

**ASNS 2011 (c, ESD, IP) Late Imperial China**

Non-Standard Rotation. Enrollment limit: 35.

Introduction to late imperial China (800 to 1800) as the historical background to the modern age. Begins with the conditions shortly before the Golden Age (Tang Dynasty) collapses, and ends with the heyday of the last imperial dynasty (Qing Dynasty). Major topics include the burgeoning of modernity in economic and political patterns, the relation between state and society, the voice and presence of new social elites, ethnic identities, and the cultural, economic, and political encounters between China and the West. Note: This course is part of the following field(s) of study: East Asia. It fulfills the pre-modern and non Euro/US requirements for history majors and minors. (Same as: HIST 2321)

Previous terms offered: Fall 2018, Fall 2017.

**ASNS 2012 (c, IP) China's Path to Modernity: 1800 to Present**

Non-Standard Rotation. Enrollment limit: 35.

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. Note: This course is part of the following field(s) of study: East Asia. It fulfills the non Euro/US requirement for history majors and minors. (Same as: HIST 2322)

Previous terms offered: Spring 2019, Spring 2018.

**ASNS 2020 (c, IP, VPA) Power and Politics in Pre-modern Chinese Art**  
Non-Standard Rotation. Enrollment limit: 35.

Introduces students to Chinese art from the First Emperors terracotta warriors in the third century BCE to the waning of the country's dynastic history in the nineteenth century CE. Following a chronological sequence, explores key mortuary spaces, religious objects, court art, and landscape painting with focus on themes of power and politics. Emphasis is placed on understanding changing art formats and functions in relation to socio-cultural contexts, such as shifts in belief systems, foreign imperial patronage, and the rise of literati expression. Readings include primary sources such as ancestral rites, Buddhist doctrines, imperial proclamations, and Chinese painting treatises. (Same as: ARTH 2710)

Previous terms offered: Spring 2019, Spring 2016.

**ASNS 2050 (c, ESD, IP) Writing China from Afar**  
Every Other Fall. Enrollment limit: 35.

The telling of a nation's history is often the concern not only of historical writings but also literary ones. Examines contemporary diaspora literature on three shaping moments of twentieth-century China: the Second Sino-Japanese War (1937-1945), the Cultural Revolution (1966-1976), and the 1989 Tiananmen democracy movement and massacre. Focuses on authors born and raised in China but since dispersed into various Western locales, particularly the United States, England, and France. Critical issues include the role of the Chinese diaspora in the historiography of World War II, particularly the Nanjing Massacre; the functions and hazards of Chinese exilic literature, such as the genre of Cultural Revolution memoirs, in Western markets today; and more generally, the relationship between history, literature, and the cultural politics of diasporic representations of origin. Authors may include Shan Sa, Dai Sijie, Hong Ying, Yan Geling, Zheng Yi, Yiyun Li, Gao Xingjian, Ha Jin, Annie Wang, and Ma Jian. (Same as: ENGL 2752)

Previous terms offered: Spring 2018, Fall 2015.

**ASNS 2060 (b, IP) Contemporary Chinese Politics**  
Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Fall 2018, Spring 2016.

**ASNS 2061 (b, IP) U.S. - China Relations**  
Non-Standard Rotation. Enrollment limit: 35.

Examines the development of United States relations with China. Begins with a brief historical examination of the Opium War, then examines United States policy towards the Nationalists and the Communists during the Chinese Civil War. In the aftermath of the civil war and subsequent revolution, the role of China in the Cold War will be discussed. Then focuses on more contemporary issues in United States-China relations, drawing links between the domestic politics of both countries and how they influence the formulation of foreign policy. Contemporary issues addressed include human rights, trade, the Taiwanese independence movement, nationalism, and China's growing economic influence in the world. (Same as: GOV 2540)

Previous terms offered: Fall 2017.

**ASNS 2071 (c, IP) China's Urbanization: Art and Architecture**  
Shu-chin Tsui.  
Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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.

Previous terms offered: Fall 2015.

**ASNS 2072 (c, IP, VPA) History and Memory: China's Cultural Revolution through Film**

Every Other Fall. Enrollment limit: 35.

Examines China's Great Proletarian Cultural Revolution (1966-1976) through the lens of cinema. Viewed as one of the most destructive mass movements in China's modern history, the CR dramatically shaped national politics and deeply affected the life of ordinary people. With film productions made during and after the CR as primary materials, the course seeks to explain the nature of the Cultural Revolution as well as how motion pictures (re)construct CR rhetoric and why the CR remains a source of trauma that haunts the memories of those who experienced it. Popular film titles such as "The White Haired Girl", "To Live", "Farewell My Concubine", and others will lead students on a journey through history via the cinemas of socialist model operas, post-socialist retrospections, and alternative re-constructions. The course aims to be intellectually thought-provoking and cinematically engaging. It fulfills the minor in Cinema Studies and Chinese as well as the major in Asian Studies. Neither a prerequisite nor knowledge of the Chinese language is required. Note: Fulfills the non-US cinema requirement for cinema studies minors. (Same as: CINE 2254)

Previous terms offered: Fall 2017, Fall 2015.

**ASNS 2074 (c, IP) Gendered Bodies: Toward a Women's Art in Contemporary China**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**ASNS 2075 (c, IP, VPA) Ecocinema: China's Ecological and Environmental Crisis**

Shu-chin Tsui.

Every Other Spring. Fall 2019. Enrollment limit: 35.

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)

Previous terms offered: Spring 2017.

**ASNS 2076 (c, IP) Fashion and Gender in China**

Non-Standard Rotation. Enrollment limit: 35.

Examines how the dress women wear and the fashion consumers pursuit reflect social-cultural identities and generate gender politics. Readings and discussions span historical periods, geographical locations, social-cultural groups, and identity categories. From bound feet to the Mao suit, and from qipao to wedding gowns, fashion styles and consumer trends inform a critical understanding of the nation, gender, body, class, and transnational flows. Topics include the intersections between foot-binding and femininity, qipao and the modern woman, the Mao suit and the invisible body, beauty and sexuality, oriental chic and re-oriental spectacle. With visual materials as primary source, and fashion theory the secondary, offers an opportunity to gain knowledge of visual literacy and to enhance analytical skills. (Same as: GSWS 2076)

Previous terms offered: Fall 2017, Spring 2016.

**ASNS 2200 (c, IP, VPA) Art and Revolution in Modern China**

Non-Standard Rotation. Enrollment limit: 35.

Examines the multitude of visual expressions adopted, re-fashioned, and rejected from China's last dynasty (1644-1911) through the Cultural Revolution (1966-1976). Major themes include the tension between identity and modernity, Westernization, the establishment of new institutions for art, and the relationship between cultural production and politics. Formats under study include ink painting, oil painting, woodcuts, advertisements, and propaganda. Comparisons with other cultures conducted to interrogate questions such as how art mobilizes revolution. (Same as: ARTH 2200)

Previous terms offered: Spring 2018.

**ASNS 2201 (c, IP, VPA) From Mao to Now: Contemporary Chinese Art**

Non-Standard Rotation. Enrollment limit: 35.

Examines the history of contemporary Chinese art and cultural production from Mao's Cultural Revolution (1966-1976) until today. Traces experiments in oil, ink, performance, installation, video, and photography and considers these media and formats as artistic responses to globalization, capitalist reform, urbanization, and commercialization. Tracks themes such as art and consumerism, national identity, global hierarchies, and political critique. Readings include primary sources such as artists' statements, manifestoes, art criticism, and curatorial essays. (Same as: ARTH 2210)

Previous terms offered: Fall 2018.

**ASNS 2252 (c, ESD, IP) Culture and Conquest in Japan: An Introductory History to 1800**

Every Year. Enrollment limit: 35.

How did Japan become Japan? This course introduces the origins of Japan from the archeological record until industrial modernity. Lectures survey the unification of Japan under a court-centered state, the rise and demise of the samurai as its ruling order, and the archipelago's shifting relationship to the larger world. We will not only focus on the culture of conquest by the warrior class, but also conquest via culture as inhabitants of the archipelago transferred and transformed material commodities, knowledge systems, and sacred beliefs from beyond its horizons. Readings emphasize voices that comment on gender, status, religion, science, and nature. Note: This course is part of the following field(s) of study: East Asia. It also meets the pre-modern and non euro/us requirements for history majors and minors. (Same as: HIST 2420)

Previous terms offered: Spring 2018, Spring 2017, Fall 2015.

**ASNS 2270 (c, IP) The Fantastic and Demonic in Japanese Literature**  
Non-Standard Rotation. Enrollment limit: 35.

From possessing spirits and serpentine creatures to hungry ghosts and spectral visions, Japanese literary history is alive with supernatural beings. The focus of study ranges from the earliest times to modernity, examining these motifs in both historical and theoretical contexts. Readings pose the following broad questions: How do representations of the supernatural function in both creation myths of the ancient past and the rational narratives of the modern nation? What is the relationship between liminal beings and a society's notion of purity? How might the uncanny return of dead spirits in medieval Japanese drama be understood? How does the construction of demonic female sexuality vary between medieval and modern Japan? Draws on various genres of representation, from legends and novels to drama, paintings, and cinema. Students develop an appreciation of the hold that creatures from the other side maintain over cultural and social imagination. (Same as: GSWS 2236)

Previous terms offered: Spring 2016.

**ASNS 2271 (c, IP, VPA) Samurai in History, Literature, and Film**  
Non-Standard Rotation. Enrollment limit: 35.

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."

Previous terms offered: Spring 2019, Fall 2016.

**ASNS 2291 (c, IP, VPA) Gender in Japanese Art**  
Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**ASNS 2292 (c, IP, VPA) Sacred Arts of Japan**  
Non-Standard Rotation. Enrollment limit: 35.

Introduces religious artworks of Japan from the sixth century to the present day. Following a chronological sequence, examines artwork from Buddhist, Shinto, and Christian belief systems. Investigates two-dimensional works, sculpture, and architecture. Explores topics such as the relationship between ritual practice and the visual arts, images of heaven and hell, hidden icons, relics, and sacred and secular interactions in the visual realm. Readings taken from primary sources and scholarly articles in the field. (Same as: ARTH 2110)

Previous terms offered: Spring 2017.

**ASNS 2300 (c, ESD, IP) Literature of World War II and the Atomic Bomb in Japan: History, Memory, and Empire**

Vyjayanthi Selinger.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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

Previous terms offered: Spring 2017.

**ASNS 2310 (c, ESD, IP) The Japanese Empire and World War II**  
Non-Standard Rotation. Enrollment limit: 16.

Seminar. Charts the sudden rise and demise of the Japanese empire in the making of modern East Asia. Once stretching from the Mongolian steppe to the South Seas mandate, the Japanese empire continues to evoke controversy to this day. Discussions call attention to competing imperial visions, which challenged the coherence of the project as a whole. Primary sources introduce the lived experience of various individuals—emperors and coolies alike—who both conquered and capitulated to the imperial regime. Topics covered include settler colonialism, independence movements, transnational labor, fascist ideology, environmental warfare, the conundrum of collaboration, and war trials. Note: This course is part of the following field(s) of study: East Asia. It fulfills the non euro/us requirement for history majors and minors. (Same as: HIST 2890)

Previous terms offered: Fall 2017, Fall 2015.

**ASNS 2311 (c, ESD, IP) Modernity and Identity in Japan**

Non-Standard Rotation. Enrollment limit: 35.

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. It fulfills the non euro/us requirement for history majors and minors. (Same as: HIST 2421)

Previous terms offered: Fall 2017, Fall 2016, Spring 2016.

**ASNS 2320 (b, ESD, IP) Japanese Politics and Society**

Henry Laurence.

Every Fall. Fall 2019. Enrollment limit: 35.

Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media. (Same as: GOV 2450)

Previous terms offered: Fall 2018, Fall 2017, Fall 2015.

**ASNS 2321 (b, IP) Global Media and Politics**

Non-Standard Rotation. Enrollment limit: 35.

Examines the interconnections between media, politics and society in cross-national perspective. Explores national differences in issues such as free speech policy; privacy rights; censorship and self-censorship; news production and consumption; and the role of public broadcasters such as the BBC and NHK. Also considers the role of pop culture in shaping national identities and creating diplomatic "soft power." Cases drawn primarily but not exclusively from the UK, Japan and the USA. (Same as: GOV 2446)

Previous terms offered: Fall 2018.

**ASNS 2330 (c, IP, VPA) Culture and Crisis in Modern and Contemporary Japanese Art**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Fall 2015.

**ASNS 2402 (c, IP, VPA) Japanese Popular Culture in Literature and Art**

Non-Standard Rotation. Enrollment limit: 35.

Introduces students to the world of popular culture in contemporary Japan. With an eye upon historical and social contexts, explores a wide variety of media—manga (comics), anime (animation), literature, and art—and the role of pop culture in daily life, fashion, film, and music. Considers the interplay of Japan's popular culture with that of its East Asian neighbors and Japan's prominence within the global pop-mediascape. Topics include Miyazaki Hayao and environmentalism, gender roles and mobility, the self and subjectivities, idealized worlds and character tropes, disaster and recovery, and the rural-urban divide. No knowledge of Japanese required.

Previous terms offered: Fall 2017.

**ASNS 2403 (c, ESD, IP) Japanese Science and Mystery Fiction**

Non-Standard Rotation. Enrollment limit: 35.

A trans-media survey of modern Japanese science and mystery fiction in literature, film, anime, and manga. Explores individual dreams, social nightmares, and the dynamics of utopia, ideology, dystopia, and futurism. Devotes considerable attention to the ways in which these genres respond to social forces, address disasters of natural and human origin, and contemplate the human relationship with science and technology, criminal justice, imagined worlds, and future panics. Also considers theoretical approaches to media studies and the historical and cultural context from which the selected texts have emerged.

Previous terms offered: Spring 2018.

**ASNS 2501 (c, IP) Construction of Goddess and Deification of Women in Hindu Tradition**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**ASNS 2550 (c, ESD, IP) Religion and Fiction in Modern South Asia**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2018, Fall 2016.

**ASNS 2551 (c, IP) Mahayana Buddhism**

Non-Standard Rotation. Enrollment limit: 35.

Studies the emergence of Mahayana Buddhist worldviews as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the Buddhacarita (Life of Buddha), the Platform Sutra of the Sixth Patriarch, the Prajnaparamitra-hrdaya Sutra (Heart Sutra of the Perfection of Wisdom), the Saddharmapundarika Sutra (the Lotus Sutra), the Sukhavati Vyuha (Discourse on the Pure Land), and the Vajracchedika Sutra (the Diamond-Cutter), among others. (Same as: REL 2223)

Previous terms offered: Spring 2019, Fall 2017, Spring 2016.

**ASNS 2552 (c, IP) Hindu Literatures**

Claire Robison.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

In this exploration of Hindu texts, we delve into some of the most ancient and beloved literature from the Indian subcontinent. Students read major scriptural sources, including the Vedas and Upanishads. In our study of the epics (the Ramayana and the Mahabharata, including the Bhagavad Gita), we discuss translations from Sanskrit and popular retellings of these stories into other languages and media. We discuss the Puranas, reading the story of the warrior Goddess in the Devi Mahatmyam and investigate visual representations of gods and goddesses. We also sample Sanskrit classical poetry and devotional literature to the Goddess translated from Bengali. (Same as: REL 2220)

Previous terms offered: Spring 2018, Fall 2016.

**ASNS 2553 (c, IP) Hindu Cultures**

Non-Standard Rotation. Enrollment limit: 35.

A consideration of various types of individual and communal religious practice and A consideration of various types of individual and communal religious practice and religious expression in Hindu tradition, including ancient ritual sacrifice, mysticism and yoga (meditation), dharma and karma (ethical and political significance), pilgrimage (as inward spiritual journey and outward ritual behavior), puja (worship of deities through seeing, hearing, chanting), rites of passage (birth, adolescence, marriage, and death), etc. Focuses on the nature of symbolic expression and behavior as understood from indigenous theories of religious practice. Religion 2220 is recommended as a previous course. (Same as: REL 2221)

Previous terms offered: Fall 2015.

**ASNS 2554 (c, ESD, IP) Theravada Buddhism**

Non-Standard Rotation. Enrollment limit: 35.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as: REL 2222)

Previous terms offered: Fall 2018, Spring 2017, Fall 2015.

**ASNS 2555 (c, IP) Religious Culture and Politics in Southeast Asia**

Every Other Year. Enrollment limit: 35.

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)

Previous terms offered: Spring 2016.

**ASNS 2573 (c, ESD, IP) Sexual Politics in Modern India**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Explores the politics of sexuality in India from the colonial era to the present day. Topics include sexual violence; arranged marriage; courtesanship and sex work; sexuality and colonialism; sexuality and nationalism, and the emergence of a contemporary lesbian/gay/queer movement. Note: This course is part of the following field(s) of study: South Asia and Colonial Worlds. It fulfills the non Euro/US requirement for history majors and minors. (Same as: HIST 2801, GSWS 2259)

Prerequisites: HIST 1000 or higher.

Previous terms offered: Spring 2016.

**ASNS 2581 (c, ESD, IP) The Making of Modern India and Pakistan**

Non-Standard Rotation. Enrollment limit: 35.

Traces the history of India and Pakistan from the rise of British imperial power in the mid-eighteenth century to the present. Topics include the formation of a colonial economy and society; religious and social reform; the emergence of anti-colonial nationalism; the road to independence and partition; and issues of secularism, democracy, and inequality that have shaped post-colonial Indian and Pakistani society. Note: This course is part of the following field(s) of study: South Asia and Colonial Worlds. It fulfills the non Euro/US requirement of history majors and minors. (Same as: HIST 2342)

Previous terms offered: Fall 2017, Fall 2015.

**ASNS 2582 (c, ESD, IP) Media and Politics in Modern India**

Non-Standard Rotation. Enrollment limit: 35.

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. Note: This course is part of the following field(s) of study: South Asia and Colonial Worlds. It fulfills the non Euro/US requirement for history majors and minors. (Same as: HIST 2343)

Previous terms offered: Spring 2019, Spring 2017.



**ASNS 2585 (c, ESD, IP) Global Cities, Global Slums of India**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. How have cities in the so-called "developing world" come to take their contemporary forms? How is life in these cities and slums lived? Explores these and other questions through a focus on modern India. Drawing on film, fiction, memoirs, urban planning, and other materials, examines the processes through which cities and slums have taken shape, ongoing efforts to transform them, as well as some of the diverse ways of representing and inhabiting modern urban life. Note: This course is part of the following field(s) of study: Colonial Worlds and South Asia. It fulfills the non Euro/US requirement for history majors and minors. (Same as: HIST 2802)

Previous terms offered: Spring 2019, Spring 2017.

**ASNS 2601 (c, IP) Militancy and Monasticism in South and Southeast Asia**

Christine Marrewa.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Examines monastic communities throughout South and Southeast Asia and the ways they have been at the forefront of right-wing religious politics in the twentieth and twenty-first centuries. Across Asia, Hindu and Buddhist monks have been playing a political role that some consider contradictory to their spiritual image. Investigates how various monastic communities harness political power today, as well as how different communities in early-modern Asia used their spiritual standing and alleged supernatural powers to influence emperors and kings. (Same as: REL 2228)

**ASNS 2610 (b, IP) Saved By the Girl? Politics of Girlhood in International Development**

Every Other Fall. Enrollment limit: 35.

In recent decades, girls' education and empowerment has emerged as a key site for investment and advocacy. Girls are often represented as having the potential to solve wide-ranging societal issues, from poverty to terrorism. Interrogates the current focus on girls in international development by examining its cultural politics. What kinds of knowledges about people in the global south are produced in/through girl-focused campaigns? What is highlighted and what is erased? What are the consequences of such representations? Examinations lead to an exploration of the different theories of 'girl', 'culture', 'empowerment', 'rights', and 'citizenship' that are operative in this discourse. Situates girl-focused campaigns within the broader politics of humanitarianism and asks critical questions about conceptualizations of 'freedom' and the constitution of the 'human'. To provide a more nuanced understanding of the lives of girls in the global south, brings to bear ethnographic studies from Pakistan, Egypt, India, and Nepal. (Same as: GSWS 2268)

Previous terms offered: Fall 2018.

**ASNS 2611 (b, ESD, IP) The World's Most Dangerous Place?: Gender, Islam, and Politics in Contemporary Pakistan**

Shenila Khoja-Moolji.

Every Other Fall. Fall 2019. Enrollment limit: 35.

The January 2008 cover image of *The Economist* calls Pakistan "The world's most dangerous place." Indeed, Pakistan has been variously called a "terrorist state," a "failed state," and a "lawless frontier." This course engages in an academic study of the gender, religion, and politics in Pakistan to deepen students' understanding of the world's sixth-most populous country. We begin with accounts of the British colonization of South Asia and the nationalist movements that led to the creation of Pakistan. We then consider the myriad issues the nation has faced since 1947, focusing in particular on the debates surrounding gender and Islam, and Pakistan's entanglements with the US through the Cold War and the War on Terror. In addition to historical and ethnographic accounts, the course will center a number of primary texts (with English translations) including political autobiographies, novels, and terrorist propaganda materials. Students will write a research paper as the final product. (Same as: GSWS 2271)

**ASNS 2620 (b, ESD, IP) Sociological Perspectives on Asia(ns) and Media**

Shruti Devgan.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Explores Asian national and diasporic/transnational social contexts through the lens of various media, including print, film, television, advertising, music, and digital media. Helps understand how media construct societies and cultures and, in turn, how social institutions, interactions, and identities get reflected in media. Focuses on South Asia to explore questions of ideology and power; political economy of media; construction and representations of gender, sexuality, race, social class, nation, and religion; generations; and social movements and change. (Same as: SOC 2520)

Prerequisites: Two of: either SOC 1000 - 2969 or SOC 3000 or higher and SOC 1101 or ANTH 1101.

**ASNS 2651 Religion and Ecofeminism in India and Sri Lanka**

Every Other Fall. Enrollment limit: 35. .5 Credit

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

Previous terms offered: Fall 2015.

**ASNS 2739 (c, IP) Tantric Traditions**

Non-Standard Rotation. Enrollment limit: 35.

Developed in the Indian subcontinent in the second millennium CE, tantric traditions often used transgressive practices, which violated rules of ritual purity. Examines "esoteric" (tantric) religious traditions, which spanned the continuum between heterodox and orthodox Hinduism, Buddhism, and Daoism. Studies tantric doctrines, rituals, and cosmologies, analyzing the role of deities, mantras, yantras (ritual diagrams), mudras (ritual gestures), meditation, and visualizations in tantric ritual. Surveys scriptures, philosophical treatises, and historical and anthropological studies to discuss the rise of tantric traditions and investigate contemporary constructions of Tantra in the West. (Same as: REL 2225)

Previous terms offered: Spring 2018.

**ASNS 2740 (c, ESD, IP) Gods, Goddesses, and Gurus: Gender and Power in South Asian Religions**

Non-Standard Rotation. Enrollment limit: 35.

Examines representations of gender, divinity, and power in cosmology, mythology, literature, and society in Hinduism and esoteric tantric traditions. Delving into India's philosophical tradition, we discuss prakṛti, the feminine principle or nature, and the male or pure spirit, puruṣa. We analyze issues of authority and gender in Sanskrit epics, the Rāmāyana and the Mahābhārata, as they are retold in vernacular languages, songs, and animated films. We learn how Kālī, the most militant goddess in the Devī Māhātmyam, serves in the cause of nationalist politics and how she is "sweetened" and democratized over time. The course culminates in a role-playing game "A virtuous woman? The Abolition of Sati in India, 1829," which uses an innovative methodology called reacting to the past (RTTP). In RTTP, students research and articulate opinions of historical players through in-character writing and speaking assignments, learning to express themselves with clarity, precision, and force. (Same as: REL 2280, GSWS 2292)

Previous terms offered: Spring 2019.

**ASNS 2745 (c, IP) The Tigress' Snare: Gender, Yoga, and Monasticism in South and Southeast Asia**

Non-Standard Rotation. Enrollment limit: 35.

There is no dearth of stories regarding the dangers of women and sexuality for Hindu, Buddhist, Jain, and Nath yogis and ascetics. Texts after texts written on ancient, classical, and early modern Asian monasticism point to the evil of women and the dangers they pose to those attempting to live monastic lives. Women, however, have historically been and continue to be involved in these religious traditions. This class will examine the highly gendered worldview found within South and Southeast Asian yogic and monastic texts. Primarily reading Hindu, Nath yogi, Jain, and Buddhist canonical teachings, the class will discuss the manner in which women have historically been viewed within these religious traditions. It will then shift to look at the manner in which women have been and continue to take part in these communities in their everyday life. Through the use of both academic readings and multimedia texts, the class will examine how women navigate their roles within these male-dominated communities, their reasons for joining these communities, and the differences that exist for women within the different monastic and yogic communities. (Same as: GSWS 2745, REL 2745)

Previous terms offered: Spring 2019.

**ASNS 2750 (c, IP) The Poetics of Emotion in China and Korea**

Non-Standard Rotation. Enrollment limit: 35.

Explores the relationship between form and feeling through a wide variety of poetry, fiction, philosophy, and visual sources from Chinese and Korean traditions, from The Classic of Poetry to Korean pop culture. With particular attention to the premodern period, examines how classical, vernacular, and popular forms create new spaces of feeling; how particular emotions shape cultural, philosophical, and political imaginations; and how environments and spaces, both real and projected, dialogue with selfhood and subjectivity. Addresses issues of language and representation, gender and sexuality, psychology and cognition, and crosscultural translation. Authors may include Wang Wei, Cao Xueqin, Yi Yulgok, and examples from Korean drama. (Same as: HIST 2344)

Previous terms offered: Spring 2019.

**ASNS 2760 (c, IP) The Buddhist Tradition and Women**

Non-Standard Rotation. Enrollment limit: 35.

Explores and explains the position of women in Buddhist canonical texts and women in Buddhist society. Analysis and discussion focuses on the complex "separate interdependence" between the family on the one hand, and the life of the renouncer on the other. This tension lies at the heart of the Buddhist position on women. Special attention given to selected narratives of women encountering the Buddha: Patacara and Kisagotami, the two women in deep sorrow from loss in the family, and Maha-Pajapati, the first fully ordained nun in Buddhism. Considers implications for the economic roles, access to education, and religious freedom for women in contemporary (Thai) Buddhist society. (Same as: REL 2287, GSWS 2355)

Previous terms offered: Spring 2017.

**ASNS 2801 (c, ESD) Asian American Literature**

Non-Standard Rotation. Enrollment limit: 35.

An introduction to the writings of Asian America and this literature's development from mid-twentieth century to the present. Focuses on the ways Asian American writers have responded to and contested dominant American discourses of Asia/Asians. Also explores the intersections of race with gender, sexuality, class, and country of origin in shifting notions of Asian American identity. Authors include Carlos Bulosan, David Henry Hwang, Maxine Hong Kingston, le thi diem thuy, Chang-rae Lee, and John Okada. (Same as: ENGL 2750)

Previous terms offered: Fall 2018, Fall 2016.

**ASNS 2802 (c, ESD, IP) Asian Diaspora Literature of World War II**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate Seminar. Focuses on World War II as a global moment when modernity's two sides, its dreams and nightmares, collided. Emphasis on contemporary Asian diaspora Anglophone fiction that probes the exclusions and failures of nation and empire—foundational categories of modernity—from both Western and Asian perspectives. On the one hand, World War II marks prominently the plurality of modernities in our world: as certain nations and imperial powers entered into their twilight years, others were just emerging. At the same time, World War II reveals how such grand projects of modernity as national consolidation, ethnic unification, and imperial expansion have led to consequences that include colonialism, internment camps, the atom bomb, sexual slavery, genocide, and the widespread displacement of peoples that inaugurates diasporas. Diaspora literature thus constitutes one significant focal point where modernity may be critically interrogated. (Same as: ENGL 2005)

Previous terms offered: Fall 2017.

**ASNS 2803 (c, ESD, IP) Forbidden Capital: Contemporary Chinese and Chinese Diaspora Fiction**

Non-Standard Rotation. Enrollment limit: 35.

To get rich is glorious! – so goes the slogan popularly attributed to Deng Xiaoping, who ushered 1980s China into an era of economic liberalization. Examines post-Tiananmen fiction from Mainland China as well as the diaspora that responds to, struggles with, and/or satirizes the paradoxes of socialist capitalism. Critical issues include representations of the Communist Party and the intertwined tropes of corruption and consumption, and sometimes cannibalism; debates on the democratizing promise of capital, with attention to the resurgence of nationalism and the geopolitics of the Beijing Olympics; and the new identities made possible but also problematic by this era's massive transformations of social life, along the axes of sexuality, gender, and class. (Same as: ENGL 2756)

Previous terms offered: Spring 2016.

**ASNS 2804 (c, ESD, IP) Asian America's Aging**

Non-Standard Rotation. Enrollment limit: 35.

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. (Same as: ENGL 2755)

Previous terms offered: Spring 2017.

**ASNS 2806 (c, ESD) New Fictions of Asian America**

Non-Standard Rotation. Enrollment limit: 35.

Examines developments in Asian American literature since 2000 and asks how postmillennial fictions extend earlier writings' core concerns with racial identity and national belonging in the United States. Themes and contexts include globalization and transnationalism, illegal immigration and refugee experience, the post-9/11 security state and surveillance, the expansion of Asian capital, the global financial crisis, digital technology and social media, and climate change. Considers the diverse genres and functions of Asian American literature as not simply ethnic self-writing but also social satire, political critique, historical archaeology, cultural memory, and dystopic science fiction. (Same as: ENGL 2758)

Previous terms offered: Fall 2017.

**ASNS 2807 (c, ESD) Early Asian American Literature**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Spring 2016.

**ASNS 2830 (b, IP) Topics on Asian Economies**

Non-Standard Rotation. Enrollment limit: 35.

A study of the similarities and differences in growth experience and the level of economic output per person in Asian countries. Explores possible causes of differences in economic paths, with a focus on several important economies, including China and Japan. Also discusses the relationship between the Asian economies and the United States economy. (Same as: ECON 2239)

Prerequisites: Two of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level.

Previous terms offered: Spring 2016.

**ASNS 2831 (c) Religion on the Move: Religion, Migration, and Globalization**

Claire Robison.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Contemporary migration and globalization patterns have transformed where and how religious traditions are practiced, radically altering the landscape of local religion around the world. While migration has been integral to the development of many religious traditions, this course considers the role of colonialism, transnational religious networks, and the global flow of people and ideas in the creation of new religious identities. Readings highlight debates about the relation of religion to gender, ethnicity, and nationality, including the global popularity of yoga, Hindu identity in diaspora, transnational networks of Islamic learning, and changing gender norms in Buddhist monasteries. Through historical primary sources and recent ethnographies, this course focuses on questions such as: How is religious identity transformed by migration? Do religious rituals change in diaspora? And what role does religion play in shaping trends of globalization? (Same as: REL 2229)

**ASNS 2839 (c) Buddhism in America**

Joshua Urich.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Examines the two major strands of Buddhism in America: that of immigrant communities and that which is practiced by Americans without preexisting cultural ties to Buddhist traditions. After a brief introduction to Buddhism's emergence and spread in the first millennium, readings trace the differences between these varieties of American Buddhism. Themes to be explored include temples as sources of material, emotional, and spiritual support, Buddhist practices as source of cultural identity and connection to homelands, and religious innovations and controversies among American "converts." These latter include the poetry of Allen Ginsberg, Zen and the Art of Motorcycle Maintenance, and the widespread commercialization of Zen. (Same as: REL 2522)

**ASNS 2855 (b, ESD, IP) The New Scramble for Africa: Capital Accumulation in the Global**

Non-Standard Rotation. Enrollment limit: 35.

More than a century after European powers initially carved up the African continent during the Berlin Conference (1884–1885), Africa is again attracting the renewed attention of foreign powers interested in its extractive resources, land, markets, and positioning. The contemporary landscape differs from the "Scramble for Africa," as it marks a shift from a solidly Western-led initiative to one in which new actors from the global south are taking on more pivotal roles. Superpowers (the United States, China, and Russia), colonial powers (UK, France, and Belgium), and less powerful states (Japan, India, and Brazil) are in competition with emerging African nations (Nigeria and South Africa) for wealth and influence on the continent. The course dedicates considerable time to exploring contemporary interactions between African states and their most significant external partner—China—considering questions of neocolonialism and neoimperialism, and asks students to conclude whether a new scramble for Africa is underway. (Same as: AFRS 2826)

Previous terms offered: Spring 2019.

**ASNS 2860 (b, IP) Asian Communism: The Politics of China, Vietnam, North Korea, and Mongolia**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**ASNS 2872 (b, IP) The Two Koreas and Geopolitics of Northeast Asia**

Non-Standard Rotation. Enrollment limit: 35.

Examines the tumultuous developments on the Korean peninsula over the past century and their significance from historical, security, economic, and geopolitical perspectives. The challenges and choices facing the Korean people, their governments, neighboring countries, and the United States are assessed to understand how conditions have evolved to the high-stakes tensions that exist today, and what forces are shaping the future of both Koreas and Northeast Asia. The first half of the course considers the history of both Koreas and the conditions that underlie the modern political environment. The second half focuses on political developments of the last twenty-five years. (Same as: GOV 2550)

Previous terms offered: Spring 2019, Spring 2018.

**ASNS 2874 (c, IP) Madness in Korean Literature and Film**

Every Other Fall. Enrollment limit: 35.

Madness as a theme cuts across many literary and cultural traditions in the world, but it also takes distinct forms within Korea. Examines fiction, poetry, and film from Korea's colonial period in the early twentieth century to the present emerging Korean pop culture industry. Explores the forms madness takes in these works and the politics of madness in Korea over the last century, including the discourse of madness around North Korea. With attention to political, economic, social, and technological forces, asks how madness illuminates problems of language and representation, gender and sexuality, and morality and cynicism. Authors may include Theresa Hak Kyung Cha, Han Kang, Kim Tongni, Na Hong-jin, Park Chan-wook, O Chonghui, and Yi Sang.

Previous terms offered: Fall 2018.

**ASNS 2875 (c, IP) Korea Beyond Borders: Contemporary Literature and Film**

John Kim.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Examines the ways in which contemporary Korean literature and film take on the world. Looks beyond received cultural and historical boundaries by exploring how the world figures within the Korean cultural imagination, as well as how Korea might fit in with the rest of the world. Drawing from, but not limited to, the fiction and films emerging after the IMF (International Monetary Fund) and Asian financial crises of the 1990s and as part of the recent global surge of Korean pop culture, follows Korean writers, filmmakers, and their characters, as they move between national borders (North/South Korea, Japan, China, Vietnam Soviet Union, Europe, Australia, and the US) and boundaries of genre, form, language, and identity. Explores themes of history and memory; relocation and dislocation; capitalism and globalism; technology and reimagining the human. Authors and filmmakers may include: Han Kang, J. M. Lee, Bong Joon-ho, Min Jin Lee, Lee Chang-dong, Kim Younggha, and Bae Suah.

**ASNS 2880 (c, ESD) Asian American History, 1850 to the Present**

Non-Standard Rotation. Enrollment limit: 35.

Surveys the history of Asian Americans from the mid-nineteenth century to the present. Explores the changing experiences of Asian immigrants and Asian Americans within the larger context of American history. Major topics include immigration and migration, race relations, anti-Asian movements, labor issues, gender relations, family and community formation, resistance and civil rights, and representations of Asian Americans in American popular culture. Readings and course materials include scholarly essays and books, primary documents, novels, memoirs, and films. This course is part of the following field(s) of study: United States. (Same as: HIST 2161)

Previous terms offered: Fall 2017, Fall 2015.

**ASNS 2881 (c, ESD) Japanese American Incarceration: Removal, Redress, Remembrance**

Every Other Year. Enrollment limit: 16.

Seminar. Examines the mass imprisonment of Japanese Americans during World War II. Focuses on how historians have interpreted this episode and how Japanese Americans have remembered and reclaimed it. Topics include government justifications for incarceration, the operation of the camps, the diverse experiences of Japanese Americans, the postwar redress movement, and historical memory and commemorations. Also analyzes the political application of this history in discussions of contemporary immigration policy and social justice more broadly. Readings include secondary and primary sources, such as court cases, government documents, films, photography, art, oral histories, memoirs, and fiction. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 2641)

Previous terms offered: Spring 2018.

**ASNS 2890 (c, IP) East Asian Environmental History, 1600-2000**

Every Other Spring. Enrollment limit: 16.

Seminar. The Anthropocene defines an epoch in which humans have become the dominant force in shaping their environment. Examines the role of East Asia in the emergence of this new era, from the seventeenth century to the present. In debating the narrative of ecological change in China, Japan, and Korea, readings and discussions focus on how successive regimes transformed their environments, and conversely, how those environments also structured modern human society. Questions what specific political, social, and economic changes triggered the Anthropocene in East Asia; how cultural, religious, and intellectual constructs have conditioned its arrival and acceleration. Weekly topics include: commodity frontiers, environmental sustainability, public health, industrial pollution, and nuclear technology. Note: This course is part of the following field(s) of study: East Asia. It fulfills the non euro/us requirement for history majors and minors. (Same as: HIST 2891, ENVS 2491)

Previous terms offered: Spring 2018, Spring 2016.

**ASNS 2892 (c, IP) Maps, Territory, and Power**

Non-Standard Rotation. Enrollment limit: 16.

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. It fulfills the non euro/us requirement for history majors and minors. (Same as: HIST 2892)

Previous terms offered: Fall 2016.

**ASNS 2900 (c, IP, VPA) Asia in the Hollywood Imagination**

Every Other Year. Enrollment limit: 35.

How has Hollywood treated Asia and Asians? To what extent have Hollywood film productions engaged in either erotic fascination or racial prejudice, when presenting Asia as a cinematic setting and Asians as a cultural other? Examining Hollywood's imaginative visions of the east, the course takes students on an exploratory journey from classic Hollywood films to contemporary blockbusters. Issues may include race and stardom in "Shanghai Express", yellowface in "Good Earth", the exotic Asian female in "The World of Suzie Wong", stereotypes of Tibetans in "Seven Years in Tibet", and an American's perception of Tokyo in "Lost in Translation". We will also explore the Orientalist imagination through sexualized Geisha or masculinized Mulan as well as transnational crossings in the animated film "Kungfu Panda". In addition to analyzing themes and the social-cultural implications of films, the course also introduces students to the cinematic language: mise-en-scene, cinematography, and editing. Counts towards a minor in Chinese studies, as well as in cinema studies. (Same as: CINE 2078)

Previous terms offered: Spring 2018, Spring 2016.

**ASNS 2920 (b, IP) Political and Economic Development in East Asia**

Aki Nakai.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Provides an introduction to diversity and development in East Asia. The course first focuses on the rise and decline of a China- and a Japan-centric order before WWII and discusses their historical impacts on today's domestic politics and international relations. The course then traces the postwar political economic developments. It examines the economic miracles in Asian countries and discusses their democratization. It also presents the process of Chinese economic reform and its impacts on the regional order. The course finishes with an examination of the Asian financial crisis and its impacts on regional politics. (Same as: GOV 2444)

**ASNS 2921 (b, IP) International Relations in East Asia**

Aki Nakai.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Analyzes relations between the various states in East Asia and between those states and countries outside the region, including the United States. The course addresses empirical and theoretical questions, including: What are the threats to peace and prosperity in the region, and how are the different countries responding? What explains the foreign policy strategies of different countries, including China and Japan, and how have they changed over time? How can broader theories of international relations inform, and be informed by, the nature of foreign policy choices in this region? Is East Asia headed toward greater cooperation or conflict? (Same as: GOV 2694)

**ASNS 3010 (c, IP) Neo-Confucianism**

Every Other Year. Enrollment limit: 16.

Examines the so-called Neo-Confucian philosophy in historical contexts. The principle themes include ethics, cosmology, and epistemology. When most people think of Chinese philosophy, they think of philosophers from the classical period, e.g., Confucius. But these thinkers marked only the beginning of a rich and prolific philosophical tradition that continued for over two millennia. This class presents the central texts and themes of Neo-Confucianism and guides students to investigate them in the history of East Asia from 900 through early 1900s. The primary geographical focus is China, but we will also read works of important thinkers in Japan and Korea. Note: This course is part of the following field(s) of study: East Asia. It fulfills the pre-modern and non Euro/US requirements for history majors and minors. (Same as: HIST 3321)

Prerequisites: ASNS 1000 - 2969 or ASNS 3000 or higher or HIST 1000 - 2969 or HIST 3000 or higher.

Previous terms offered: Spring 2019.

**ASNS 3060 (b, IP) Capitalism and State Power in China**

Non-Standard Rotation. Enrollment limit: 15.

Seminar. Explores the paradoxes of contemporary China, a communist regime that boasts economic growth rates that are the envy of the world. While communism failed in Eastern Europe decades ago, the Chinese Communist Party has been surprisingly successful and leads one of the oldest dictatorships in the world. Explores how capitalism and state power actually work in China. Topics include ethnic conflict, patronage and corruption, elite politics, popular protest, elections, and civil society. Students develop and write a research paper on contemporary Chinese politics. Previous coursework in Chinese politics is not necessary. (Same as: GOV 3410)

Prerequisites: GOV 1000 - 2969 or GOV 3000 or higher or ASNS 1000 - 2969 or ASNS 3000 or higher.

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**ASNS 3070 (c, VPA) Historicizing the Contemporary: Topics in Recent Chinese Art**

Non-Standard Rotation. Enrollment limit: 12.

Identifies and explores key topics in recent publications of contemporary Chinese art. Alongside of subject matter, students analyze usages of socio-political context and methodologies for framing different narratives of contemporary Chinese art. Through studies of individual artists and larger contemporary art trends, students unpack current art histories while also proposing alternative approaches. Readings include monographs, exhibition catalogs, interviews, and systematic reviews of journals. Questions include: What are the challenges of historicizing the present? How does the global art world reconcile the existence of multiple art worlds? How have artists intervened in narratives of contemporary Chinese art? (Same as: ARTH 3200)

Previous terms offered: Spring 2019, Spring 2016.

**ASNS 3260 (c, IP, VPA) Japanese Prints**

Non-Standard Rotation. Enrollment limit: 12.

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)

Previous terms offered: Fall 2016.

**ASNS 3300 (b, IP) Advanced Seminar in Japanese Politics**

Every Other Spring. Enrollment limit: 15.

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)

Prerequisites: ASNS 2320 (same as GOV 2450) or GOV 2450.

Previous terms offered: Spring 2019, Spring 2016.

**ASNS 3760 (c, IP) Beyond Western Harmony: Composing with a Global Perspective**

Non-Standard Rotation. Enrollment limit: 10.

Although functional harmony is the central organizing principle of Western music, it is completely absent in other complex musical systems around the world. Considers other means of music organization and how to incorporate those concepts in students' compositions. Topics include traditional polymeter in Ewe drumming, scale construction and metric design in Indian raag and taal, Confucian philosophy in Chinese sizhu music, and colotomic organization in Javanese gamelan. (Same as: MUS 3502)

Prerequisites: MUS 2401 or MUS 2403 or MUS 2501.

Previous terms offered: Spring 2018.

**ASNS 3801 (c, ESD, IP) Imagined Asias**

Non-Standard Rotation. Enrollment limit: 16.

Examines how Asia has been represented by America and Europe and how Asian authors have responded. Draws from a wide archive of literature, theory, film, and mass culture from mid-nineteenth century to the present. Not a survey: focus on case studies that explore historical exemplars of as well as conceptual alternatives to the critical model of orientalism, which regards western depictions of Asia as necessarily reflecting the culture of empire. Issues include US racial discourses of exoticism and the yellow peril; western modernist and postmodern appropriations of "oriental" cultures for self-critiques; and strategies of hybridity, self-orientalism, and occidentalism by Asian and Asian diasporic writers and filmmakers. Possible works by Edward Said, Pierre Loti, Bret Harte, Jack London, Winnifred Eaton, David Henry Hwang, Ezra Pound, Italo Calvino, Roland Barthes, Gayatri Spivak, Rey Chow, J. G. Ballard, Kazuo Ishiguro, Amitav Ghosh, Haruki Murakami, Bei Dao, Shan Sa, Su Tong, Ang Lee, Wong Kar-wai, and Stephen Chow. (Same as: ENGL 3028)

Prerequisites: ENGL 1000 - 2969 or ENGL 3000 (same as GSWS 3000) or higher or ASNS 1000 - 2969 or ASNS 3000 or higher.

Previous terms offered: Spring 2019, Spring 2017.

**ASNS 3811 (c, IP, VPA) Art for the People: Between Propaganda and Protest in East Asia**

Non-Standard Rotation. Enrollment limit: 12.

Examines manifestations and mobilizations of "art for the people" from the early twentieth century to today. Focuses on ideological imperatives in modern and contemporary Chinese art and invites cross-cultural examples from East Asian democracy movements and global pop spectacle. Asks "Who are the people?" and how art has been used to define and serve them. Discussions call attention to the implication of art in politics as well as the use of art in protest. Considers artists' tactics for intervening in institutional and ideological claims on "the people" and limitations of national and class boundaries. Topics include publicness, mass media, art school pedagogy, and social art practice. (Same as: ARTH 3210)

Prerequisites: ARTH 1000 - 2969 or ARTH 3000 or higher or ASNS 1000 - 2969 or ASNS 3000 or higher.

Previous terms offered: Spring 2018.

**ASNS 3820 (c) Law and Justice in East Asia**

Non-Standard Rotation. Enrollment limit: 16.

Examines how law and justice in East Asia became markers of modernity and sovereignty from the eighteenth to twentieth centuries. The kinds of punishment used in a society often act as a measure in judging whether that society is civilized or barbaric, advanced or backward. Major themes include: stereotypes of "oriental barbarism," torture and capital punishment, village law and gender, extraterritoriality and imperialism, sentiment and mass media, war tribunals, and thought reform. Students analyze legal documents in translation alongside recent scholarship in the field and write a major paper based on primary source research. No prior knowledge of an Asian language necessary. Note: This course is part of the following field(s) of study: East Asia. It fulfills the non euro/us requirement for history majors and minors. (Same as: HIST 3420)

Prerequisites: ASNS 2000 - 2969 or HIST 2000 - 2969.

Previous terms offered: Spring 2017.

## Biochemistry

### Overview & Learning Goals

#### Learning Goals

Biochemistry lies at the interface of chemistry and biology, a diffuse and ever-changing junction. A student of this reductionist way of evaluating our natural world must master multiple disciplines and approaches to understand this interface.

The Bowdoin biochemistry curriculum provides the tools and the chemical and biological fundamentals needed to evaluate and explain observed phenomena. Students will understand the basic chemistry of molecules that form the basis of life, including nucleic acids, proteins, lipids, and carbohydrates. How these molecules combine to form the flow of information within and between cells and species, and from generation to generation, is fundamental.

Students start by learning principles of chemistry and biology as underpinned by mathematics and physics, and move on to midlevel courses that combine these concepts and apply them to the understanding of biochemistry. These courses also provide more

advanced approaches for solving biochemical problems through experimentation.

Subsequent upper-level courses continue to explore the basis of energy and information flow in chemical and biological systems, and critically analyze structure and complex biochemical interactions that form the basis of life.

Download the Biochemistry Core Competencies map (<https://www.bowdoin.edu/biochemistry/pdf/biochemistry-core-competencies.pdf>)

## Fundamental Learning Goals

### A. Knowledge competencies:

1. Master the foundational concepts of general and organic chemistry, including equilibrium, kinetics, and reactivity, and apply these concepts to biological systems
2. Identify the factors that determine the three-dimensional structures of biological macromolecules and the organization of cells
3. Evaluate how the structure of biological macromolecules relates to function, and predict how changes in structure will impact function
4. Develop a conceptual, mechanistic, and mathematical understanding of biomolecular interactions, including binding and catalysis
5. Explain how energy is stored, transformed, and harnessed in biological systems
6. Understand how information is stored, retrieved, and transmitted in biological systems

### B. Skill-based competencies

1. Solve complex data-based problems
2. Critically evaluate the primary literature
3. Independently propose and design experiments and approaches to address questions in biochemistry
4. Safely perform laboratory-based experiments
5. Effectively communicate scientific information in oral, written, and visual formats to specialized and general audiences
6. Interpret and critically analyze data, while appropriately invoking the principles of probability and statistics
7. Understand and apply theoretical, conceptual, and empirical models

Department/Program Website (<https://www.bowdoin.edu/biochemistry>)

## Faculty

Danielle H. Dube, *Program Director*  
Emily Murphy, *Program Coordinator*

*Professor:* Bruce D. Kohorn (Biology)

*Associate Professors:* Danielle H. Dube (Chemistry), Benjamin C. Gorske† (Chemistry), Anne E. McBride (Biology)

*Assistant Professor:* Kana Takematsu (Chemistry)

Laboratory Instructors: Aimee Eldridge, Kate R. Farnham

*Contributing Faculty:* Stephanie Richards

Faculty/Staff Website (<https://www.bowdoin.edu/biochemistry/faculty-and-staff>)

## Requirements Biochemistry Major

Code	Title	Credits
<b>Required Courses</b>		
BIOL 1102	Biological Principles II	1
or BIOL 1109	Scientific Reasoning in Biology	
BIOL 2124	Biochemistry and Cell Biology	1
Select one of the following:		
CHEM 1092	Introductory Chemistry and Quantitative Reasoning II	
CHEM 1102	Introductory Chemistry II	
CHEM 1109	General Chemistry	
CHEM 2250	Organic Chemistry I	1
CHEM 2260	Organic Chemistry II	1
CHEM 2320	Biochemistry	1
CHEM 2510	Chemical Thermodynamics and Kinetics	1
MATH 1700	Integral Calculus (or higher)	1
PHYS 1130	Introductory Physics I	1
or PHYS 1140	Introductory Physics II	
Select two electives from the following (one must be 3000 or above):		
BIOL 2210	Plant Ecophysiology	2
BIOL 2112	Genetics and Molecular Biology	
BIOL 2118	Microbiology	
BIOL 2175	Developmental Biology	
BIOL 2566	Molecular Neurobiology	
BIOL 3304	The RNA World	
BIOL 3314	Advanced Genetics and Epigenetics	
BIOL 3333	Advanced Cell and Molecular Biology	
CHEM 2100	Chemical Analysis	
CHEM 3250	Structure Determination in Organic Chemistry	
CHEM 3270	Biomimetic and Supramolecular Chemistry	
CHEM 3310	Chemical Biology	
CHEM 3510	Reactivity and Kinetics	

A minimum of eleven courses from among the required and elective biochemistry courses must be completed for the major. Students placing into MATH 1800 Multivariate Calculus or higher must take MATH 1300 Biostatistics, MATH 1400 Statistics in the Sciences, or one math course at the 1800-level or above.

Students placing out of BIOL 1109 Scientific Reasoning in Biology, CHEM 1109 General Chemistry, PHYS 1130 Introductory Physics I, or PHYS 1140 Introductory Physics II must still complete a minimum of eleven courses related to biochemistry.

## Additional Information Additional Information and Program Policies

- Only one D grade is allowed in courses required for the major. This D must be offset by a grade of B or higher in another course also



required for the major. Students may not count courses taken Credit/D/Fail toward the major.

- Advanced placement exams are used for placement in courses for the biochemistry major, but do not count toward the eleven courses required for the major.
- Biochemistry majors cannot minor or major in biology, chemistry, or neuroscience. Bowdoin does not offer a minor in biochemistry.
- Students may request transfer credit by talking with the program director the semester prior to enrolling in a course.
- Independent studies do not count as an elective, but can count as one of the eleven required courses for the major.

## Courses

### **BIOC 2124 (a, INS, MCSR) Biochemistry and Cell Biology**

Bruce Kohorn.

Every Fall. Fall 2019. Enrollment limit: 35.

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)

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

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

### **BIOC 2320 (a, MCSR) Biochemistry**

Every Spring. Enrollment limit: 36.

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)

Prerequisites: CHEM 2260 or CHEM 2261.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

### **BIOC 2423 (a, INS) Biochemistry of Cellular Processes**

Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 or BIOL 2100 or higher and CHEM 1092 or either CHEM 1102 or CHEM 1109 or CHEM 2250.

Previous terms offered: Spring 2019, Spring 2018, Spring 2016.

## Biology

### Overview & Learning Goals

#### Learning Goals

General Competencies and Goals

The mission of Bowdoin College's biology department is to offer an educational program that informs, challenges, and stimulates undergraduates in a broad range of biological inquiry at many levels of organization, from biochemistry and molecular biology through population and ecosystem ecology. In addition to covering current and historical concepts and controversies in biology, the curriculum is designed to give students critical analytical, problem-solving, quantitative, and writing skills, thereby preparing them for further study in biology and related fields at the graduate level, in the health professions, in scientific education, or in other areas, depending upon the students' interests. Courses in the biology department also meet the needs of non-majors and contribute to general scientific literacy.

The goals of our curriculum are for students to acquire the ability to (1) interpret biological knowledge; (2) undertake self-designed research through courses or independent research; (3) communicate outcomes of research; (4) apply biological concepts to novel situations; (5) apply knowledge from multiple fields to biological questions and vice versa.

### Fundamental Concepts

#### Integrative Biology

1. Bioenergetics (from the level of molecules and cells to ecosystems)
2. Structure and function (compartmentalization, chemical basis of life, central dogma, emergent properties)
3. Balance of forces and trade-offs
4. Homeostasis and regulation (from signaling pathways to population regulation)
5. Evolution (phylogenetics, heredity, mechanisms of evolutionary change)
6. Ecology (species interactions, population biology, ecosystem processes, natural history)

- Influence of biology on social issues (conservation, research practices, bioethics)

### Ecology, Evolution, and Marine Biology

- Environmental determinants of organismal structure and function
- Energy flow through ecosystems
- The regulation of populations
- Population interactions
- Structure, assembly, and dynamics of communities
- Micro-evolutionary processes—from molecules to phenotypic traits
- Macro-evolutionary processes—history of life, role of extinction, phylogenetic relationships
- The relationship between genotype and phenotype
- Applying ecological and evolutionary concepts to contemporary environmental and social issues

### Molecular and Cellular Biology

- Bioenergetics
- Structure and function (cellular compartmentalization, the chemical basis of life, emergent properties in biological systems)
- The manner in which information is stored in the genome and retrieved
- Balance of forces and trade-offs
- Homeostasis and regulation
- Evolution (phylogenetics, heredity, mechanisms of evolutionary change)
- Bioethics and social issues

### Core Skills

- Understanding and using the primary literature in support of research
- Asking questions and generating testable hypotheses
- Hypothesis testing and experimental design
- Laboratory and field data collection
- Data analysis, including statistical and quantitative analyses
- Data interpretation
- Written and oral communication and presentations

Department/Program Website (<https://www.bowdoin.edu/biology>)

## Faculty

Barry A. Logan, *Department Chair*  
Mary Keenan, *Department Coordinator*

*Professors:* Manuel Diaz-Rios (Neuroscience), Patsy S. Dickinson (Neuroscience), Amy S. Johnson, Bruce D. Kohorn (Biochemistry), Barry A. Logan, Michael F. Palopoli\*\*

*Associate Professors:* Jack R. Bateman, David B. Carlon‡, Vladimir Douhovnikoff‡, Hadley Wilson Horch (Neuroscience), William R. Jackman, Anne E. McBride (Biochemistry)

*Assistant Professors:* Patricia Jones, Mary Rogalski (Environmental Studies)

*Director of Bowdoin Scientific Station on Kent Island:* Patricia Jones  
*Interim Director of Schiller Coastal Studies Center:* Amy S. Johnson

*Lecturer:* Stephanie A. Richards

*Visiting Faculty:* Olaf Ellers

*Fellow:* Brittany Jellison

*Laboratory Instructors:* Pamela J. Bryer, Shana Stewart Deeds, Aimee M. Eldridge, Kate R. Farnham, Anja Forche, Sandra Fussell, Stephen A. Hauptman, Jaret S. Reblin, Bethany Whalon

Faculty/Staff Website (<https://www.bowdoin.edu/biology/faculty-and-staff>)

## Requirements Biology Major

Students majoring in biology can meet their major requirements by completing either the Integrative Biology concentration, the Ecology, Evolution, and Marine Biology concentration, or the Molecular and Cellular Biology concentration. Each concentration consists of twelve courses, including at least eight courses in the department, exclusive of independent study or honors projects and courses below 1100.

### Integrative Biology Concentration

Code	Title	Credits
<b>Required Courses</b>		
BIOL 1102	Biological Principles II	1
or BIOL 1109	Scientific Reasoning in Biology	
Select one of the following:		1
CHEM 1092	Introductory Chemistry and Quantitative Reasoning II	
CHEM 1102	Introductory Chemistry II	
CHEM 1109	General Chemistry	
any other CHEM course above 1092		
Select two courses higher than 1100 from any two of the following departments: computer science, earth and oceanographic science, physics or MATH 1300 or higher <sup>a</sup>		2
Select one 2000-level course (or above) in any of the natural sciences including biology (division a courses), or one course in MATH 1300 or higher		1
Select one core course from each of the three groups below: <sup>b</sup>		3
Group 1		
BIOL 2112	Genetics and Molecular Biology	
BIOL 2118	Microbiology	
BIOL 2124	Biochemistry and Cell Biology	
BIOL 2135	Neurobiology	
BIOL 2175	Developmental Biology	
Group 2		
BIOL 2135	Neurobiology	
BIOL 2175	Developmental Biology	
BIOL 2210	Plant Ecophysiology	
BIOL 2214	Comparative Physiology	
Group 3		
BIOL 2315	Behavioral Ecology and Population Biology	
BIOL 2316	Evolution	
BIOL 2319	Biology of Marine Organisms	
BIOL 2325	Biodiversity and Conservation Science	
BIOL 2327	Ecology	

BIOL 2330 Marine Molecular Ecology and Evolution	
Select four elective courses <sup>c</sup>	4
a PSYC 2520 Data Analysis may also satisfy this requirement in place of MATH 1300 Biostatistics, or higher.	
b Courses listed in more than one group may not be double-counted between groups.	
c Two of the elective courses must be numbered higher than 2499.	

## Ecology, Evolution, and Marine Biology Concentration

Code	Title	Credits
<b>Required Courses</b>		
BIOL 1102	Biological Principles II	1
or BIOL 1109	Scientific Reasoning in Biology	
Select one of the following:		1
CHEM 1092	Introductory Chemistry and Quantitative Reasoning II	
CHEM 1102	Introductory Chemistry II	
CHEM 1109	General Chemistry	
any other CHEM course above 1092		
Select one of the following:		1
a mathematics course 1300 or higher		
PSYC 2520	Data Analysis	
BIOL 3308	Research in Ecology, Evolution, and Marine Biology	
<i>Foundation in Ecology, Evolution, and Marine Biology</i>		
Select two of the following:		2
BIOL 2327	Ecology	
BIOL 2316	Evolution	
BIOL 2319	Biology of Marine Organisms	
or BIOL 2333	Benthic Ecology	
<i>Breadth in the biological sciences</i>		
Select one from each of the following groups:		2
Molecular and Cellular Biology		
BIOL 2112	Genetics and Molecular Biology	
BIOL 2118	Microbiology	
BIOL 2124	Biochemistry and Cell Biology	
BIOL 2175	Developmental Biology	
Integrative Physiology		
BIOL 2210	Plant Ecophysiology	
BIOL 2214	Comparative Physiology	
BIOL 2135	Neurobiology	
<i>Advanced topics in Ecology, Evolution, and Marine Biology</i>		
Select two from the advanced topics options:		2
BIOL 2503	Methods in Ocean Change Ecology	
BIOL 2554	Biomechanics	
BIOL 2557	Immunology	
BIOL 2581	Forest Ecology and Conservation	
BIOL 3280	Plant Responses to the Environment	
BIOL 3117	Current Topics in Marine Science	
BIOL 3307	Evolutionary Developmental Biology	
BIOL 3309	Ecotoxicology	
BIOL 3317	Molecular Evolution	
BIOL 3381	Ecological Genetics	

<i>Natural and Computational Science</i>		
Select two of the following:		2
BIOL 1101	Biological Principles I	
BIOL 1174	Biomathematics	
BIOL 2210	Plant Ecophysiology (if not used to meet another requirement)	
BIOL 2319	Biology of Marine Organisms (if not used to meet another requirement)	
BIOL 2333	Benthic Ecology (if not used to meet another requirement)	
BIOL 3314	Advanced Genetics and Epigenetics	
CHEM 2050	Environmental Chemistry	
CSCI 1101	Introduction to Computer Science (or higher)	
ENVS 2004	Understanding Place: GIS and Remote Sensing	
ENVS 2201	Perspectives in Environmental Science	
EOS 1505	Oceanography	
EOS 2005	Biogeochemistry: An Analysis of Global Change	
EOS 2525	Marine Biogeochemistry	
PHYS 1130	Introductory Physics I	
or PHYS 1140	Introductory Physics II	

## Molecular and Cellular Biology Concentration

Code	Title	Credits
<b>Required Courses <sup>d</sup></b>		
<i>Introductory Biology</i>		
BIOL 1102	Biological Principles II	1
or BIOL 1109	Scientific Reasoning in Biology	
<i>Foundation in Molecular and Cellular Biology</i>		
BIOL 2112	Genetics and Molecular Biology	4
BIOL 2124	Biochemistry and Cell Biology	
BIOL 2118	Microbiology	
or BIOL 2175	Developmental Biology	
BIOL 2316	Evolution	
<i>Advanced Topics in Molecular and Cellular Biology</i>		
Select one of the following:		1
BIOL 2551	Molecular Ecology	
BIOL 2553	Neurophysiology	
BIOL 2566	Molecular Neurobiology	
BIOL 2557	Immunology	
BIOL 3303	Topics in Cancer Biology	
BIOL 3304	The RNA World	
BIOL 3314	Advanced Genetics and Epigenetics	
BIOL 3317	Molecular Evolution	
BIOL 3333	Advanced Cell and Molecular Biology	
<i>Seminar in Molecular and Cellular Biology</i>		
Select one from the following:		1
BIOL 3303	Topics in Cancer Biology	
BIOL 3304	The RNA World	
BIOL 3307	Evolutionary Developmental Biology	
BIOL 3314	Advanced Genetics and Epigenetics	
BIOL 3317	Molecular Evolution	
BIOL 3333	Advanced Cell and Molecular Biology	
<i>Other Natural and Computational Science courses</i>		

Select one of the following: 1

CHEM 1092	Introductory Chemistry and Quantitative Reasoning II	1
CHEM 1102	Introductory Chemistry II	1
CHEM 1109	General Chemistry	1
Any other CHEM course above the introductory level		

CHEM 2250 Organic Chemistry I 1

Select two physical, mathematical, statistical, or computational courses, each from a different group below: 2

Computer Science above 1100		
Physics above 1100		
Math above 1299 or PSYC 2520		

Select one of the following: 1

BIOL 1101	Biological Principles I	1
Any BIOL course numbered 2000 or higher		
CHEM 2320	Biochemistry	1

d Courses listed in more than one requirement may not be double-counted between requirements.

Students are advised to complete BIOL 1102 Biological Principles II or BIOL 1109 Scientific Reasoning in Biology and courses in chemistry for the major by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools may have additional admissions requirements in chemistry, mathematics, and physics. It is strongly advised that students consult with faculty on the design of their major and discuss the options of research projects through independent studies, fellowship-funded summer research, and honors projects. Students planning careers in the health professions should contact Seth Ramus, director of health professions advising.

The biology department participates in the biochemistry (p. 86), environmental studies, (p. 174) and neuroscience (p. 294) programs. Students majoring or minoring in biology may not also major in biochemistry or neuroscience.

With departmental approval, students are allowed to count courses taken at a different college or university toward the major.

## Biology Minor

The minor consists of five courses within the department, exclusive of independent study and courses below the 1100 level.

Code	Title	Credits
<b>Required Courses</b>		
BIOL 1102	Biological Principles II	1
or BIOL 1109	Scientific Reasoning in Biology	1
Select two core courses <sup>e,f,g</sup>		2
Select two elective courses above the 1100 level <sup>h,i</sup>		2

e To focus on integrative biology, take one course from two different core groups of the Integrative Biology core course group list.

f To focus on ecology, evolution, and marine biology, take two courses from the foundation in Ecology, Evolution, and Marine Biology requirement list.

g To focus on molecular and cellular biology, take two courses from the foundation in Molecular and Cellular Biology requirement list.

h To focus on integrative biology, these courses can be any course in biology above 1100 or MATH 1808 Biomathematics.

i To focus on ecology, evolution, and marine biology, take two courses on the advanced topics in Ecology, Evolution, and Marine Biology requirement list, or one on the advanced topics list and one on the natural and computational science requirement list.

## Additional Information

### Additional Information and Department Policies

Advanced Placement or International Baccalaureate credits may not be used to fulfill any of the course requirements for the major.

### Grade Requirements

Only one D grade is allowed in courses required for the major or minor. This D must be offset by a grade of B or higher in another course also required for the major or minor. Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).

## Courses

### BIOL 1023 (a, FYS) Personal Genomes

Non-Standard Rotation. Enrollment limit: 16.

An introduction to the field of genetics and its impact on the modern world. As the cost of DNA sequence analysis plummets, many believe that sequencing entire genomes of individuals will soon become part of routine preventative health care. How can information gleaned from genome affect decisions about health? Beyond medical applications, how might personal genetic information be used in other areas of life, and society as a whole? What ethical, legal, and social issues are raised by widespread use of genetic information? These questions are explored through readings, discussion, and writing assignments.

Previous terms offered: Fall 2018, Fall 2017.

### BIOL 1026 (a, FYS) Approaches to Neuroscience

Hadley Horch.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Students will be introduced to the basics of neurobiology, and begin to understand the challenges inherent to studying the brain. Topics will include basic neuronal function, animal behavior, mutations and mental illness, drugs and addiction, neuroethics, and consciousness. Readings from journal articles, websites, and popular press science books will be used. Critical thinking skills will be practiced through several writing assignments as well as in-class discussions and debates.

### BIOL 1027 (a, FYS) Evolutionary Links

Non-Standard Rotation. Enrollment limit: 16.

Seminar exploring our deep evolutionary history from the first multicellular animals to Homo sapiens. Emphasizes the living and fossil species that illustrate important transitions that resulted in the evolution of new anatomical features, physiology, and behavior. Includes an embryo observation unit with data collection and analysis. Readings from online media, popular science books, and primary scientific articles. Frequent writing with an emphasis on styles used in modern biology.

Previous terms offered: Spring 2019.

**BIOL 1053 (a, INS) The Biochemistry of Health and Disease**

Non-Standard Rotation. Enrollment limit: 24.

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

Previous terms offered: Fall 2015.

**BIOL 1056 (a, INS) Ecology and Society**

Non-Standard Rotation. Enrollment limit: 50.

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)

Previous terms offered: Spring 2016.

**BIOL 1060 (a, INS, MCSR) Prove It!: The Power of Data to Address Questions You Care About**

Non-Standard Rotation. Enrollment limit: 24.

Climate change, biodiversity loss, pollution, and other environmental issues present significant threats to ecological integrity, human health, and social justice. An overwhelming amount of information exists on these topics, from a variety of perspectives—some reliable, some not. Strategies are required for processing this information and drawing conclusions. Students develop skills in accessing reliable information, data analysis and interpretation, as well as science communication. In small groups, students implement these skills exploring a research question of interest using data available online. Additional sessions provide time for group research and discussion. (Same as: ENVS 1060)

Previous terms offered: Fall 2018.

**BIOL 1066 (a, INS) The Molecules of Life**

Every Other Spring. Enrollment limit: 50.

An exploration of the basic molecules of life. Starting with DNA we will explore how cells use and pass on this stored information to produce a variety of products used to form cells and organisms. This basic science will be related to every-day examples of biology, health, agriculture, and social issues arising from these applications; genetic modification for health and food production, drug and vaccine development, CO<sub>2</sub> and our warming the planet. Hands-on experience with DNA, protein, lipids and complex carbohydrates will be included in the regular class meeting time. The class will be a combination of lecture, discussion and exploration in a lab setting and outdoors.

Previous terms offered: Spring 2019, Spring 2017.

**BIOL 1068 (a, INS) Cancer Biology**

Stephanie Richards.

Non-Standard Rotation. Fall 2019. Enrollment limit: 32.

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.

Previous terms offered: Fall 2018, Fall 2016.

**BIOL 1080 (a, INS) Mechanisms of Neurological Disorders**

Non-Standard Rotation. Enrollment limit: 50.

Neurological disorders—such as Alzheimer's disease, Parkinson's disease, or autism—are on the rise as human life expectancy increases. First addresses the clinical manifestation of different neurological disorders, and then explores the underlying affected brain regions focusing on how dysfunctions in biological mechanisms lead to disease. Also includes discussions on treatment options and ethical aspects of neurological disorders.

Previous terms offered: Fall 2017.

**BIOL 1090 (a, INS) Understanding Climate Change**

Every Spring. Enrollment limit: 20.

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)

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**BIOL 1101 (a, INS, MCSR) Biological Principles I**

Anne McBride.

Every Fall. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: Placement in BIOL 1101.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**BIOL 1102 (a, INS, MCSR) Biological Principles II**

Every Spring. Enrollment limit: 35.

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.

Prerequisites: BIOL 1101.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**BIOL 1109 (a, INS, MCSR) Scientific Reasoning in Biology**

Stephanie Richards; Jack Bateman.

Every Semester. Fall 2019. Enrollment limit: 40.

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.

Prerequisites: Placement in BIOL 1109.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**BIOL 1158 (a, INS, MCSR) Perspectives in Environmental Science**

Every Spring. Enrollment limit: 35.

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: ENVS 2201, CHEM 1105)

Prerequisites: 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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**BIOL 1174 (a, MCSR) Biomathematics**

Mary Lou Zeeman.

Every Fall. Fall 2019. Enrollment limit: 30.

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. 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)

Prerequisites: 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).

Previous terms offered: Fall 2017, Spring 2017, Fall 2015.

**BIOL 2112 (a, INS, MCSR) Genetics and Molecular Biology**

Every Spring. Enrollment limit: 35.

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.

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

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**BIOL 2118 (a, INS) Microbiology**

Every Spring. Enrollment limit: 35.

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.

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

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**BIOL 2124 (a, INS, MCSR) Biochemistry and Cell Biology**

Bruce Kohorn.

Every Fall. Fall 2019. Enrollment limit: 35.

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)

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

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**BIOL 2135 (a, INS, MCSR) Neurobiology**

Hadley Horch.

Every Fall. Fall 2019. Enrollment limit: 35.

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)

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

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**BIOL 2175 (a, INS, MCSR) Developmental Biology**

William Jackman.

Every Fall. Fall 2019. Enrollment limit: 35.

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.

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

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**BIOL 2210 (a, INS, MCSR) Plant Ecophysiology**

Barry Logan.

Every Fall. Fall 2019. Enrollment limit: 35.

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

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

Previous terms offered: Fall 2018, Fall 2017, Fall 2015.

**BIOL 2214 (a, INS, MCSR) Comparative Physiology**

Every Spring. Enrollment limit: 35.

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)

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

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**BIOL 2232 (a, INS, MCSR) Benthic Ecology**

Every Fall. Enrollment limit: 15.

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 2804 (same as Environmental Studies 2804) are co-requisites of this course. (Same as: ENVS 2232)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and MATH 1000 or higher.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**BIOL 2284 (a) Ecology of Rivers**

Every Other Fall. Enrollment limit: 12.

Explores the ecology of river systems. Rivers are linear features through watersheds and across the landscape where ecosystem influences are reflected, focused, and transported from hilltops to coastal estuaries, and sometimes back again. Considers the role of rivers as corridors connecting a wide range of ecosystems, as indicators of broader landscape ecology, and as ecosystems in their own right with particular focus on the interaction of geomorphology, hydrology, and biology in the development and function of these dynamic and essential ecosystems. (Same as: ENVS 2284)

Prerequisites: BIOL 2315 (same as ENVS 2224) or BIOL 2316 or BIOL 2319 (same as ENVS 2229) or BIOL 2325 (same as ENVS 2225) or BIOL 2330 (same as ENVS 2233) or ENVS 2224 or ENVS 2229 or ENVS 2225 or ENVS 2233.

Previous terms offered: Fall 2017.

**BIOL 2315 (a, INS, MCSR) Behavioral Ecology and Population Biology**

Every Fall. Enrollment limit: 35.

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)

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

Previous terms offered: Fall 2016, Fall 2015.

**BIOL 2316 (a, INS, MCSR) Evolution**

Every Spring. Enrollment limit: 35.

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.

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

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**BIOL 2319 (a, INS, MCSR) Biology of Marine Organisms**

Every Fall. Enrollment limit: 35.

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. Students have the opportunity to take an optional field trip to the Bowdoin Scientific Station on Kent Island in the Bay of Fundy. (Same as: ENVS 2229)

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

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**BIOL 2325 (a, INS, MCSR) Biodiversity and Conservation Science**

Non-Standard Rotation. Enrollment limit: 35.

People rely on nature for food, materials, medicines, and recreation, yet the fate of Earth's biodiversity is rarely given priority among the many pressing problems facing humanity today. Explores the interactions within and among populations of plants, animals, and microorganisms, and the mechanisms by which those interactions are regulated by the physical and chemical environment. Major themes are biodiversity and the processes that maintain biodiversity, the relationship between biodiversity and ecosystem function, and the science underlying conservation efforts. Laboratory sessions consist of student research, local field trips, laboratory exercises, and discussions of current and classic ecological literature. (Same as: ENVS 2225)

Prerequisites: BIOL 1102 or BIOL 1109 or BIOL 1158 or CHEM 1105 or ENVS 2201 (same as BIOL 1158 and CHEM 1105).

Previous terms offered: Fall 2017.

**BIOL 2327 (a, INS) Ecology**

Mary Rogalski.

Every Fall. Fall 2019. Enrollment limit: 35.

Ecology, the study of how organisms interact with each other and their environment, incorporates topics from how organisms cope with environmental stressors to global carbon cycling. Addresses current questions in ecology, from global change to food security to invasive species. Lectures, labs, primary and popular literature emphasize how scientists use the tenets of ecology to address current environmental issues. Labs, excursions, and student research include ecological studies of plant-insect interactions, collection of long-term data on salamander populations, and emphasis on the natural history of midcoast Maine. An optional field trip will be included (details TBA). (Same as: ENVS 2227)

Prerequisites: BIOL 1102 or BIOL 1109 or ENVS 2201 (same as BIOL 1158 and CHEM 1105) or Placement in BIOL 2000 level.

Previous terms offered: Fall 2018.



**BIOL 2333 (a, INS, MCSR) Benthic Ecology**

Olaf Ellers; Amy Johnson; Steven Allen; Brittany Jellison.  
Every Fall. Fall 2019. Enrollment limit: 15.

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 Schiller Coastal Studies Center. Benthic Ecology is a course-module in the Bowdoin Marine Science Semester and is taught with three other co-requisite courses. (Same as: ENVS 2333)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and MATH 1000 or higher.

**BIOL 2423 (a, INS) Biochemistry of Cellular Processes**

Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 or BIOL 2100 or higher and CHEM 1092 or either CHEM 1102 or CHEM 1109 or CHEM 2250.

Previous terms offered: Spring 2019, Spring 2018, Spring 2016.

**BIOL 2501 (a, INS) Biological Oceanography**

Every Fall. Enrollment limit: 15.

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 2804 (same as Environmental Studies 2804) are co-requisites of this course. (Same as: ENVS 2231)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and MATH 1000 or higher.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**BIOL 2503 (a, INS, MCSR) Methods in Ocean Change Ecology**

Olaf Ellers; Amy Johnson; Steven Allen; Brittany Jellison.  
Every Fall. Fall 2019. Enrollment limit: 12.

Explores how marine organisms, populations, communities, and ecosystems will respond to global ocean change. Concepts in ecology, behavior, physiology, and evolution will be highlighted to demonstrate how marine systems are affected by ocean change factors like warming, ocean acidification, hypoxia, habitat loss, and invasive species. Emphasizes in-depth discussion of key literature to exemplify the theory, study design, and analysis tools marine scientists employ to research current and projected ocean change. Also integrates laboratory, fieldwork, and computer activities to illustrate approaches to monitoring and predicting shifts in biological communities. A trip to Hawaii will allow students to get hands-on experience monitoring ecosystem health and change in a coral reef system. Taught in residence at Schiller Coastal Studies Center. Ocean change ecology is a course-module in the Bowdoin Marine Science Semester and is taught with three other co-requisite courses. module in the Bowdoin Marine Science Semester and is taught with three other co-requisite courses. (Same as: ENVS 2235)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and MATH 1000 or higher.

**BIOL 2553 (a, INS) Neurophysiology**

Patsy Dickinson.

Every Fall. Fall 2019. Enrollment limit: 20.

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)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and either BIOL 2135 or BIOL 2214 or PSYC 2050.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**BIOL 2554 (a, INS, MCSR) Biomechanics**

Every Spring. Enrollment limit: 35.

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.

Prerequisites: 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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**BIOL 2557 (a, INS) Immunology**

Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: BIOL 2112 or BIOL 2118 or BIOL 2124 (same as BIOC 2124) or BIOL 2175.

Previous terms offered: Fall 2018, Fall 2015.

**BIOL 2561 (a, INS) Genetics of Human Disease**

Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: BIOL 2112 or BIOL 2118 or BIOL 2124 (same as BIOC 2124) or BIOL 2175 or BIOL 2316.

Previous terms offered: Fall 2015.

**BIOL 2566 (a, INS) Molecular Neurobiology**

Every Spring. Enrollment limit: 24.

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. In the spring of 2019, students enrolling in Molecular Neurobiology have two choices for the lab. They may enroll in a traditional weekly lab (LAB 1 offered on Tuesday), or enroll in an intensive 8-day lab (LAB 2) to be held during the first half of spring break (March 9-16) at Mount Desert Island Biological Laboratory, in Salisbury Cove, Maine. Participants will stay in dorms and focus solely on lab work for the duration of the lab. This experience will completely replace weekly labs. The focus of the lab will be learning Bioinformatics and running quantitative-PCR experiments. All expenses (transportation, room, and board) are covered. Signing up for either lab section (weekly Tuesday labs—CRN# 20256, or the intensive 8 days over spring break—CRN# 20257) completes the laboratory requirement for the course. (Same as: NEUR 2566)

Prerequisites: 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).

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**BIOL 2581 (a, INS) Forest Ecology and Conservation**

Every Other Fall. Enrollment limit: 15.

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)

Previous terms offered: Fall 2018, Fall 2016.

**BIOL 3117 (a, INS, MCSR) Current Topics in Marine Science**

Olaf Ellers; Amy Johnson; Steven Allen; Brittany Jellison.

Every Fall. Fall 2019. Enrollment limit: 12.

An advanced seminar focusing on aspects of marine science relevant to student research projects in the Bowdoin Marine Science Semester. Students choose topics and learn to (1) search for information in the scientific literature; (2) evaluate the utility of papers to their research topic; (3) spot holes in existing understanding; (4) formulate hypothesis-driven research questions; (5) integrate across research papers and apply that integrated knowledge to their own topic. Students will also advance their ability to write research plans and papers, including producing a grant proposal modeled on a National Science Foundation Graduate Research Fellowship Program (GRFP). Students will also visit several Maine Marine Research facilities and infrastructure to understand the current state of marine fisheries and regulatory and research activities in Maine. Taught in residence at Schiller Coastal Studies Center. Current Topics in Marine Science is a course-module in the Bowdoin Marine Science Semester and is taught with three other co-requisite courses. (Same as: ENVS 2217)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and MATH 1000 or higher.

**BIOL 3280 (a, INS) Plant Responses to the Environment**

Non-Standard Rotation. Enrollment limit: 16.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the responses of plants to environmental factors such as light and temperature. Readings from the primary literature facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as: ENVS 3280)

Prerequisites: BIOL 2210 (same as ENVS 2223) or BIOL 2325 (same as ENVS 2225) or ENVS 2223 or ENVS 2225.

Previous terms offered: Spring 2018.

**BIOL 3303 (a, INS) Topics in Cancer Biology**

Non-Standard Rotation. Enrollment limit: 16.

Discusses characteristics of cancer cells, including unregulated cell cycle progression, evading growth suppression, lack of apoptosis, replicative immortality, angiogenesis, metastasis, altered metabolism, and evading immune destruction. Readings from the primary literature, with discussion.

Prerequisites: BIOL 2112 or BIOL 2124 (same as BIOC 2124) or CHEM 2310 (same as BIOC 2310) or BIOL 2423 (same as BIOC 2423) or BIOL 2118 or BIOL 2175.

Previous terms offered: Spring 2019.

**BIOL 3304 (a, INS) The RNA World**

Anne McBride.

Every Fall. Fall 2019. Enrollment limit: 15.

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

Prerequisites: BIOL 2112 or BIOL 2118 or BIOL 2124 (same as BIOC 2124) or BIOL 2423 (same as BIOC 2423) or CHEM 2320 (same as BIOC 2320).

Previous terms offered: Fall 2017.

**BIOL 3307 (a, INS) Evolutionary Developmental Biology**

Every Spring. Enrollment limit: 15.

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.

Prerequisites: BIOL 2175 or BIOL 2316.

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**BIOL 3308 (a, INS) Research in Ecology, Evolution, and Marine Biology**

Every Spring. Enrollment limit: 16.

Focuses on research methods in field biology, reading the primary literature, and training in scientific writing and presentation, careers in ecology, and next steps to pursuing those careers. Prepares students for productive future research experiences in areas of ecology, marine biology, animal behavior, and evolution. Students will focus on a research topic of their interest, for which they will read the primary literature, design experiments, produce a draft of a scientific paper, deepen their understanding of statistics and present their proposed research. Includes field excursions to marine and terrestrial environments. (Same as: ENVS 3308)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and either BIOL 2315 (same as ENVS 2224) or BIOL 2316 or BIOL 2319 (same as ENVS 2229) or BIOL 2325 (same as ENVS 2225) or BIOL 2330 (same as ENVS 2233) or BIOL 2210 (same as ENVS 2223).

Previous terms offered: Spring 2019, Spring 2018.

**BIOL 3309 (a, INS) Ecotoxicology**

Every Other Spring. Enrollment limit: 15.

Chemical exposure can strongly impact both ecological communities and human health, often in complex and unexpected ways. Examines pollution impacts on biological systems at the organismal, population, and community levels. Readings and class discussions focus on the value and limitations of traditionally conducted toxicity tests as well as emerging research areas, including evolutionary ecotoxicology and the potential synergy of multiple environmental stressors. A research paper based on primary and secondary sources explores the impacts of a specific chemical and how society might use available (often limited) data to protect ecological and human health from risks of exposure. Two field excursions outside of regular class meetings complement class discussions. (Same as: ENVS 3930)

Prerequisites: BIOL 2000 - 2969 or CHEM 2000 - 2969 or EOS 2000 - 2969 or ENVS 2201 (same as BIOL 1158 and CHEM 1105).

Previous terms offered: Spring 2019.

**BIOL 3311 (a) Motor Systems Neurobiology**

Manuel Diaz-Rios.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

In this course you will learn about the main animal models used in the study of how the nervous system controls motor behavior as animals, including humans, interact with the environment. The course will cover the principal motor systems (including those for walking, flying, swimming, breathing, and others), focusing in particular on bridging the gap between molecular/cellular neuroscience and higher-level perception and behavior. Topics to be covered include neuroanatomy, neurophysiology and functions of the most studied animal behaviors, and the groups of interconnected neurons (termed neural circuits) that control them. Students will read, interpret, analyze, and discuss seminal (classical) and recent scientific papers from influential motor systems neurobiology laboratories. The course will also discuss the relevance of these neuronal motor systems to human diseases. (Same as: NEUR 3311)

Prerequisites: BIOL 2112 or BIOL 2124 (same as BIOC 2124) or BIOL 2135 (same as NEUR 2135) or BIOL 2175 or BIOL 2553 (same as NEUR 2553) or BIOL 2566 (same as NEUR 2566) or PSYC 2750 (same as NEUR 2750) or PSYC 2751.

**BIOL 3314 (a, INS) Advanced Genetics and Epigenetics**

Jack Bateman.

Every Fall. Fall 2019. Enrollment limit: 15.

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.

Prerequisites: BIOL 2112.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

**BIOL 3317 (a, INS) Molecular Evolution**

Every Fall. Enrollment limit: 15.

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.

Prerequisites: BIOL 2112 or BIOL 2118 or BIOL 2124 or BIOL 2175 or BIOL 2316.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Spring 2016.

**BIOL 3325 (a, INS) Topics in Neuroscience**

Non-Standard Rotation. Enrollment limit: 15.

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)

Prerequisites: BIOL 2135 (same as NEUR 2135) or BIOL 2553 (same as NEUR 2553) or BIOL 2566 (same as NEUR 2566) or BIOL 2588 (same as NEUR 2588) or PSYC 2750 (same as NEUR 2750)- 2751 or PSYC 2775 (same as NEUR 2775).

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**BIOL 3329 (a, INS) Neuronal Regeneration**

Every Fall. Enrollment limit: 15.

The consequences of neuronal damage in humans, especially in the brain and spinal cord, are frequently devastating and permanent. Invertebrates, on the other hand, are often capable of complete functional regeneration. Examines the varied responses to neuronal injury in a range of species. Topics include neuronal regeneration in planaria, insects, amphibians, and mammals. Students read and discuss original papers from the literature in an attempt to understand the basis of the radically different regenerative responses mounted by a variety of neuronal systems. (Same as: NEUR 3329)

Prerequisites: BIOL 2112 or BIOL 2124 or BIOL 2135 or BIOL 2175 or BIOL 2553 or BIOL 2566 or PSYC 2750 or PSYC 2751.

Previous terms offered: Fall 2017.

**BIOL 3333 (a, INS) Advanced Cell and Molecular Biology**

Every Spring. Enrollment limit: 15.

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.

Prerequisites: BIOL 2124 or CHEM 2310 or BIOL 2423.

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**BIOL 3381 (a) Ecological Genetics**

Non-Standard Rotation. Enrollment limit: 15.

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.

Prerequisites: BIOL 2000 - 2999.

Previous terms offered: Spring 2019, Spring 2017.

**BIOL 3388 (a, INS) Neurobiology of the Synapse**

Non-Standard Rotation. Enrollment limit: 14.

A seminar-style class exploring primary scientific literature focused on the synapse as the fundamental signaling unit of the brain. Focuses on the cell biology, physiology, plasticity, and signal integration of inter-neuronal communication. Topics will also include recent methodological advances in the study of synaptic function. Following short introductory lectures, students will present selected papers and lead discussions. (Same as: NEUR 3388)

Prerequisites: BIOL 2124 (same as BIOC 2124) or BIOL 2135 (same as NEUR 2135) or BIOL 2175 or BIOL 2214 (same as NEUR 2214) or BIOL 2553 (same as NEUR 2553) or PSYC 2750 (same as NEUR 2750).

Previous terms offered: Spring 2018.

**BIOL 3394 (a) Ecological Recovery in Maine's Coastal Ecosystem**

Non-Standard Rotation. Enrollment limit: 15.

Maine's coastal ecosystems once supported prodigious abundances of wildlife that benefitted human communities for millennia before succumbing to multiple stresses during the industrial era. Today, it is possible to restore ecosystem structure and functionality for the benefit of wildlife and to regain some of the original ecological services for human benefit. Students examine Maine's coastal ecosystems as socioecological systems and apply ecological principles to understand how society could promote ecological recovery and maintain resilient ecosystems and ecosystem services over the long term. Interdisciplinary seminar with focus on ecology and environmental history. (Same as: ENVS 3994)

Prerequisites: ENVS 2201 (same as BIOL 1158 and CHEM 1105) or BIOL 1158 or CHEM 1105 or BIOL 2000 - 2969 or BIOL 3000 or higher or CHEM 2000 - 2969 or CHEM 3000 or higher or EOS 2000 - 2969 or EOS 3000 or higher or PHYS 2000 - 2969 or PHYS 3000 or higher.

Previous terms offered: Spring 2018, Spring 2017.

## Chemistry

### Overview & Learning Goals

#### Learning Goals

#### Mission Statement

Our mission is to help our students develop an understanding of and appreciation for chemistry and to inspire and enable them to learn the practical and critical thinking skills necessary to both excel in their careers and to contribute to society as scientifically literate citizens.

We believe that this mission is best accomplished using a two-pronged strategy:

1. by applying proven and innovative approaches to teaching and learning in the classroom and the laboratory
2. by coupling our classroom pedagogy to high-quality research at the frontiers of chemistry.

Download the Mapping Learning Goals to the Chemistry Curriculum Chart (<https://www.bowdoin.edu/chemistry/pdf/chemistry-learning-goals-mapping.pdf>)

## Learning Outcomes for the Chemistry Major

Our students will understand, integrate, apply, and communicate fundamental and emerging chemical principles, moving from guided to self-designed investigations through courses or independent research.

Our students will achieve these outcomes by meeting knowledge and skill-based competencies

## Chemistry Knowledge Competencies

1. Structure and properties
2. Synthesis, reactivity, and transformation
3. Energy, equilibrium, and kinetics
4. Models and measurements

## Skill-Based Competencies

1. Apply problem-solving strategies to quantitative and conceptual problems
2. Perform routine laboratory activities safely and responsibly
3. Document laboratory activities and manage data responsibly and ethically
4. Use chemical instruments with an understanding of their principles, capabilities, and outputs
5. Interpret complex data sets and propose evidence-based conclusions
6. Apply theoretical, conceptual, and empirical models
7. Search, engage, and evaluate scientific literature and databases
8. Communicate chemistry effectively in written, visual, and oral formats
9. Work collaboratively
10. Independently propose, design, and implement experiments and approaches to address questions in chemistry

Department/Program Website (<https://www.bowdoin.edu/chemistry>)

## Faculty

Elizabeth Stemmler, *Department Chair*

Emily Murphy, *Department Coordinator*

*Professors:* Richard D. Broene, Jeffrey K. Nagle, Elizabeth A. Stemmler, Dharni Vasudevan (Environmental Studies)

*Associate Professors:* Danielle H. Dube (Biochemistry), Benjamin C. Gorske† (Biochemistry)

*Assistant Professor:* Allison Dzubak, Kana Takematsu (Biochemistry)

*Senior Lecturer:* Michael P. Danahy

*Visiting Faculty:* TBA

*Laboratory Instructors:* Rene L. Bernier, Martha B. Black, Kurt Luthy, Colleen T. McKenna, Paulette M. Messier, Daniel Tesfagaber

Faculty/Staff Website (<https://www.bowdoin.edu/chemistry/faculty-and-staff>)

## Requirements Chemistry Major

The chemistry major consists of a core curriculum and additional electives within a single area of concentration.

Code	Title	Credits
<b>Required Courses</b>		
Select one of the following: <sup>a</sup>		1
CHEM 1092	Introductory Chemistry and Quantitative Reasoning II	
CHEM 1102	Introductory Chemistry II	
CHEM 1109	General Chemistry	
CHEM 2100	Chemical Analysis	1
CHEM 2250	Organic Chemistry I	1
CHEM 2400	Inorganic Chemistry	1
Select one of the following: <sup>b</sup>		1
MATH 1700	Integral Calculus	
MATH 1750	Integral Calculus, Advanced Section	
placement above MATH 1750		
PHYS 1130 & PHYS 1140	Introductory Physics I and Introductory Physics II <sup>c</sup>	2
<b>Select a concentration:</b>		
Chemical Concentration (p. 101)		5
Educational Concentration (p. 101)		7
Environmental Concentration (p. )		5
Geochemical Concentration (p. 101)		5
Neurochemical Concentration (p. 101)		7

<sup>a</sup> Note that CHEM 1091 Introductory Chemistry and Quantitative Reasoning I is a prerequisite for CHEM 1092 Introductory Chemistry and Quantitative Reasoning II; CHEM 1101 Introductory Chemistry I is a prerequisite for CHEM 1102 Introductory Chemistry II. Placement above CHEM 1109 General Chemistry serves to meet this requirement and students do not have to replace the credit as part of the major requirements.

<sup>b</sup> Placement above MATH 1700 Integral Calculus/MATH 1750 Integral Calculus, Advanced Section satisfies the math requirement for the major and students do not have to replace the credit as part of the major requirements. Students intending to pursue graduate studies are encouraged to take a math course.

<sup>c</sup> Only one physics course is required for students placed into PHYS 1140 Introductory Physics II. Students placed above PHYS 1140 Introductory Physics II are not required to take a physics course to satisfy the requirements of the major nor do they have to replace the credit in order to complete the requirements for the major. Note that PHYS 1130 Introductory Physics I is a prerequisite for PHYS 1140 Introductory Physics II.

Students are advised to begin their core curriculum as soon as possible. Depending on preparation and placement results, some students may begin with advanced courses.

## Chemical Concentration

The Chemical Concentration consists of five credits.

Code	Title	Credits
CHEM 2260	Organic Chemistry II	1
or CHEM 2261	Organic Chemistry II with Research Laboratory	
CHEM 2510	Chemical Thermodynamics and Kinetics	1
CHEM 2520	Quantum Chemistry and Spectroscopy	1
Select two electives from the following: <sup>d</sup>		2
CHEM 2320	Biochemistry	
CHEM 3000 or higher		

<sup>d</sup> Only one course numbered 4000 or higher can serve as one of the two electives.

## Educational Concentration

The Educational Concentration consists of seven credits.

Code	Title	Credits
CHEM 2510	Chemical Thermodynamics and Kinetics	1
or CHEM 2520	Quantum Chemistry and Spectroscopy	
EDUC 1101	Contemporary American Education <sup>e</sup>	1
EDUC 2203	Educating All Students <sup>e</sup>	1
EDUC 3301	Teaching and Learning <sup>e</sup>	1
EDUC 3302	Curriculum Development <sup>e</sup>	1
Select two additional chemistry electives selected in consultation with the advisor		2

<sup>e</sup> These four courses also count toward an education minor or education coordinate major. This is the only exception to chemistry's double-counting rule that allows only two courses to count double between two majors or a major and a minor.

Students interested in pursuing a minor or coordinate major in education, or the Bowdoin Teacher Scholars certification program, should consult with their major advisor as well as with a faculty member in the education department to discuss course selection and content area prerequisites.

## Environmental Concentration

The Environmental Concentration consists of five credits.

Code	Title	Credits
CHEM 2510	Chemical Thermodynamics and Kinetics	1
Select two molecular perspective courses:		2
CHEM 2050	Environmental Chemistry	
CHEM 3050	Environmental Fate of Organic Chemicals	
CHEM 3060	Transformation of Organic Chemicals in the Environment	
CHEM 3100	Instrumental Analysis	
Select one environmental perspectives course:		1
CHEM 1105	Perspectives in Environmental Science	
EOS 2005	Biogeochemistry: An Analysis of Global Change	
EOS 2525	Marine Biogeochemistry	
EOS 2585	Ocean and Climate	
EOS 3020	Earth Climate History	
EOS 3525	Research Experience in Oceanography: Topics in Coastal Ocean Dynamics and Ecosystems	

PHYS 2810	Atmospheric and Ocean Dynamics	
PHYS 3810	The Physics of Climate	
BIOL 2319	Biology of Marine Organisms	
BIOL 2232	Benthic Ecology	
BIOL 2327	Ecology	
BIOL 2581	Forest Ecology and Conservation	
One additional course from the molecular or environmental perspectives lists		1

At least one course from the advanced level (3000-3999) of either molecular or environmental perspectives courses

## Geochemical Concentration

The Geochemical Concentration consists of five credits.

Code	Title	Credits
CHEM 2050	Environmental Chemistry	1
CHEM 2510	Chemical Thermodynamics and Kinetics	1
CHEM 3100	Instrumental Analysis	1
Select two electives from the following: <sup>f</sup>		2
EOS 2005	Biogeochemistry: An Analysis of Global Change	
EOS 2165	Mountains to Trenches: Petrology and Process	
EOS 2585	Ocean and Climate	
EOS 3020	Earth Climate History	
EOS 3115	Research in Mineral Science	

<sup>f</sup> At least one elective must be at the advanced level (3000-3999)

## Neurochemical Concentration

The Neurochemical Concentration consists of seven credits.

Chemistry majors completing the neurochemical concentration cannot also major in neuroscience.

Code	Title	Credits
BIOL 1102	Biological Principles II	1
or BIOL 1109	Scientific Reasoning in Biology	
CHEM 2260	Organic Chemistry II	1
or CHEM 2261	Organic Chemistry II with Research Laboratory	
CHEM 2320	Biochemistry	1
CHEM 2510	Chemical Thermodynamics and Kinetics	1
or CHEM 2520	Quantum Chemistry and Spectroscopy	
Select two electives from the following:		2
BIOL 2135	Neurobiology	
BIOL 2553	Neurophysiology	
BIOL 2566	Molecular Neurobiology	
One advanced neuroscience course (3000-3999)		1

## Chemistry Minor

The minor consists of four chemistry courses at or above the intermediate level (2000–2969). One intermediate or advanced independent study can count toward the minor.

## Interdisciplinary Majors

The chemistry department participates in the biochemistry and environmental studies programs, as well as the interdisciplinary chemical

physics major. See the Interdisciplinary Majors (p. 250) for more information.

## Additional Information

### Additional Information and Department Policies

- Only one grade of D may be counted for the major or minor. This D must be offset by a grade of B or higher in another chemistry course also required for the major or minor.
- Generally, courses for the major or minor must be taken for regular letter grades (not Credit/D/Fail). Under special circumstances, however, a student may petition the department chair to allow one course required for the major or minor to be taken with the Credit/D/Fail grading option.
- With prior approval from the department chair, up to two transfer credits can count toward the major or minor.
- Biochemistry majors may not declare a major or minor in chemistry.

### Advanced Placement/International Baccalaureate (AP/IB)

Students who received a minimum score of four on the Chemistry AP exam or a minimum score of five on the Chemistry IB exam are eligible to receive a credit and can count it toward the major or minor after completion of CHEM 2050 Environmental Chemistry, CHEM 2100 Chemical Analysis, CHEM 2250 Organic Chemistry I, CHEM 2400 Inorganic Chemistry, CHEM 2510 Chemical Thermodynamics and Kinetics, or CHEM 2520 Quantum Chemistry and Spectroscopy with a minimum grade of C-; however, credit is not given if the student places into or elects to take CHEM 1091 Introductory Chemistry and Quantitative Reasoning I, CHEM 1092 Introductory Chemistry and Quantitative Reasoning II, CHEM 1101 Introductory Chemistry I, CHEM 1102 Introductory Chemistry II or CHEM 1109 General Chemistry. Regardless of AP/IB score, all students must take the placement exam. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in the sciences, medicine, secondary school teaching, and many fields in the business world. The department offers programs based on the interests and goals of the student; therefore, a prospective major should discuss their plans with the department as soon as possible. Regardless of career goals, students are encouraged to develop their critical thinking and problem-solving skills by participating in a collaborative student-faculty research project (Chemistry 2970–2999, 4000–4051, or summer research).

The department also offers an American Chemical Society-certified major in chemistry. The requirements for certification are met by taking additional courses in chemistry and other disciplines. Students interested in this certification program should consult their advisor and refer to guidelines found at [acs.org/cpt](http://acs.org/cpt) (<http://acs.org/cpt>).

### Independent Study/Honors Projects

Students may engage in independent study at the intermediate (2970–2999) or advanced (4000–4051) level. Majors pursuing honors in chemistry are required to register for CHEM 4050 during the fall and CHEM 4051 during the spring semester of their senior year and attend

weekly seminars/workshops on Fridays, 2:30–4:00 p.m., during both semesters.

## Courses

**CHEM 1055 (a, INS) Science of Food and Wine**  
Non-Standard Rotation. Enrollment limit: 36.

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.

Previous terms offered: Fall 2016.

**CHEM 1056 (a, INS, MCSR) Investigations: The Chemistry of Forensics Science**  
Non-Standard Rotation. Enrollment limit: 24.

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 1090 or higher or to students who have credit for Mathematics 1300, Psychology 2520, or Economics 2557.

Previous terms offered: Spring 2017.

**CHEM 1058 (a, INS) Drug Discovery**  
Danielle Dube.  
Non-Standard Rotation. Fall 2019. Enrollment limit: 25.

The process of drug discovery of medicinal compounds has evolved over millennia, from the shaman's use of medicinal herbs to the highly evolved techniques of rational design and high-throughput screening used by today's pharmaceutical industry. Examines past and present approaches to drug discovery, with an emphasis on the natural world as a source of drugs, historical examples of drug discovery, and the experiments undertaken to validate a drug. Encourages students to take initial steps to identify novel therapeutics and to directly compare conventional versus herbal remedies in integrated laboratory exercises. Assumes no background in science. Not open to students who have credit for a chemistry course numbered 1090 or higher.

Previous terms offered: Fall 2017.

**CHEM 1059 (a, INS) Chemistry of Consumer Goods**

Non-Standard Rotation. Enrollment limit: 50.

Natural and synthetic "chemicals" make up virtually everything we purchase and consume from breakfast cereals to soaps, shampoo bottles, and over-the-counter medications. Examines the chemical components of food, drugs, soaps, plastics, and other consumer goods we encounter daily. Explores scientific resources that can be used to obtain information on product components, safety, and regulations. Also considers topics related to some of the current safety concerns raised by chemicals found in common household items through case studies and research projects. Assumes no background in science. Not open to students who have credit for a chemistry course numbered 1090 or higher.

Previous terms offered: Spring 2019.

**CHEM 1060 (a, INS) Chemistry and the Quest for Discovery**

Non-Standard Rotation. Enrollment limit: 25.

An exploration of the nature and evolution of the scientific discovery process as viewed through the lens of important historical and contemporary innovations in the field of chemistry. Examines relationships between cultural context and the motivation, practice, and impact of scientific research. Assumes no background in science. Students participate in weekly laboratory discovery experiences. Not open to students who have credit for a chemistry course numbered 1090 or higher.

Previous terms offered: Spring 2018, Spring 2016.

**CHEM 1091 (a, INS) Introductory Chemistry and Quantitative Reasoning I**

Michael Danahy.

Every Fall. Fall 2019. Enrollment limit: 20.

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.

Prerequisites: Placement in CHEM 1091.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**CHEM 1092 (a, INS, MCSR) Introductory Chemistry and Quantitative Reasoning II**

Every Spring. Enrollment limit: 20.

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.

Prerequisites: CHEM 1091.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**CHEM 1093 (a, MCSR) Introduction to Quantitative Reasoning in the Physical Sciences**

Every Fall. Enrollment limit: 20.

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. (Same as: PHYS 1093)

Prerequisites: Placement in PHYS 1093.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**CHEM 1101 (a, INS) Introductory Chemistry I**

Jeffrey Nagle.

Every Fall. Fall 2019. Enrollment limit: 30.

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.

Prerequisites: Placement in CHEM 1101 or Placement in CHEM 1109/1101.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.



**CHEM 1102 (a, INS, MCSR) Introductory Chemistry II**

Every Spring. Enrollment limit: 35.

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.

Prerequisites: CHEM 1101.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**CHEM 1105 (a, INS, MCSR) Perspectives in Environmental Science**

Every Spring. Enrollment limit: 35.

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: ENVS 2201, BIOL 1158)

Prerequisites: 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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**CHEM 1109 (a, INS, MCSR) General Chemistry**

Allison Dzubak.

Every Semester. Fall 2019. Enrollment limit: 50.

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.

Prerequisites: Placement in CHEM 1109/1101 or Placement in CHEM 1109 or Placement in CHEM 2000/1109 or Placement in CHEM 2000 level.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**CHEM 2050 (a, INS) Environmental Chemistry**

Every Other Spring. Enrollment limit: 35.

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

Prerequisites: CHEM 1092 or CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in CHEM 2000/1109.

Previous terms offered: Spring 2018, Spring 2016.

**CHEM 2100 (a, INS, MCSR) Chemical Analysis**

Elizabeth Stemmler.

Every Fall. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: CHEM 1092 or CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in CHEM 2000/1109.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**CHEM 2250 (a) Organic Chemistry I**

Richard Broene; Michael Danahy.

Every Fall. Fall 2019. Enrollment limit: 42.

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.

Prerequisites: CHEM 1092 or CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in CHEM 2000/1109.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**CHEM 2260 (a) Organic Chemistry II**

Every Spring. Enrollment limit: 30.

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.

Prerequisites: CHEM 2250.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**CHEM 2261 (a) Organic Chemistry II with Research Laboratory**

Non-Standard Rotation. Enrollment limit: 08.

This laboratory section will differ from the others associated with this course by focusing on the conduct of actual research, in which students will design, construct, and test new enzyme mimics intended to facilitate to the discovery of new medicines. As in the other laboratory sections, students will learn to generate experimental plans based on those found in the literature, execute experiments efficiently and safely, analyze and explain their data, and generate appropriate reports of their activities. The assessment and time expectations both in and outside of the laboratory are designed to be identical to those of the other laboratory sections, while giving the participants a perspective on modern chemistry research techniques and allowing them to contribute to advancing an important scientific field.

Prerequisites: CHEM 2250.

Previous terms offered: Spring 2019.

**CHEM 2320 (a, MCSR) Biochemistry**

Every Spring. Enrollment limit: 36.

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)

Prerequisites: CHEM 2260 or CHEM 2261.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**CHEM 2400 (a, INS, MCSR) Inorganic Chemistry**

Every Spring. Enrollment limit: 30.

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.

Prerequisites: CHEM 1092 or CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in CHEM 2000/1109.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**CHEM 2510 (a, INS, MCSR) Chemical Thermodynamics and Kinetics**

Kana Takematsu.

Every Fall. Fall 2019. Enrollment limit: 36.

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.

Prerequisites: Three of: either CHEM 1092 or CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in CHEM 2000/1109 and either PHYS 1130 or PHYS 1140 and MATH 1700 or higher or Placement in MATH 1800 (M) or Placement in 2000, 2020, 2206 (M).

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**CHEM 2520 (a, INS, MCSR) Quantum Chemistry and Spectroscopy**

Every Spring. Enrollment limit: 35.

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.

Prerequisites: Three of: either CHEM 1092 or CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in CHEM 2000/1109 and MATH 1700 or higher or Placement in MATH 1800 (M) or Placement in 2000, 2020, 2206 (M) and PHYS 1140.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**CHEM 3050 (a, INS) Environmental Fate of Organic Chemicals**

Non-Standard Rotation. Enrollment limit: 16.

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

Prerequisites: CHEM 2250.

Previous terms offered: Fall 2015.

**CHEM 3100 (a) Instrumental Analysis**

Every Other Spring. Enrollment limit: 15.

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

Prerequisites: CHEM 2100.

Previous terms offered: Spring 2018, Spring 2016.

**CHEM 3200 (a) Advanced Organic Chemistry: Organometallic Chemistry**

Richard Broene.

Non-Standard Rotation. Fall 2019. Enrollment limit: 15.

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

Prerequisites: Three of: CHEM 2260 and CHEM 2261 and CHEM 2400.

Previous terms offered: Fall 2015.

**CHEM 3250 (a) Structure Determination in Organic Chemistry**

Non-Standard Rotation. Enrollment limit: 12.

The theory and application of spectroscopic techniques useful for the determination of the molecular structures of organic molecules are discussed. Mass spectrometry and infrared, ultraviolet-visible, and nuclear magnetic resonance (NMR) spectroscopies are applied to structure elucidation. Heavy emphasis is placed on applications of multiple-pulse, Fourier transform NMR spectroscopic techniques. Lectures and at least two hours of laboratory work per week.

Prerequisites: CHEM 2260 or CHEM 2261.

Previous terms offered: Fall 2017.

**CHEM 3270 (a) Biomimetic and Supramolecular Chemistry**

Non-Standard Rotation. Enrollment limit: 15.

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.

Prerequisites: CHEM 2260 or CHEM 2261.

Previous terms offered: Fall 2018, Fall 2016.

**CHEM 3310 (a) Chemical Biology**

Every Other Fall. Enrollment limit: 16.

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

Prerequisites: CHEM 2320.

Previous terms offered: Spring 2019, Fall 2017, Spring 2016.

**CHEM 3400 (a) Advanced Inorganic Chemistry**

Every Other Spring. Enrollment limit: 12.

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.

Prerequisites: CHEM 2400.

Previous terms offered: Spring 2019, Spring 2017.

**CHEM 3510 (a) Reactivity and Kinetics**

Non-Standard Rotation. Enrollment limit: 15.

Explores reactivity and kinetics from a physical chemistry perspective. We will survey theories and applications to model observed synthetic, gas phase, surface, and biological reactions. In particular, we will utilize a molecular picture to rationalize current and past discoveries in chemistry. Planned topics include aspects of the isotope effect and tunneling in catalysis, potential energy surfaces and molecular dynamic models, photochemistry and conical intersections, reaction dynamics and molecular beam experiments, enzymology, surface catalysis, polymer-binding, and charge-transfer models. Emphasis will be placed on reading and discussing scientific literature.

Prerequisites: CHEM 2510.

Previous terms offered: Spring 2018, Spring 2017.

**CHEM 3520 (a) Methods in Computational Chemistry**

Non-Standard Rotation. Enrollment limit: 12.

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.

Prerequisites: CHEM 1092 or CHEM 1109 or CHEM 1102.

Previous terms offered: Fall 2016.

# Cinema Studies

## Overview & Learning Goals Overview and Learning Goals

The Cinema Studies Program introduces students to the history, form, and analysis of motion pictures through an interdisciplinary approach. It explores how cinema, as an art form and cultural product, reflects the vision of filmmakers and influences our understanding of historical and lived realities. A key goal of the program is to teach the critical analysis of images in an increasingly image-driven society. Upon completing the minor, students should be able to:

- demonstrate mastery of basic conceptual and visual vocabulary used in the study of film, in particular the ability to analyze film in terms of mise-en-scene, cinematography, editing, sound, and narrative structure;
- analyze the formal components of cinema within aesthetic, historical, sociocultural, political, and international contexts, as well as in light of theoretical frameworks related to gender and sexuality, race and ethnicity, class, and/or global interactions;
- demonstrate knowledge of the history of national and international cinemas, as well as major filmmakers and different genres;
- describe the relation of film to other art forms such as literature, theater, music, and dance; and
- demonstrate an understanding of how different aspects of the film experience, from preproduction and production through distribution, marketing, and reception, engage in processes of making meaning.

Department/Program Website (<https://www.bowdoin.edu/cinema-studies>)

## Faculty

Tricia Welsch, *Program Director*

Laurie Holland, *Program Coordinator*

*Professors:* Aviva Briefel (English), Shu-chin Tsui (Asian Studies), Tricia Welsch

*Assistant Professor:* Allison A. Cooper (Romance Languages and Literatures)

*Contributing faculty:* Meryem Belkaïd, Elena Cueto Asín, Sara Dickey‡, Alyssa Gillespie, Erin Johnson, Ann Kibbie, Aaron Kitch, William Lempert, Meredith McCarroll, Elizabeth Muther, Patrick Rael, Marilyn Reizbaum, Vineet Shende‡, Jill Smith, April Strickland, Birgit Tautz, Anthony Walton

Faculty/Staff Website (<https://www.bowdoin.edu/cinema-studies/faculty-and-staff>)

## Requirements

### Cinema Studies Minor

The cinema studies minor consists of five courses.

Code	Title	Credits
<b>Required Courses</b>		
CINE 1101	Film Narrative	1
Select one of the following:		
CINE 2201	History of Film 1895 to 1935	1
CINE 2202	Film History 1935 to 1975	1
Select one 3000-level seminar that must be taken at Bowdoin		

Select one cinema studies course that incorporates theory 1

Select one cinema studies course in non-US cinema 1

## Additional Information

### Additional Information and Program Policies

- Students minoring in cinema studies are required to complete a total of five courses with a grade of C- or better. Courses taken Credit/D/Fail do not count toward the minor.
- Students may count one class for more than one requirement, such as a 3000-level course with a theory component. Students may also take both CINE 2201 and CINE 2202 for credit toward the minor. All students successfully completing the minor will still complete five classes.
- No more than two courses below the 2000 level, including first-year seminars, count toward the minor.
- No more than one independent study may count toward the minor.
- Normally, one course taken at another college or university may be applied to the minor at the introductory or 2000 level upon approval by the program director and faculty.

## Courses

### CINE 1007 (c, FYS) Performance and Theory in James Bond

Non-Standard Rotation. Enrollment limit: 16.

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: THTR 1007, ENGL 1011)

Previous terms offered: Fall 2018, Fall 2016.

### CINE 1025 (c, FYS) Crime Film

Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2018, Fall 2015.

**CINE 1029 (c, FYS) Comediennes, Historians, and Storytellers: Women Filmmakers in the German-Speaking Countries**

Non-Standard Rotation. Enrollment limit: 16.

Examines the work of women filmmakers in the German-speaking countries since the 1960s. Explores key interests of these directors: the telling of stories and (German, European, global) histories; the exploration of gender identity, sexuality, and various waves of feminism; the portrayal of women; the participation in the cinematic conventions of Hollywood as well as independent and avant-garde film; spectatorship. Analyzes a range of films and cinematic genres to include narrative cinema, biography, documentary, and comedy. Also introduces students to film criticism; includes weekly film screenings. No knowledge of German is required. Note: Fulfills the film theory requirement and the non-US cinema requirement for cinema studies minors. (Same as: GER 1029, GSWS 1029)

Previous terms offered: Fall 2015.

**CINE 1031 (c, FYS) Introduction to Documentary Film Studies**

Non-Standard Rotation. Enrollment limit: 16.

The period since the advent of reality television has seen an unprecedented proliferation of film and media forms that claim to represent the "real." When more conventionally serious fare like *Citizenfour*, Laura Poitras' investigative portrait of Edward Snowden, shares the nonfiction media landscape with hoax films like Banksy's "Exit Through the Gift Shop," television docudramas, and sensational short videos on YouTube, "documentary" has become increasingly hard to define. Examines major historical movements and styles in the documentary film tradition in the interest of critically understanding documentary's varying meanings and social and political functions. Studies the expository documentary, ethnographic film, the direct cinema and *cinéma vérité* movements, mock documentary and hoax films, personal and autobiographical film and video, animated documentary, and digital interactive documentary media. Films screened and discussed include: "Fahrenheit 9/11," "Nanook of the North," "Titicut Follies," "Man with a Movie Camera," "Grizzly Man," "The Act of Killing," "Waltz with Bashir," "The Watermelon Woman," and others.

Previous terms offered: Fall 2017.

**CINE 1036 (c, FYS) The South on Page and Screen**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016.

**CINE 1043 (c, FYS) East Asian Genre Cinema: The Martial Arts**

Every Other Fall. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016.

**CINE 1101 (c, VPA) Film Narrative**

Tricia Welsch.

Every Year. Fall 2019. Enrollment limit: 50.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**CINE 1104 (c) From Page to Screen: Film Adaptation and Narrative**

Non-Standard Rotation. Enrollment limit: 50.

Explores the topic of adaptation, specifically, the ways in which cinematic texts transform literary narratives into visual forms. Begins with the premise that every adaptation is an interpretation, a rewriting/rethinking of an original text that offers an analysis of that text. Central to class discussions is close attention to the differences and similarities in the ways in which written and visual texts approach narratives, the means through which each medium constructs and positions its audience, and the types of critical discourses that emerge around literature and film. May include works by Philip K. Dick, Charles Dickens, Howard Hawks, Alfred Hitchcock, Stanley Kubrick, David Lean, Anita Loos, Vladimir Nabokov, and Ridley Scott. (Same as: ENGL 1104)

Previous terms offered: Spring 2018.

**CINE 1115 (c, VPA) Shakespeare on Film**

Non-Standard Rotation. Enrollment limit: 50.

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

Previous terms offered: Fall 2015.

**CINE 1152 (c, IP, VPA) Berlin: Sin City, Divided City, City of the Future**

Non-Standard Rotation. Enrollment limit: 50.

An examination of literary, artistic, and cinematic representations of the city of Berlin during three distinct time periods: the "Roaring 20s," the Cold War, and the post-Wall period. Explores the dramatic cultural, political, and physical transformations that Berlin underwent during the twentieth century and thereby illustrates the central role that Berlin played, and continues to play, in European history and culture, as well as in the American cultural imagination. For each time period studied, compares Anglo-American representations of Berlin with those produced by German artists and writers, and investigates how, why, and to what extent Berlin has retained its status as one of the most quintessentially modern cities in the world. No knowledge of German is required. Note: Fulfills the non-US cinema requirement for cinema studies minors. (Same as: GER 1152)

Previous terms offered: Spring 2019.

**CINE 1161 (c, VPA) Introduction to Film Music**

Every Other Year. Enrollment limit: 50.

Film music does an incredible number of things – it establishes mood, creates and enhances emotions, clarifies character arcs, and foreshadows plot points, just to name a few. Students gain an understanding of the aesthetics, musical techniques, and tropes found in films of the last 100 years – from silent film scores to "Golden Age" classical scores, jazz scores, theme scores, and modern-day pop music scores. Composers studied include Korngold, Steiner, Hermann, Raskin, Williams, and Shore, among others. Attendance at weekly evening screenings is required. (Same as: MUS 1261)

Previous terms offered: Spring 2019, Spring 2016.

**CINE 2075 (c, IP, VPA) Ecocinema: China's Ecological and Environmental Crisis**

Shu-chin Tsui.

Every Other Spring. Fall 2019. Enrollment limit: 35.

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)

Previous terms offered: Spring 2017.

**CINE 2078 (c, IP, VPA) Asia in the Hollywood Imagination**

Every Other Year. Enrollment limit: 35.

How has Hollywood treated Asia and Asians? To what extent have Hollywood film productions engaged in either erotic fascination or racial prejudice, when presenting Asia as a cinematic setting and Asians as a cultural other? Examining Hollywood's imaginative visions of the east, the course takes students on an exploratory journey from classic Hollywood films to contemporary blockbusters. Issues may include race and stardom in "Shanghai Express", yellowface in "Good Earth", the exotic Asian female in "The World of Suzie Wong", stereotypes of Tibetans in "Seven Years in Tibet", and an American's perception of Tokyo in "Lost in Translation". We will also explore the Orientalist imagination through sexualized Geisha or masculinized Mulan as well as transnational crossings in the animated film "Kungfu Panda". In addition to analyzing themes and the social-cultural implications of films, the course also introduces students to the cinematic language: mise-en-scene, cinematography, and editing. Counts towards a minor in Chinese studies, as well as in cinema studies. (Same as: ASNS 2900)

Previous terms offered: Spring 2018, Spring 2016.

**CINE 2116 (c) Spanish Cinema: Taboo and Tradition**

Non-Standard Rotation. Enrollment limit: 16.

Introduces students to film produced in Spain, from the silent era to the present, focusing on the ways in which cinema can be a vehicle for promoting social and cultural values, as well as for exposing religious, sexual, or historical taboos in the form of counterculture, protest, or as a means for society to process change or cope with issues from the past. Looks at the role of film genre, authorship, and narrative in creating languages for perpetuating or contesting tradition, and how these apply to the specific Spanish context. Taught in English. Note: Fulfills the non-US cinema requirement for cinema studies minors. (Same as: HISP 2116)

Previous terms offered: Spring 2016.

**CINE 2201 (c, VPA) History of Film 1895 to 1935**

Every Other Fall. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Fall 2016.

**CINE 2202 (c, VPA) Film History 1935 to 1975**

Every Other Spring. Enrollment limit: 35.

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.

Previous terms offered: Spring 2019, Spring 2017, Fall 2015.

**CINE 2222 (c, VPA) Images of America in Film**

Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: CINE 1101 or FILM 1101 or CINE 2201 or FILM 2201 or CINE 2202 or FILM 2202.

Previous terms offered: Spring 2016.

**CINE 2224 (c, VPA) The Films of Alfred Hitchcock**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: CINE 1101 or CINE 2201 or CINE 2202.

Previous terms offered: Spring 2017.

**CINE 2254 (c, IP, VPA) History and Memory: China's Cultural Revolution through Film**

Every Other Fall. Enrollment limit: 35.

Examines China's Great Proletarian Cultural Revolution (1966-1976) through the lens of cinema. Viewed as one of the most destructive mass movements in China's modern history, the CR dramatically shaped national politics and deeply affected the life of ordinary people. With film productions made during and after the CR as primary materials, the course seeks to explain the nature of the Cultural Revolution as well as how motion pictures (re)construct CR rhetoric and why the CR remains a source of trauma that haunts the memories of those who experienced it. Popular film titles such as "The White Haired Girl", "To Live", "Farewell My Concubine", and others will lead students on a journey through history via the cinemas of socialist model operas, post-socialist retrospections, and alternative re-constructions. The course aims to be intellectually thought-provoking and cinematically engaging. It fulfills the minor in Cinema Studies and Chinese as well as the major in Asian Studies. Neither a prerequisite nor knowledge of the Chinese language is required. Note: Fulfills the non-US cinema requirement for cinema studies minors. (Same as: ASNS 2072)

Previous terms offered: Fall 2017, Fall 2015.

**CINE 2263 (c, VPA) Documentary and Experimental Documentary: Theory and Practice**

Non-Standard Rotation. Enrollment limit: 35.

Examines forms of nonfiction film and media that represent alternatives to the conventional expository documentary style famously associated with the PBS documentaries of filmmaker Ken Burns ("The Vietnam War," "The Civil War," etc.). Focuses instead on more experimental approaches in the history of documentary film, including: the city symphony, essay film, personal and autobiographical documentary, portrait film, found footage film, animated documentary, and hoax/fake documentary. Films/videos discussed may include: Dziga Vertov's "Man with a Movie Camera," Chris Marker's "Sans Soleil (Sunless)," Agnès Varda's "The Gleaners and I," Ruth Ozeki's "Halving the Bones," Jonathan Caouette's "Tarnation," Nikolas Geyrhalter's "Our Daily Bread," Jenni Olsen's "The Joy of Life," Deborah Stratman's "In Order Not to be Here," Marjane Satrapi's "Persepolis," and others. Engages with these film and media forms through a variety of approaches: critical and theoretical readings and class discussion, written responses and longer analytical papers, and hands-on media projects including video essays. No previous media production experience is required, but students must be willing to critically and creatively explore nonfiction media as both scholars and makers. Note: Fulfills the film theory requirement for cinema studies minors.

Prerequisites: CINE 1000 - 2969 or CINE 3000 or higher.

Previous terms offered: Spring 2018.

**CINE 2270 (c) The Woman's Film**

Every Other Year. Enrollment limit: 35.

Concentrating in large part on the classical Hollywood period, we will explore films that center on women's experiences and that are (or seem to be) intended for a female audience. We will examine the genres of melodrama, film noir, gothic, and comedy in relation to the performance of female identity; representations of gender, class, race, and sexuality; and theories of spectatorial identification. The last part of the class will consider ways in which contemporary women's films draw on and reconfigure the themes brought up by earlier narratives. Directors might include Arzner, Cukor, Haynes, Hitchcock, Mankiewicz, Varda, and Vidor. (Same as: GSWS 2273)

Previous terms offered: Spring 2019.

**CINE 2426 (c) The Horror Film in Context**

Aviva Briefel.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 1999 or FILM 1101 or FILM 2201 or FILM 2202 or GWS 1000 - 1049 or GWS 1100 - 1999 or CINE 1101 or CINE 2201 or CINE 2202.

Previous terms offered: Fall 2017, Fall 2015.

**CINE 2428 (c, VPA) Introduction to Film Theory**

Non-Standard Rotation. Enrollment limit: 35.

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)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 1999 or FILM 1000 - 1049 or FILM 1100 - 1999 or CINE 1000 - 1049 or CINE 1100 - 1999.

Previous terms offered: Spring 2017.

**CINE 2553 (c, VPA) Italy's Cinema of Social Engagement**

Every Other Spring. Enrollment limit: 35.

An introduction to Italian cinema with an emphasis on Neorealism and its relationship to other genres, including Comedy Italian Style, the Spaghetti Western, the horror film, the "mondo" (shock documentary), and mafia movies, among others. Readings and discussions situate films within their social and historical contexts, and explore contemporary critical debates about the place of radical politics in Italian cinema (a hallmark of Neorealism), the division between art films and popular cinema, and the relevance of the concept of an Italian national cinema in an increasingly globalized world. No prerequisite required. Taught in English (films screened in Italian with English subtitles). Note: Fulfills the non-US cinema requirement for cinema studies minors. (Same as: ITAL 2553)

Previous terms offered: Fall 2018.

**CINE 2601 (c, VPA) Russian Cinema**

Non-Standard Rotation. Enrollment limit: 35.

Since Lenin declared cinema the most important art, Russian film often walks in the shadows of political change. Despite or because of this tension, Russian directors have created some of the finest cinema in the world. Investigates Russia's innovations in film technique and ideological questions that result from rewriting history or representing Soviet reality in film; attention to film construction balanced with trends in Russia's cinematic tradition. Directors studied include Eisenstein, Tarkovsky, and Vertov. Topics covered include film genre (documentary, comedy, western) and gender and sexuality in a changing sociopolitical landscape. All course content in English. Note: Fulfills the non-US cinema requirement for cinema studies minors. (Same as: RUS 2222)

Previous terms offered: Spring 2016.

**CINE 2602 (c, ESD, VPA) Post-Soviet Russian Cinema**

Non-Standard Rotation. Enrollment limit: 35.

Newly freed from censorship, Russian filmmakers in the quarter-century between 1990 and 2015 created compelling portraits of a society in transition. Their films reassess traumatic periods in Soviet history; grapple with formerly taboo social problems such as alcoholism, anti-Semitism, and sexual violence; explore the breakdown of the Soviet system; and critique the darker aspects of today's Russia, often through the lens of gender or sexuality—specifically addressing subjects such as machismo, absent fathers, rape, cross-dressing, and birthing. Central are the rapid evolution of post-Soviet Russian society, the emergence of new types of social differences and disparities and the reinvention of old ones, and the changing nature of social roles within the post-Soviet social fabric. Taught in English. (Same as: RUS 2410, GSWS 2410)

Previous terms offered: Spring 2019, Spring 2017.



**CINE 2645 (VPA) Filmmaking and Born-Digital Storytelling**

Erin Johnson.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

Considers filmmaking in a networked world, as well as the cultural implications of new technologies. Students will create innovative, internet-based films that engage in the changing digital landscape of ubiquitous computing. Students will learn the basics of film production, including digital camera operation, sound recording, lighting, nonlinear editing, basic compositing, and green screen—tools needed to create compelling films, interactive videos, VR and AR experiences, and innovative transmedia projects. Additionally, students will study the history and proliferation of cinema engaged with digital technologies and the internet. (Same as: DCS 2645)

Prerequisites: DCS 1000 - 2969 or DCS 3000 or higher or CINE 1000 - 2969 or CINE 3000 or higher.

**CINE 2670 (c, VPA) Hercules Goes to Hollywood: Ancient Greece and Rome in Cinema**

Non-Standard Rotation. Enrollment limit: 35.

Examines the presentation and reception of the ancient Greek and Roman worlds in cinema. Considers how filmmakers interpret ancient Greece and Rome for the silver screen and modern audiences. Questions how Elizabeth Taylor's Cleopatra differs from the ancient queen; why Hollywood allows the slave in "Gladiator" to become more powerful than an emperor; why ancient audiences continue to be fascinated with the ancient world; and how ancient texts are changed to fit modern expectations. Integrates the reading of ancient authors with the viewing of films based on these texts, such as "Chi-Raq," to explore both the ancient world and its modern reinterpretation by today's filmmakers. (Same as: CLAS 2242)

Previous terms offered: Spring 2018.

**CINE 2800 (c) Bad Teachers, Dead Poets, and Dangerous Minds: Movies about Education**

Non-Standard Rotation. Enrollment limit: 35.

Interdisciplinary course exploring films about elementary and secondary schools such as "Dead Poets Society," "Half-Nelson," and "Bad Teacher"—alongside readings from film studies, cultural studies, and education. Traces the history and development of the genre and explores how teaching and learning are imagined in popular culture—with an emphasis on movies that focus on "urban" schools. Discussions focus on genre theory and change, the cultural beliefs about schooling that inform and are informed by these movies, and the genre's depiction of race and gender in education. (Same as: EDUC 2218)

Previous terms offered: Fall 2017.

**CINE 2831 (b, IP) Ethnographic Film**

April Strickland.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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)

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Fall 2016.

**CINE 2860 (c) Character, Plot, Scene, Theme, Dream: The Fundamentals of Screenwriting**

Anthony Walton.

Non-Standard Rotation. Fall 2019. Enrollment limit: 12.

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

Previous terms offered: Fall 2017, Fall 2015.

**CINE 2900 (c, IP, VPA) Terrorists and Spies, Borders and Bridges: Highlights of German Cinema since 1980**

Non-Standard Rotation. Enrollment limit: 35.

Examines the particular ways in which, in the aftermath of New German Cinema (NGC), the cinematic medium constructs protagonists of mass appeal (terrorists, spies, slackers, etc.) while moving beyond the limits and possibilities of a national cinematic tradition and toward a European (and global) cinematic language. Pays special attention to historical advancement, over the past four decades, of material conditions of film production, distribution, and reception as well as to the development of cinematic genres, techniques, and effects that cinema has on other art forms. Filmmakers/films may include von Trotta ("Marianne and Juliane"), Petersen ("Das Boot," "The Neverending Story"), von Donnermarck ("Lives of Others"), Wolf ("Solo Sunny"), Schlöndorff ("The Legend of Rita"), Misselwitz ("Winter adé"), Edel ("Baader-Meinhof Complex"), Hirschbiegel ("Downfall"), Ade ("Forest for the Trees," "Toni Erdmann"), Link ("Nowhere in Africa"), Petzold ("Yella," "Barbara"), Tykwer ("Run Lola Run," "Three"), Schmid ("Distant Lights"), Dresen ("Stopped on Track"), Dörrie ("Men," "Nobody Loves Me"), Ruzowitsky ("Counterfeiters"), Maccarone ("Veiled"), Akin ("Edge of Heaven," "The Cut"), Gerster ("A Coffee in Berlin"), Schipper ("Victoria"). Fulfills international requirement for cinema studies. Taught in English. (Same as: GER 2252)

Previous terms offered: Spring 2017.

**CINE 3011 (c) African American Film**

Non-Standard Rotation. Enrollment limit: 16.

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

Prerequisites: ENGL 1000 or higher or AFRS 1000 or higher or FILM 1000 or higher or CINE 1000 or higher.

Previous terms offered: Fall 2017, Fall 2015.

**CINE 3077 (c, IP, VPA) Divas, Stardom, and Celebrity in Modern Italy**

Non-Standard Rotation. Enrollment limit: 16.

Examines Italy's role in the evolution of the modern-day diva, star, and celebrity: from the transformation of religious icons such as the Madonna and the Magdalene into the divas, vamps, and femme fatales of early cinema to the development of silent cinema's strongman into a model for charismatic politicians like Fascist leader Benito Mussolini and media-mogul-turned-prime-minister Silvio Berlusconi. Pays special attention to tensions between Italy's association with cinematic realism and its growing celebrity culture in the second half of the twentieth century through today. Texts may include *Cabiria*, *La Dolce Vita*, *A Fistful of Dollars*, *A Special Day*, and *The Young Pope*, along with readings on key topics in star studies, such as silent stardom; stardom and genre; transnational stardom; and race, sex, and stardom. Students make use of bibliographic and archival sources to conduct independent research culminating in term papers and audiovisual essays. Note: fulfills the non-US cinema and theory requirements for Cinema Studies minors. Taught in English. (Same as: ITAL 3077)

Previous terms offered: Spring 2018, Spring 2017.

**CINE 3310 (c) Gay and Lesbian Cinema**

Tricia Welsch.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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

Prerequisites: CINE 1000 or higher.

Previous terms offered: Spring 2016.

**CINE 3321 (c) German Expressionism and Its Legacy**

Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: CINE 1000 or higher.

Previous terms offered: Fall 2016.

**CINE 3333 (c) The Films of John Ford**

Non-Standard Rotation. Enrollment limit: 16.

Examines the films of John Ford, from the silent period to the 1960s. Considers his working methods and visual composition, as well as consistent themes and characterizations. Investigates Ford's reputation in light of shifting American cultural values. Attendance at weekly evening screenings is required.

Prerequisites: CINE 1101 or CINE 2201 or CINE 2202.

Previous terms offered: Spring 2019.

**CINE 3351 (c, VPA) Creative Writing and Filmmaking**

Non-Standard Rotation. Enrollment limit: 16.

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)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2016.

**CINE 3352 (c) North African Cinema: From Independence to the Arab Spring**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Provides insight into contemporary film production from the Maghreb (Algeria, Tunisia, and Morocco). Explores questions of gender and sexuality, national identity, political conflict, and post- and neo-colonial relationships in the context of globalization and in conditions of political repression and rigid moral conservatism. Examines how filmmakers such as Lakhdar Hamina, Férid Boughedir, Moufida Tlatli, Nedir Moknèche, Malek Bensmaïl, Lyès Salem, Hicham Ayoub, and Leyla Bouzid work in a challenging socio-economic context of film production in consideration of setbacks and obstacles specific to the developing world. Taught in French. (Same as: FRS 3216)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Spring 2017.

**CINE 3395 (c, IP) Global Germany?**

Non-Standard Rotation. Enrollment limit: 15.

The fall of the Berlin Wall and the concomitant end of the Cold War ushered in what many cultural critics call the era of globalization. An exploration of how contemporary German culture (1990-present) grapples with both the possibilities and uncertainties presented by globalization. Examines a myriad of cultural texts – films, audio plays, dramas, short fiction, novels, photographs, websites – as well as mass events (i.e., the Love Parade, the 2006 World Cup) within their political, social, and economic contexts to show how Germany's troubled past continues to affect the role it plays on the global stage and how its changing demographics – increased urbanization and ethnic diversity – have altered its cultural and literary landscape. Critically considers issues such as migration, terrorism and genocide, sex tourism, the formation of the European Union, and the supposed decline of the nation-state. Frequent short writings, participation in debates, and a final research project based upon a relevant topic of individual interest are required. All materials and course work in German. (Same as: GER 3397)

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Spring 2018.

## Classics

### Overview & Learning Goals

#### Overview

The Department of Classics offers a classics major with three different concentrations: one with a focus on Greek and Latin (classical languages and literature), one with a focus on Greek and Roman material culture (classical archaeology), and one with a focus on Greek and Roman culture and history (classical studies). Students pursuing these majors are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the three concentrations: courses in Greek and/or Latin and in classical archaeology, history, and culture must be fulfilled.

The classics program is arranged to accommodate both those students who have not studied classical languages and those who have had

extensive training in Latin and Greek. The objective of Greek and Latin courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

Department/Program Website (<https://www.bowdoin.edu/classics>)

## Learning Goals

Students will:

1. Explore the foundations of ancient Greek and Roman societies through the study and analysis of language, traditions, and material culture in their historical context.
2. Read texts closely and deliberately.
3. Read artifacts, monuments, and spaces closely and deliberately.
4. Write clearly and persuasively about the archaeological, historical, and literary dimensions of Greece, Rome, and the ancient Mediterranean.
5. Connect Greek and Roman histories and cultures to those of other ancient and modern societies.
6. Engage directly with texts written in Greek and Latin and artifacts produced in the ancient Greek and Roman world.
7. Present or perform thoughtfully and confidently to a diverse audience material pertaining to Greek, Roman, or ancient Mediterranean culture.
8. Complete a research project incorporating both primary and secondary sources.

## Faculty

Robert B. Sobak, *Department Chair*

Sandra Kauffman, *Department Coordinator*

*Professor:* Barbara Weiden Boyd

*Associate Professors:* James A. Higginbotham†, Jennifer Clarke Kosak, Robert B. Sobak

*Senior Lecturer:* Michael Nerdahl

*Visiting Faculty:* Ambra Spinelli

Faculty/Staff Website (<https://www.bowdoin.edu/classics/faculty-and-staff>)

## Requirements

### Classics Major

The classics major consists of ten courses with concentrations in three possible areas: classical languages and literatures, classical archaeology, and classical studies.

#### Classical Language and Literatures Concentration

Code	Title	Credits
Select at least six courses in Latin and/or Greek, including two at the 3300 level <sup>a</sup>		
ARCH 1101	Greek Archaeology	1
or ARCH 1102	Roman Archaeology	
CLAS 1101	Classical Mythology	1
or CLAS 1102	Introduction to Ancient Greek Culture	
Select one of the following:		1

CLAS 1111	History of Ancient Greece: From Homer to Alexander the Great	
CLAS 1112	History of Ancient Rome: From Romulus to Justinian	
CLAS 2102	Socrates and the Problem of History	
CLAS 2736	Ancient Greek Medicine	
CLAS 2757	Tacitus: On How to be a Good Man under a Bad Emperor	
CLAS 2777	From Tyranny to Democracy: Models of Political Freedom in Ancient Greece	
CLAS 2787	Thucydides and the Invention of Political Theory	
Select one additional course chosen from among any offered by the department, including first-year seminars		1

<sup>a</sup> Students are encouraged to take courses in both languages.

### Classical Archaeology Concentration

Code	Title	Credits
Select at least five courses in classical archaeology, including ARCH 1101 and ARCH 1102 and at least one 3000-level archaeology class		5
Select four semesters of Latin or three semesters of Greek		
Students in this concentration are also encouraged to take one of:		
CLAS 1111	History of Ancient Greece: From Homer to Alexander the Great	
CLAS 1112	History of Ancient Rome: From Romulus to Justinian	
CLAS 2102	Socrates and the Problem of History	
CLAS 2224	City and Country in Roman Culture	
CLAS 2736	Ancient Greek Medicine	
CLAS 2757	Tacitus: On How to be a Good Man under a Bad Emperor	
CLAS 2777	From Tyranny to Democracy: Models of Political Freedom in Ancient Greece	
CLAS 2787	Thucydides and the Invention of Political Theory	
Select one additional course chosen from among any offered by the department, including first-year seminars		1

### Classical Studies Concentration

Code	Title	Credits
Select three semesters of Latin or Greek		3
Select at least one of the following:		1
ARCH 1101	Greek Archaeology	
	or ARCH 1102 Roman Archaeology	
CLAS 1101	Classical Mythology	
	or CLAS 110: Introduction to Ancient Greek Culture	
Select at least one of the following:		1
CLAS 1111	History of Ancient Greece: From Homer to Alexander the Great	
CLAS 1112	History of Ancient Rome: From Romulus to Justinian	
CLAS 2102	Socrates and the Problem of History	
CLAS 2736	Ancient Greek Medicine	
CLAS 2757	Tacitus: On How to be a Good Man under a Bad Emperor	

CLAS 2777	From Tyranny to Democracy: Models of Political Freedom in Ancient Greece	
CLAS 2787	Thucydides and the Invention of Political Theory	
Select at least three 2200- or 2700-level courses in classics or classical archaeology <sup>b</sup>		3
Select at least two courses in the department (classics, Greek, Latin, or archaeology) offered at the 3300 level		2

<sup>b</sup> There is an option to take an appropriate course in another department—such as government, religion, or philosophy—in place of one of the three courses at the 2200 level, with department approval.

All students in classics are required to take a research seminar (a 3000-level course designated as such) in their junior or senior year, and all students must take one of their required 3000-level courses during their senior year.

### Classics Minor

Students may choose a minor in one of five areas:

#### Greek

Code	Title	Credits
Select five courses in the department, including at least four in the Greek language		5

#### Latin

Code	Title	Credits
Select five courses in the department, including at least four in the Latin language		5

#### Classics

Code	Title	Credits
Select five courses in the department, including at least four in the classical languages; of these four, one should be either GRK 2204 Homer or a Latin course at the advanced level (3300–3999)		5

#### Archaeology

Code	Title	Credits
Select six courses in the department, including either ARCH 1101 Greek Archaeology or ARCH 1102 Roman Archaeology, one archaeology course at the advanced level (3300–3999), and two other archaeology courses		6

#### Classical Studies (Greek or Roman)

Six courses, including:

#### Greek Studies

Code	Title	Credits
<b>Required Courses</b>		
Select two courses in the Greek language		2
ARCH 1101	Greek Archaeology	1
Select one of the following:		1
CLAS 1011	Shame, Honor, and Responsibility (or any other appropriate first-year seminar)	
CLAS 1101	Classical Mythology	
CLAS 1102	Introduction to Ancient Greek Culture	

CLAS 1111	History of Ancient Greece: From Homer to Alexander the Great	
CLAS 2102	Socrates and the Problem of History	
CLAS 2736	Ancient Greek Medicine	
CLAS 2777	From Tyranny to Democracy: Models of Political Freedom in Ancient Greece	
CLAS 2787	Thucydides and the Invention of Political Theory	
GOV 2200	Classical Political Philosophy	
PHIL 2111	Ancient Philosophy	
REL 2215	The Hebrew Bible in Its World	
REL 2216	The New Testament in Its World	
REL 2230	Human Sacrifice	
Select two of the following:		2
any advanced archaeology course (3300-3999) focusing primarily on Greek material		
Classics 2970–2999 (Independent Study)		
any intermediate or advanced Greek or classics course (2000–2969 or 3300–3999) focusing primarily on Greek material		

## Roman Studies

Code	Title	Credits
<b>Required Courses</b>		
Select two courses in the Latin language		2
ARCH 1102	Roman Archaeology	1
Select one of the following:		1
CLAS 1018	Cleopatra: Versions and Visions (or any other appropriate first-year seminar)	
CLAS 1101	Classical Mythology	
CLAS 1102	Introduction to Ancient Greek Culture	
CLAS 1112	History of Ancient Rome: From Romulus to Justinian	
CLAS 2224	City and Country in Roman Culture	
CLAS 2757	Tacitus: On How to be a Good Man under a Bad Emperor	
GOV 2200	Classical Political Philosophy	
PHIL 2111	Ancient Philosophy	
REL 2215	The Hebrew Bible in Its World	
REL 2216	The New Testament in Its World	
REL 2230	Human Sacrifice	
Select two of the following:		2
ARCH 2202	Augustan Rome (or any archaeology course numbered 3000–3999 focusing primarily on Roman material)	
Classics 2970–2973 (Independent Study)		
any intermediate or advanced Latin or classics course (2000–2969 or 3300–3999) focusing primarily on Roman material		

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the Department of Classics.

## Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See the Interdisciplinary Majors (p. 250).

## Additional Information Additional Information and Department Policies

- As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed.
- Courses that count toward the programs offered by the department must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.
- One first-year seminar may count as an elective toward the major and minor.
- Normally, independent studies and honors projects only count toward the major or minor with prior approval of the department.

## Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students majoring in classics and classical archaeology can study in the junior year. It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information. Normally three courses per semester taken abroad can count toward the major and normally one course per semester toward the minor.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

## Advanced Placement and International Baccalaureate (AP/IB)

Students who received a minimum score of four on the Latin AP exam are eligible to receive a general credit toward the degree if they take a Latin course at the 3000 level and earn a minimum grade of B-. Regardless of AP scores, students should complete the placement questionnaire. No major or minor credit is given. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin. Students who took the Latin IB exam should consult the department for credit.

## Courses

### Archaeology

#### **ARCH 1012 (c, FYS) The Archaeology of Ritual and Myth in the Ancient Mediterranean**

Non-Standard Rotation. Enrollment limit: 16.

Examines ancient religious traditions and practice through the study of artifacts from the ancient Mediterranean housed in the Bowdoin College Museum of Art. Students actively engage in the analysis of artifacts from Egypt, Assyria, Etruria, Greece, and Italy that represent aspects of ancient religious practice. Student writing assignments draw inspiration from select objects from the collection that include many examples of sculpture, pottery, and coins. Illustrated presentations and assigned reading provide the archaeological contexts for the artifacts under study, as well as explore the cultural narratives recounted in history and myth. Sites such as Giza, Kalhu, Delphi, Olympia, Athens, Pompeii, and Rome are explored as the settings for the rituals and myths that helped define the cultures of the ancient Mediterranean world. Class meetings take place in the Museum of Art.

Previous terms offered: Fall 2018.

#### **ARCH 1014 (c, FYS) Living and Dying in Ancient Rome**

Ambra Spinelli.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

The Roman house and tomb were a constant focus of public life. Consequently, what the Romans considered private appears to be public from our modern perspectives. This course explores the construction of social identity in the Roman world by examining ancient concepts of both private and public by analyzing houses and tombs as evidence for personal and familial tastes, social practices, and social expectations. Studies both literary and archaeological evidence in order to consider how Roman domestic and funerary art was meant to create an appropriate setting for the construction of social identity, as well as for the performance of religious rituals. Explores the material context of the Roman house by examining its layout, architectural features, and decoration, and also explores funerary monuments and the public display of works of art in private contexts. Material focuses on the ancient and well-preserved cities of Pompeii and Herculaneum.

#### **ARCH 1101 (c, VPA) Greek Archaeology**

Ambra Spinelli.

Every Other Fall. Fall 2019. Enrollment limit: 50.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as: ARTH 2090)

Previous terms offered: Fall 2017, Fall 2015.

#### **ARCH 1102 (c, VPA) Roman Archaeology**

Every Other Fall. Enrollment limit: 50.

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)

Previous terms offered: Fall 2018, Fall 2016.

#### **ARCH 1103 (c) Egyptian Archaeology**

Non-Standard Rotation. Enrollment limit: 50.

Introduces the techniques and methods of archaeology through an examination of Egyptian material culture. Emphasis is placed upon understanding the major monuments and artifacts of ancient Egypt from the prehistoric cultures of the Nile Valley through the period of Roman control. Architecture, sculpture, fresco painting, and other "minor arts" are examined at sites such as Saqqara, Giza, Thebes, Dendera, Tanis, and Alexandria. Considers the nature of this archaeological evidence, its context, and the relationship of archaeology to other disciplines such as african studies, art history, anthropology, history, and classics. Course themes include the origins and development of complex state systems, funerary symbolism, contacts between Africa and the Mediterranean, and the expression of social, political and religious ideologies in art and architecture. Selected readings supplement illustrated presentations of the major archaeological finds of Egypt. Class meetings include artifact sessions in Bowdoin College Museum of Art. (Same as: AFRS 1105)

Previous terms offered: Spring 2017.

#### **ARCH 2202 (c, ESD, IP) Augustan Rome**

Non-Standard Rotation. Enrollment limit: 35.

Upon his ascent to power after a century of war, Rome's first princeps, Augustus, launched a program of cultural reformation and restoration that was to have a profound and enduring effect upon every aspect of life in the empire, from fashions in entertainment, decoration, and art, to religious and political habits and customs. Using the city of Rome as its primary text, this course investigates how the Augustan "renovation" of Rome is manifested first and foremost in the monuments associated with the ruler: the Mausoleum of Augustus, theater of Marcellus, temple of Apollo on the Palatine, Altar of Augustan Peace, and Forum of Augustus as well as many others. Understanding of the material remains themselves is supplemented by historical and literary texts dating to Augustus's reign, as well as by a consideration of contemporary research and controversies in the field. (Same as: CLAS 2202)

Previous terms offered: Spring 2018.

**ARCH 2204 (c, ESD, IP) Buried by Vesuvius: The Archaeology of Roman Daily Life**

Non-Standard Rotation. Enrollment limit: 35.

Destroyed by the eruption of Vesuvius in AD 79, the archaeological remains of Pompeii, Herculaneum, and the neighboring sites around the Bay of Naples are unparalleled in their range and completeness. The study of this material record reveals a great deal about the domestic, economic, religious, social, and political life in ancient Italy. Examines archaeological, literary, and documentary material ranging from architecture and sculpture to wall painting, graffiti, and the floral remains of ancient gardens, but focuses on interpreting the archaeological record for insight into the everyday life of the Romans. In addition, explores the methods and techniques employed by archaeologists since the sites were "rediscovered" in the sixteenth century. Archaeological materials are introduced through illustrated presentations, supplementary texts, and sessions in the Bowdoin College Museum of Art.

Previous terms offered: Spring 2017.

**ARCH 2208 (c, IP) The Archaeology of Troy**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Spring 2016.

**ARCH 2209 (c, IP) The Limits of Empire: Archaeology of the Roman Frontier**

Non-Standard Rotation. Enrollment limit: 35.

The Roman frontier, or "limites" in Latin, occupied an important place in the history and imagination of the Romans. Dangerous, mysterious, but enticing, the borders of the Roman Empire were active areas of cultural and economic exchange. Examines archaeological evidence to provide a view of what was foreign to the Romans and also how Roman culture was seen by others. Traces the historical development of the Roman frontier and explores important sites from across the ancient world including Hadrian's Wall in the United Kingdom, Palmyra and Dura Europos in Syria, Leptis Magna in Libya, Volubilis in Morocco, and Chersonesos in the Crimea. Selected readings, including ancient texts in translation, supplement illustrated presentations of the major archaeological finds. Class meetings include artifact sessions in the Bowdoin College Museum of Art.

Previous terms offered: Spring 2019.

**ARCH 3301 (c, IP) The Endangered Past: Archaeology and the Current Threat to Cultural Heritage**

Non-Standard Rotation. Enrollment limit: 16.

Archaeological exploration has exposed a rich array of sites and artifacts that can be experienced first-hand by an ever-growing number of visitors. This exposure has placed unprecedented pressures on countries to provide access while ensuring the protection of this important cultural heritage. Economic challenges, mass-tourism, and political strife challenge our effort to preserve the past. The heightened visibility of these remains coupled with their connections to ancient traditions has also attracted the ire of forces intent on obliterating the past. Examines the state of cultural heritage focusing on ancient sites in the Mediterranean and the Near East, including sites in Syria, Turkey, Greece, Italy, Lebanon, Egypt, and Libya. Explores the factors that have placed archaeological sites in jeopardy and examines possible solutions to these challenges. Meets in the Bowdoin College Museum of Art to incorporate select examples of the ancient collection that are connected to areas of the ancient world at risk. In this setting, explores the role of museums as custodians of the past and how current events have informed the discussions around cultural patrimony.

Prerequisites: ANTH 1101 or ANTH 1102 or ANTH 1150 or ARCH 1101 (same as ARTH 2090) or ARCH 1102 (same as ARTH 2100) or ARTH 1100.

Previous terms offered: Spring 2016.

**ARCH 3303 (c) Greek and Roman Colonies**

Non-Standard Rotation. Enrollment limit: 16.

Explores the process, characteristics, and impact of Greek and Roman colonization in the Mediterranean world. Study covers settlements established by the Greeks beginning in the eighth century BCE, as well as colonies founded by Rome in Italy and throughout their empire. Topics include among others the motives for colonial foundations, site selection, commercial interests and economic viability, interaction with native cultures, relationship with the "mother country," political status of the colony and their inhabitants, the founding myths of colonies, the literary and artistic accomplishments of these colonists.

Prerequisites: ANTH 1101 - 1102 or ANTH 1150 or ARCH 1101 (same as ARTH 2090)- 1102 or ARTH 2090 or ARTH 2100 or ARTH 1100.

Previous terms offered: Spring 2018.

**ARCH 3304 (c) Pottery in Archaeology: Ceramic Arts in the Ancient Mediterranean**

Non-Standard Rotation. Enrollment limit: 12.

Examines the importance of pottery in the archaeology of the Ancient Mediterranean through the study of Egyptian, Greek, Etruscan, and Roman ceramics in the Bowdoin College Museum of Art. Ranging in date from Predynastic Egypt to the waning years of the Roman Empire, the Bowdoin collection presents over 4000 years of ceramic evidence that serves as a basis for study of ancient technology and artistic design, as well as economic and social history. Through select reading and direct analysis, students examine the techniques employed by ancient potters to shape, decorate, and fire ceramics while using tools important in the study of ceramics, including methods of scientific analysis, artifact conservation, and restoration. In addition, students contribute to the online catalogue of the ancient collection while engaging in their own original research. Classes are held in the Bowdoin College Museum of Art, with course assignments and final project based on ceramics in the collection.

Prerequisites: ARCH 1100 - 1103 or ARTH 2090 or ARTH 2100.

Previous terms offered: Spring 2019.

## Classics

**CLAS 1010 (c, FYS) Identity and Experience in the Ancient Mediterranean**

Non-Standard Rotation. Enrollment limit: 16.

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. Questions why the Egyptians seemed 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? Considers how women or freed slaves chose 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 study how identities could be created and negotiated in the ancient world.

Previous terms offered: Fall 2017, Fall 2016.

**CLAS 1011 (c, FYS) Shame, Honor, and Responsibility**

Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2015.

**CLAS 1017 (c, FYS) The Heroic Age: Ancient Supermen and Wonder Women**

Michael Nerdahl.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

The modern concept of the superhero is an enduring vestige of the ancient concept of the hero, the ancient Greek word used to describe men of exceptional ability. Looks at heroes and heroines in ancient literature and culture, considering a range of sources from ancient Babylon to imperial Rome. Considers the changing definition of hero, the cultural values associated with heroism, the role played by gender and sexuality in the definition of the hero, and analogues to ancient heroes in modern cinema. Examines more nebulous and problematic models for the ancient villain and considers how contrasting definitions of hero and antihero can be used to understand ancient thought concerning human nature.

**CLAS 1018 (c, FYS) Cleopatra: Versions and Visions**

Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Fall 2016.

**CLAS 1101 (c, ESD, IP) Classical Mythology**

Every Other Spring. Enrollment limit: 50.

Focuses on the mythology of the Greeks and the use of myth in classical literature. Other topics considered are recurrent patterns and motifs in Greek myths; a cross-cultural study of ancient creation myths; the relation of mythology to religion; women's roles in myth; and the application of modern anthropological, sociological, and psychological theories to classical myth. Concludes with an examination of Ovid's use of classical mythology in the "Metamorphoses."

Previous terms offered: Spring 2018, Spring 2016.

**CLAS 1102 (c, ESD, IP) Introduction to Ancient Greek Culture**

Non-Standard Rotation. Enrollment limit: 50.

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.

Previous terms offered: Spring 2017.



**CLAS 1111 (c, ESD, IP) History of Ancient Greece: From Homer to Alexander the Great**

Robert Sobak.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

Surveys the history of Greek-speaking peoples from the Bronze Age (ca. 3000-1100 B.C.E) to the death of Alexander the Great in 323 B.C.E. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world. Topics include the institution of the polis (city-state); hoplite warfare; Greek colonization; the origins of Greek science; philosophy and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources – literary, epigraphical, archaeological – are presented, and students learn how to use them as historical documents. Note: This course is part of the following field(s) of study: Europe. It fulfills the pre-modern requirement for history majors and minors. (Same as: HIST 1111)

Previous terms offered: Fall 2015.

**CLAS 1112 (c, ESD, IP) History of Ancient Rome: From Romulus to Justinian**

Non-Standard Rotation. Enrollment limit: 50.

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 fulfills the pre-modern requirement for history majors and minors. (Same as: HIST 1112)

Previous terms offered: Fall 2016.

**CLAS 2102 (c) Socrates and the Problem of History**

Non-Standard Rotation. Enrollment limit: 35.

Explores the figure of Socrates as he is represented in various texts and artifacts in order to introduce students to problems of historical method. By closely reading authors such as Plato, Xenophon, Aristophanes, and Aristotle, students learn how to reconstruct a model of Socrates that is less idealized, but more historically accurate, than the Socrates we encounter in the historical imagination and popular culture. This course introduces students to methodological issues regarding evidence and argument that are directly relevant not only to ancient history and ancient philosophy, but to the epistemological contests currently taking place in our present moment.

Previous terms offered: Spring 2019.

**CLAS 2202 (c, ESD, IP) Augustan Rome**

Non-Standard Rotation. Enrollment limit: 35.

Upon his ascent to power after a century of war, Rome's first princeps, Augustus, launched a program of cultural reformation and restoration that was to have a profound and enduring effect upon every aspect of life in the empire, from fashions in entertainment, decoration, and art, to religious and political habits and customs. Using the city of Rome as its primary text, this course investigates how the Augustan "renovation" of Rome is manifested first and foremost in the monuments associated with the ruler: the Mausoleum of Augustus, theater of Marcellus, temple of Apollo on the Palatine, Altar of Augustan Peace, and Forum of Augustus as well as many others. Understanding of the material remains themselves is supplemented by historical and literary texts dating to Augustus's reign, as well as by a consideration of contemporary research and controversies in the field. (Same as: ARCH 2202)

Previous terms offered: Spring 2018.

**CLAS 2210 (c) Reacting to Democracy**

Non-Standard Rotation. Enrollment limit: 28.

Explores the nature of democracy in two distinct historical eras: ancient Greece and the founding of the United States. Employs well-developed classroom simulations. The first half of the semester runs "The Threshold of Democracy: Athens in 403 BCE"; the second, "America's Founding: The Constitutional Convention of 1787." Students take on roles of historical personae in both of these simulations, which permit them to explore critical events and ideas in novel ways. Pairing games that explore the foundations of democracy in both ancient and modern times permits exploration of this important topic across time and space. (Same as: HIST 2144)

Previous terms offered: Fall 2017.

**CLAS 2214 (c, IP) The Republic of Rome and the Evolution of Executive Power**

Non-Standard Rotation. Enrollment limit: 35.

Examines in depth the approaches to leadership within the governmental system that enabled a small, Italian city-state to take eventual control of the Mediterranean world and how this state was affected by its unprecedented military, economic, and territorial growth. Investigates and re-imagines the political maneuverings of the most famous pre-Imperial Romans, such as Scipio Africanus, the Gracchi, and Cicero, and how political institutions such as the Roman Senate and assemblies reacted to and dealt with military, economic, and revolutionary crises. Looks at the relationship of the Roman state to class warfare, the nature of electoral politics, and the power of precedent and tradition. While examining whether the ultimate fall precipitated by Caesar's ambition and vision was inevitable, also reveals what lessons, if any, modern politicians can learn about statesmanship from the transformation of the hyper-competitive atmosphere of the Republic into the monarchical principate of Augustus. All sources, such as Livy's history of Rome, Plutarch's "Lives," letters and speeches of Cicero, and Caesar's "Civil War," are in English, and no prior knowledge of Roman antiquity is required. Note: This course fulfills the pre-modern requirement for history majors and minors. (Same as: HIST 2008)

Previous terms offered: Spring 2019, Spring 2017.

**CLAS 2224 (c, ESD, IP) City and Country in Roman Culture**

Non-Standard Rotation. Enrollment limit: 35.

We are all now quite familiar with the way in which the American political landscape has been painted (by the pundits at least) in two contrasting colors: Blue and Red. These "states of mind" have become strongly associated with particular spatial differences as well: Urban and Rural, respectively. Examines the various ways in which Roman culture dealt with a similar divide at different times in its history. Explores the manner in which "urban" and "rural" are represented in Roman literature and visual arts, and how and why these representations changed over time, as well as the realities and disparities of urban and rural material culture. Studies the city and the country in sources as varied as Roman painting, sculpture, architecture, and archaeology, and in Roman authors such as Varro, Vergil, Horace, Pliny and Juvenal. Modern authors will also be utilized as points of comparison. Analyzes how attitudes towards class, status, gender and ethnicity have historically manifested themselves in location, movement, consumption and production. One of the main goals of the course is to challenge our modern urban vs. rural polarity by looking at a similar phenomenon within the context of Roman history.

Previous terms offered: Fall 2018.

**CLAS 2232 (c, ESD, VPA) Ancient Greek Theater**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Fall 2016.

**CLAS 2233 (c, ESD, IP) Egypt at the Margins**

Non-Standard Rotation. Enrollment limit: 35.

Considers marginal people and places in Egypt from the time of Alexander the Great until the Arab Conquest. Provides a broad-stroke account of the history of Greco-Roman Egypt, but readings and discussion focus on groups at the margins of society (bandits, fugitives, and strikers), groups marginalized by society (slaves, women, and religious minorities), and marginal places (frontier zones, deserts, and the Delta marshes). These topics are evaluated using theoretical work written by social historians alongside primary sources from Egypt. Special attention given to Egypt's rural/urban divide; its intersecting religions, legal codes, and social norms; and parallels to modern, globalized societies. Examines the unique insights Egypt's papyri offer historians studying these issues by comparing documentary and literary sources. All readings are in English. Note: This course fulfills the pre-modern requirement for history majors and minors. (Same as: HIST 2009)

Previous terms offered: Spring 2016.

**CLAS 2241 (c, IP) The Transformations of Ovid**

Non-Standard Rotation. Enrollment limit: 35.

Transformation is both a translation of the title of Ovid's greatest work, the "Metamorphoses," the theme of which is mythical transformation, and a term that can be aptly applied as well to the life and work of Ovid, whose wildly successful social and literary career was radically transformed in 8 A.D. by Augustus's decree of exile, from which Ovid was never to return. The work transformation also captures the essence of Ovid's literary afterlife, during which his work has taken on new incarnations in the creative responses of novelists, poets, dramatists, artists, and composers. Begins with an overview of Ovid's poetry; culminates in a careful reading and discussion of the formal elements and central themes of the "Metamorphoses." Also examines Ovid's afterlife, with special attention paid to his inter-textual presence in the works of Shakespeare, Franz Kafka, Joseph Brodsky, Ted Hughes, Cristoph Ransmayr, Antonio Tabucchi, David Malouf, and Mary Zimmerman. All readings in English.

Previous terms offered: Spring 2019.

**CLAS 2242 (c, VPA) Hercules Goes to Hollywood: Ancient Greece and Rome in Cinema**

Non-Standard Rotation. Enrollment limit: 35.

Examines the presentation and reception of the ancient Greek and Roman worlds in cinema. Considers how filmmakers interpret ancient Greece and Rome for the silver screen and modern audiences. Questions how Elizabeth Taylor's Cleopatra differs from the ancient queen; why Hollywood allows the slave in "Gladiator" to become more powerful than an emperor; why ancient audiences continue to be fascinated with the ancient world; and how ancient texts are changed to fit modern expectations. Integrates the reading of ancient authors with the viewing of films based on these texts, such as "Chi-Raq," to explore both the ancient world and its modern reinterpretation by today's filmmakers. (Same as: CINE 2670)

Previous terms offered: Spring 2018.

**CLAS 2350 (c, ESD, IP) Myth in Arabic Literature: From the Qur'an to Modern Poetry and Prose**

Non-Standard Rotation. Enrollment limit: 35.

Examines various myths in Arabic literature in translation. Discusses how myths of different origins (Ancient Near East, Greco-Roman Mediterranean, Ancient Arabia, Iran, India, Judeo-Christian traditions) have been reinterpreted and used in Arabic-speaking cultures from the sixth until the twenty-first century, to deal with questions such as the struggle of people against gods, their defiance against fate, their quest for salvation, their pursuit of a just society, and their search for identity. Explores various genres of Arabic literature from the Qur'an, the hadith (i.e., prophetic sayings), ancient and modern poetry, medieval prose and travel literature, "1001 Nights", Egyptian shadow theater, and modern short stories and novels. In this way, presents Arabic literature as global, rooted in different ancient traditions and dealing with the perennial questions of humanity. (Same as: ARBC 2350, REL 2350)

Previous terms offered: Spring 2019.

**CLAS 2736 (c, ESD) Ancient Greek Medicine**

Jennifer Clarke Kosak.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Seminar. Explores the development of scientific thinking in the ancient Greek world by examining the history of Greek medicine. Topics include the development of Greek rationalist thought; concepts of health and disease; notions of the human body, both male and female; the physician's skills (diagnosis, prognosis, remedy); similarities and differences between religious and scientific views of disease; concepts of evidence, proof, and experiment; and Greek medical thinking in the Roman world. All readings in English. This course emphasizes the skills and approaches to writing in the Classics discipline.

**CLAS 2757 (c) Tacitus: On How to be a Good Man under a Bad Emperor**

Non-Standard Rotation. Enrollment limit: 35.

Can one honorably serve, and even flourish under, a leader who is widely understood to be dishonest, incompetent, and corrupt? Before the Roman author Tacitus was a historian, he was a senator who advanced himself politically during the rule of Domitian, who was arguably the very worst of the Roman emperors. As a central focus, a careful reading of the works of Tacitus, with accompanying secondary scholarship, seeks to answer the question of how and when to collaborate with a deplorable regime and what such collaboration might cost. All readings in English. First-year students welcome.

Previous terms offered: Fall 2018.

**CLAS 2777 (c) From Tyranny to Democracy: Models of Political Freedom in Ancient Greece**

Non-Standard Rotation. Enrollment limit: 16.

Most Greek city-states entered the Archaic Period as aristocracies, but exited the Classical Period as democracies. This transition was marked by the brief but widespread emergence of individual rulers: tyrants. Analyzes how tyranny, surprisingly, was a precursor to democracy. Readings include Herodotus and Plato, as well as drinking songs, inscriptions, and curse poetry. Secondary scholarship includes studies of modern popular resistance to despotic regimes, networks of economic associations as foundations for popular governance, and game-theoretic approaches to collective action problems. Note: This course is part of the following field(s) of study: Europe. It fulfills the pre-modern requirement for history majors and minors. (Same as: HIST 2237)

Previous terms offered: Fall 2017.

**CLAS 2787 (c) Thucydides and the Invention of Political Theory**

Non-Standard Rotation. Enrollment limit: 16.

Thucydides is arguably the classical author who speaks to our present moment most clearly. He is cited as an authority on US-China relations, on the twin crises of democratic governance and ideology, on the rise of populist politics, and is generally recognized as the founder of the study of international relations. A sustained and focused reading of the Peloponnesian War is central to this course of study. Students also read selections from other ancient Athenian authors, such as Euripides, Plato, and Aristotle, as well as modern scholarly interpretations. All readings in English. Note: This course is part of the following field(s) of study: Europe. It fulfills the pre-modern requirement for history majors and minors. (Same as: HIST 2238)

Previous terms offered: Spring 2018.

**CLAS 3306 (c) Leadership, Morality, and the Ancients: The Works of Plutarch**

Non-Standard Rotation. Enrollment limit: 10.

"One cannot read Plutarch without a tingling of the blood." A prolific author, Plutarch produced dynamic writings on such topics as education, self-improvement, the nature of the soul, the virtues of men and women, music, natural science, vegetarianism, and love. His eclectic philosophical thought culminated in his greatest work, the "Parallel Lives," a collection of biographies on statesmanship designed to present examples from Greco-Roman history—like Alexander the Great, Julius Caesar, Antony and Cleopatra, not to mention preeminent leaders from Sparta and Athens—to serve as mirrors for ethical self-reflection. Considers the context of Plutarch's philosophy and literary presentation and how they relate to modern leadership, ethical behavior, multi-cultural understanding, and the utility of moral instruction. Readings likely to include works of Plato as well as selections from Plutarch's "Moralia" and "Parallel Lives." All readings in English. Research Seminar.

Prerequisites: CLAS 1100 - 1999 or ARCH 1100 - 1999 or GRK 1100 - 1999 or LATN 1100 - 1999 or CLAS 2000 - 2969 or ARCH 2000 - 2969 or GRK 2000 - 2969 or LATN 2000 - 2969.

Previous terms offered: Fall 2018, Fall 2015.

**CLAS 3309 (c, IP) Ancient Epic: Tradition, Authority, and Intertextuality**

Non-Standard Rotation. Enrollment limit: 16.

Begins with reading and close analysis of the three foundational epic poems of classical antiquity, Homer's Iliad and Odyssey and Virgil's Aeneid, and then moves on to selections from several of the "successor" epics, including Apollonius' Argonautica, Ovid's Metamorphoses, Lucan's Pharsalia, and Statius' Thebaid. Discussion of the ancient poems complemented by an ongoing examination of central issues in contemporary criticism of classical texts, including the relationship of genre, ideology, and interpretation; the tension between literary tradition and authorial control; and the role of intertextuality in establishing a dialogue between and among these poems and their poets. All readings are in English, and no familiarity with Greek or Latin is required.

Prerequisites: CLAS 1101 - 1102 or CLAS 1111 (same as HIST 1111)-1112 or CLAS 1000 - 1049 or CLAS 2000 - 2969 or GRK 1101 or LATN 1101.

Previous terms offered: Fall 2017.

**CLAS 3310 (c, IP) Imagining Rome**

Barbara Weiden Boyd.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

The mythical fate-driven foundation of Rome and the city's subsequent self-fashioning as *caput mundi* (capital of the world) have made the city an idea that transcends history, and that has for millennia drawn historians, poets, artists, and, most recently, filmmakers to attempt to capture Rome's essence. As a result, the city defined by its ruins is continually created anew; this synergy between the ruins of Rome – together with the mutability of empire that they represent – and the city's incessant rebirth through the lives of those who visit and inhabit it offers a model for understanding the changing reception of the classical past. This research seminar explores the cycle of ancient Rome's life and afterlife in the works of writers and filmmakers such as Livy, Virgil, Tacitus, Juvenal, Petrararch, Shakespeare, Keats, Goethe, Gibbon, Hawthorne, Freud, Moravia, Rossellini, Fellini, Bertolucci, and Moretti. All readings in English.

Prerequisites: ARCH 1102 (same as ARTH 2100) or ARCH 2204 or ARCH 2207 or ARCH 3301 - 3303 or ARCH 3311 or CLAS 1010 - 1011 or CLAS 1017 - 1018 or CLAS 1101 or CLAS 1112 (same as HIST 1112) or CLAS 2212 (same as HIST 2002) or CLAS 2214 (same as HIST 2008) or CLAS 2229 (same as GSWS 2220) or CLAS 2233 (same as HIST 2009) or CLAS 2241 or CLAS 3305 - 3306 or LATN 2203 or higher.

Previous terms offered: Spring 2017.

**CLAS 3325 (c) Deadly Words: Language and Power in the Religions of Antiquity**

Non-Standard Rotation. Enrollment limit: 16.

In the ancient Mediterranean world, speech was fraught with danger and uncertainty. Words had enormous power—not just the power to do things but a tangible power as things. Words attached themselves to people as physical objects. They lived inside them and consumed their attention. They set events in motion: war, conversion, marriage, death, and salvation. This course investigates the precarious and deadly presence of oral language in the religious world of late antiquity (150 CE to 600 CE). Focusing on evidence from Christian, Jewish, and pagan sources—rabbinic literature, piyyutim, curse tablets, amulets, monastic sayings, creeds, etc.—students will come to understand the myriad ways in which words were said to influence and infect religious actors. For late ancient writers, words were not fleeting or ethereal, but rather quite tactile objects that could be felt, held, and experienced. It is the physical encounter with speech that orients this course. (Same as: REL 3325)

Previous terms offered: Spring 2019.

## Greek

**GRK 1101 (c) Elementary Greek I**

Every Spring. Enrollment limit: 18.

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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**GRK 1102 (c) Elementary Greek II**

Robert Sobak.

Every Fall. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: GRK 1101 or Placement in GRK 1102.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**GRK 2203 (c) Intermediate Greek for Reading**

Every Spring. Enrollment limit: 18.

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.

Prerequisites: GRK 1102 or Placement in GRK 2203.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**GRK 2204 (c, IP) Homer**

Jennifer Clarke Kosak.

Every Fall. Fall 2019. Enrollment limit: 18.

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

Prerequisites: GRK 2203 or Placement in GRK 2204.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**GRK 3302 (c) Lyric Poetry**

Non-Standard Rotation. Enrollment limit: 18.

Introduces students to three major types of early Greek poetry: Choral Lyric (Pindar and Bacchylides), Monodic Lyric (Sappho, Alcaeus, Simonides, and Anacreon), and Elegy (Archilochus, Tyrtaeus, Solon, Xenophanes, Simonides, and Theognis). Research Seminar.

Prerequisites: GRK 2204 or Placement in GRK 3000 level.

Previous terms offered: Spring 2016.

**GRK 3303 (c) The Historians**

Non-Standard Rotation. Enrollment limit: 16.

Focuses on the histories of Herodotus or Thucydides. Course may be repeated for credit if the contents change. Research seminar.

Prerequisites: GRK 2204 or Placement in GRK 3000 level.

Previous terms offered: Spring 2019, Spring 2017.

**GRK 3308 (c) The Alexandrian Age**

Non-Standard Rotation. Enrollment limit: 16.

Examines Greek literature of the Alexandrian Age, the period after the Alexandrian conquest of much of the Eastern Mediterranean and the Mesopotamian regions, when the Greeks had established new centers of their culture and society in other lands, such as Assyria and Egypt. It was an era of innovation and at the same time intense engagement with the past. Writers of this period, also known as the Hellenistic Period, such as Callimachus, Apollonius of Rhodes, and Theocritus, looked to the past to maintain and ensure their Greek cultural identity, even as they interacted with the new cultures and societies around them. The course seeks to determine the specific "Hellenistic" qualities of different literary works, investigating both their links to the past and their participation in contemporary Mediterranean cultures.

Prerequisites: GRK 2204 or Placement in GRK 3000 level.

Previous terms offered: Spring 2018.

## Latin

**LATN 1101 (c) Elementary Latin I**

Michael Nerdahl.

Every Fall. Fall 2019. Enrollment limit: 18.

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

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**LATN 1102 (c) Elementary Latin II**

Every Spring. Enrollment limit: 18.

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

Prerequisites: LATN 1101 or Placement in LATN 1102.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**LATN 2203 (c) Intermediate Latin for Reading**

Michael Nerdahl.

Every Fall. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: LATN 1102 or Placement in LATN 2203.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**LATN 2204 (c, IP) Studies in Latin Literature**

Every Spring. Enrollment limit: 18.

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.

Prerequisites: LATN 2203 or Placement in LATN 2204.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**LATN 2210 (c, IP) Catullus**

Non-Standard Rotation. Enrollment limit: 18.

The intimacy and immediacy of Catullan lyric and elegiac poetry have often been thought to transcend time and history; in his descriptions of a soul tormented by warring emotions, Catullus speaks to all of us who have felt love, desire, hatred, or despair. Yet Catullus is a Roman poet, indeed, the Roman poet par excellence, under whose guidance the poetic tools once wielded by the Greeks were once and for all transformed by the Roman world of the first century BC. Catullus is a product of his time; in turn, he helps to make his time comprehensible to us. Catullus is studied in all his complexity by engaging the entire literary corpus he has left, and so to understand his crucial role in shaping the Roman poetic genius. Taught concurrently with Latin 3310.

Previous terms offered: Fall 2018.

**LATN 2215 (c, IP) The Swerve: Lucretius's De rerum natura**

Barbara Weiden Boyd.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

T. Lucretius Carus (c. 94-55 BCE) is the author of a poem, "on the nature of things," composed in six books of didactic-epic hexameters. A student of Epicurean philosophy, Lucretius adapts both the beliefs and protoscientific discoveries of one of classical antiquity's most influential intellectual traditions to Latin poetry; his poem proves a model both for subsequent classical poets and for the rationalist movements of the Renaissance. In this seminar, we will read selections from the poem in Latin, and the entire work in English, and consider recent scholarly approaches to Lucretius's work. We will also devote several weeks at the end of the semester to Lucretius's postclassical influence and reception. This is a bilevel course, with students at the 2215 and 3315 levels meeting together but with a different syllabus for each level.

**LATN 3302 (c) Ovid's Metamorphoses**

Non-Standard Rotation. Enrollment limit: 15.

Publius Ovidius Naso (Ovid, 43 B.C.E.–17 C.E.) is a sophisticated and rewarding writer of Latin poetry, whose work was greatly influential on the writers and artists of succeeding eras. His epic-style *Metamorphoses*, in fifteen books, gathers together several hundred episodes of classical myth, organized through an elaborate play with chronology, geography, history, philosophy, and politics; the resulting narrative is at once clever, romantic, bleak, and witty, and repeatedly draws attention to its own self-conscious poetics while carrying the reader along relentlessly. Focuses on a close reading of three books in Latin, against the background of the entire poem read in English, and considers at length the ideological contexts for and implications of Ovid's work. Assignments include several projects intended to train students to conduct research in Classics; this seminar counts as a research seminar.

Prerequisites: LATN 2204 or Placement in LATN 3300 level.

Previous terms offered: Spring 2019.

**LATN 3310 (c, IP) Catullus**

Non-Standard Rotation. Enrollment limit: 16.

The intimacy and immediacy of Catullan lyric and elegiac poetry have often been thought to transcend time and history; in his descriptions of a soul tormented by warring emotions, Catullus appears to speak to and for all who have felt love, desire, hatred, or despair. But Catullus is a Roman poet – indeed, the Roman poet par excellence, under whose guidance the poetic tools once wielded by the Greeks were once and for all appropriated in and adapted to the literary and social ferment of first century BCE Rome. Close reading of the entire Catullan corpus in Latin complemented by discussion and analysis of contemporary studies of Catullus work, focusing on constructions of gender and sexuality in Roman poetry, the political contexts for Catullus's work, and Catullus in Roman intellectual and cultural history.

Previous terms offered: Fall 2018.

**LATN 3311 (c, IP) Sicily in the Roman Imagination**

Non-Standard Rotation. Enrollment limit: 16.

The Roman poet Horace famously commented that captured Greece took captive its fierce captor – in other words, that though Rome conquered Greece, the culture of Greece captivated uncivilized Rome; his reference to Greece includes first and foremost Sicily, which was the richest center of Greek culture in the Mediterranean and became Rome's first extra-peninsular colony in 242 BC. Regards the history of Sicily both before its transformation into a Roman province and during the first three centuries of Roman rule through a number of central primary texts: readings in Latin from the historian Livy, the politician Cicero, and the poets Ovid and Horace are supplemented by readings in English from relevant Greek sources, including the poet Pindar and the historian Thucydides, in the context of the archaeological record. Students have the option of participating in a study tour of Sicily during the spring break. Research seminar.

Prerequisites: LATN 2204 or LATN 3000 or higher or Placement in LATN 3300 level.

Previous terms offered: Spring 2018, Spring 2016.

**LATN 3315 (c, IP) The Swerve: Lucretius's De rerum natura**

Barbara Weiden Boyd.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

T. Lucretius Carus (c. 94-55 BCE) is the author of a poem "on the nature of things," composed in six books of didactic-epic hexameters. A student of Epicurean philosophy, Lucretius adapts both the beliefs and protoscientific discoveries of one of classical antiquity's most influential intellectual traditions to Latin poetry; his poem proves a model both for subsequent classical poets and for the rationalist movements of the Renaissance. In this seminar, we will read selections from the poem in Latin, and the entire work in English, and consider recent scholarly approaches to Lucretius's work. We will also devote several weeks at the end of the semester to Lucretius's postclassical influence and reception. This is a bilevel course, with students at the 2215 and 3315 levels meeting together but with a different syllabus for each level.

**LATN 3316 (c) Roman Comedy**

Non-Standard Rotation. Enrollment limit: 16.

An introduction to the earliest complete texts that survive from Latin antiquity, the plays of Plautus and Terence. One or two plays are read in Latin and supplemented by the reading of other plays in English, including ancient Greek models and English comedies inspired by the Latin originals. Explores not only the history, structure, and language of comic plays, but also issues such as the connection between humor and violence, the social context for the plays, and the serious issues— such as human identity, forms of communication, and social hierarchies—that appear amidst the comic world on stage.

Prerequisites: LATN 2204 or LATN 3000 or higher or Placement in LATN 3300 level.

Previous terms offered: Fall 2017.

**LATN 3317 (c) Ovid's Roman Calendar**

Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Fall 2016.

**LATN 3318 (c) Literature and Culture under Nero**

Non-Standard Rotation. Enrollment limit: 12.

During Nero's time as princeps (54-68 CE), despite the unstable and often cruel nature of the ruler himself, Rome experienced a period of literary, artistic, and cultural development unseen since Augustus. Works in Stoic philosophy, Roman tragedy, epic poetry, and a new genre, the satiric novel, thrived under Nero's rule. By reading selections of the works of Seneca, Lucan, and Petronius, and analyzing historical works about Nero, we can see how thinkers and artists function in a world dictated by an eccentric and misguided—but artistically inclined—autocrat. Examines the relationships of the works to the principate and to Roman culture, how the authors were affected by the powers that be, and what their works say about the ever-evolving society of Rome. Research seminar.

Prerequisites: LATN 2204 or LATN 3000 or higher or Placement in LATN 3300 level.

Previous terms offered: Spring 2017.

**LATN 3392 (c) Horace: The Career of an Augustan Poet**

Non-Standard Rotation. Enrollment limit: 16.

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

Prerequisites: LATN 2204 or Placement in LATN 3300 level.

Previous terms offered: Fall 2015.

## Computer Science

### Overview & Learning Goals

#### Overview

The major in computer science focuses on critical thinking and problem-solving and is designed to blend background in traditional core areas (theory, systems, and artificial intelligence), as well as emerging areas such as human-computer interaction, social and economic networks, nature-inspired computation, distributed systems, and resource-efficient algorithms.

Department/Program Website (<https://www.bowdoin.edu/computer-science>)

#### Learning Goals

A student graduating from Bowdoin with a computer science major will:

1. Have critical thinking skills enabling the solution of problems by developing and analyzing algorithms.
2. Have a variety of skills enabling the design, implementation, debugging, and testing of complex problems using a programming language.
3. Have experience working on a large computer science project.
4. Be able to connect the use of computer science to other disciplines and have the experience of working on at least one project that does this directly.
5. Have a capstone experience with current research in computer science, including reading the literature, learning advanced material

independently, and working on a research project under the supervision of a faculty member.

6. Have experience working as part of a team.
7. Be able to recognize, identify, and analyze the social and ethical issues that arise from the use of computer science techniques in society.
8. Have experience presenting technical content in both oral and written form.

## Faculty

Stephen M. Majercik, *Department Chair*

Suzanne M. Theberge, *Senior Department Coordinator*

*Professor:* Laura I. Toma

*Associate Professors:* Stephen M. Majercik

*Assistant Professors:* Sean K. Barker, Sarah M. Harmon, Mohammad T. Irfan (Digital and Computational Studies)

*Visiting Faculty:* Stacy Doore, Allen Harper

Faculty/Staff Website (<https://www.bowdoin.edu/computer-science/faculty-and-staff>)

## Requirements

### Computer Science Major

The major in computer science consists of at least ten courses.

Code	Title	Credits
<b>Required Courses</b>		
CSCI 2101	Data Structures	1
CSCI 2200	Algorithms	1
CSCI 2330	Foundations of Computer Systems	1
Select at least one course from each the following areas, for a total of six computer science electives, at least three of which must be advanced-level courses numbered 3000 or higher.		6
<b>Algorithms/Theory</b>		
CSCI 2210	Theory of Computation	
CSCI 3210	Computational Game Theory	
CSCI 3225	GIS Algorithms and Data Structures	
CSCI 3250	Computational Geometry	
<b>Artificial Intelligence</b>		
CSCI 2400	Artificial Intelligence	
CSCI 3400	Cognitive Architecture	
CSCI 3415	Robotics	
CSCI 3420	Optimization and Uncertainty	
CSCI 3445	Nature-Inspired Computation	
CSCI 3455	Machine Learning	
CSCI 3725	Computational Creativity	
<b>Systems</b>		
CSCI 2320	Principles of Programming Languages	
CSCI 2300	Computer Organization	
CSCI 2505	Mobile Computing	
CSCI 3300	Computer Networks	
CSCI 3310	Operating Systems	
CSCI 3325	Distributed Systems	
<b>Projects Courses</b>		

CSCI 2505	Mobile Computing	
CSCI 3225	GIS Algorithms and Data Structures	
CSCI 3325	Distributed Systems	
CSCI 3415	Robotics	
CSCI 3445	Nature-Inspired Computation	
CSCI 3455	Machine Learning	
CSCI 3715	Human-Computer Interaction	
CSCI 3725	Computational Creativity	
CSCI 3735	Playable Media	
Select one mathematics course numbered 1000 or higher		1

One independent study at the intermediate or advanced level may be applied toward the required number of computer science courses, but cannot be used to fulfill any other requirements (areas, projects, or 3000 level).

Most students begin the major with CSCI 1101 Introduction to Computer Science, followed by CSCI 2101 Data Structures. CSCI 1101 Introduction to Computer Science has no prerequisites and requires no prior knowledge of computer science. Students who wish to start with a less programming-oriented introduction to the field may choose to take CSCI 1055 The Digital World, followed by CSCI 1103 Programming with Data, followed by CSCI 2101 Data Structures. Students with prior knowledge of computer science can place out of CSCI 1101 Introduction to Computer Science and start with CSCI 1103 Programming with Data or with CSCI 2101 Data Structures.

Students—particularly those who intend to do graduate work in computer science—are encouraged to collaborate with faculty on research projects through independent studies, honors projects, and fellowship-funded summer research.

## Computer Science Minor

The minor in computer science consists of CSCI 2101 Data Structures, plus at least three courses, numbered 2000 or higher. Independent studies in computer science cannot count toward the minor.

## Interdisciplinary Major

The department participates in an interdisciplinary major program in computer science and mathematics. See the Interdisciplinary Majors (p. 250).

## Additional Information

### Additional Information and Department Policies

- Each of the courses required for the major or minor must be taken for a regular letter grade (not Credit/D/Fail) with a minimum earned grade of C-.
- The prerequisite for 2000-level courses is a grade of C or better on the final in CSCI 1101 Introduction to Computer Science or CSCI 1103 Programming with Data. For courses at the 2000 level or above, a grade of C- or better must be earned in the course for it to serve as a prerequisite for another computer science course.

- At most two of the nine computer science courses required for the major, or one of the four computer science courses required for the minor, can be transfer credit from other institutions.
- Advanced Placement and International Baccalaureate scores, in addition to the computer science placement test, are only used for placement.

## Courses

### CSCI 1055 (a, MCSR) The Digital World

Every Spring. Enrollment limit: 30.

Explores the means and the results of the digital revolution. Questions how information is coded and stored; how it can be safeguarded. Considers how the widespread coding and transmission of data impact issues such as privacy and intellectual property. Examines these topics through the study and use of techniques from computer science, such as programming and cryptography. Closed to students with credit for any course in computer science or digital and computational studies.

Previous terms offered: Spring 2018, Spring 2017.

### CSCI 1101 (a, MCSR) Introduction to Computer Science

Stacy Doore; Sarah Harmon.

Every Semester. Fall 2019. Enrollment limit: 30.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

### CSCI 1103 (a, MCSR) Programming with Data

Eric Chown.

Every Fall. Fall 2019. Enrollment limit: 30.

Intended for students with some programming experience, but not enough to move directly into Data Structures. An accelerated introduction to the art of problem solving using the computer and the Python programming language. Weekly labs and programming assignments focus on "big data" and its impact on the world. (Same as: DCS 1300)

Prerequisites: CSCI 1055 or DCS 1100 or DCS 1200 or Placement in above CSCI 1101.

Previous terms offered: Fall 2018, Fall 2017.



**CSCI 2101 (a, MCSR) Data Structures**

William Silver; Allen Harper.

Every Semester. Fall 2019. Enrollment limit: 22.

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.

Prerequisites: CSCI 1101 or Placement in above CSCI 1101 or CSCI 1103.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**CSCI 2200 (a, MCSR) Algorithms**

Stephen Majercik.

Every Semester. Fall 2019. Enrollment limit: 22.

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.

Prerequisites: CSCI 2101.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**CSCI 2210 (a, MCSR) Theory of Computation**

Non-Standard Rotation. Enrollment limit: 30.

Studies the nature of computation and examines the principles that determine what computational capabilities are required to solve particular classes of problems. Topics include an introduction to the connections between language theory and models of computation, and a study of unsolvable problems.

Prerequisites: CSCI 2101.

Previous terms offered: Spring 2019.

**CSCI 2310 (a, MCSR) Operating Systems**

Every Other Year. Enrollment limit: 35.

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.

Prerequisites: CSCI 2330.

Previous terms offered: Fall 2015.

**CSCI 2320 (a, MCSR) Principles of Programming Languages**

Every Year. Enrollment limit: 30.

Studies design principles and paradigms of programming languages. Different paradigms of languages correspond to distinct ways of thinking about problem solving. For example, functional languages (such as Haskell) focus attention on the behavioral aspects of a problem; object-oriented languages (such as Ruby) focus attention on data—how to model and manipulate it. Despite their differences, a common set of principles often guide language design. Covers principles of language design and implementation including syntax, semantics, type systems, control structures, and compilers. Also covers various paradigms of languages including imperative, object-oriented, web, and functional languages.

Prerequisites: CSCI 2330.

Previous terms offered: Fall 2017.

**CSCI 2330 (a, MCSR) Foundations of Computer Systems**

Sean Barker.

Every Semester. Fall 2019. Enrollment limit: 22.

A broad introduction to how modern computer systems execute programs, store information, and communicate. Examines the hardware and software components required to go from a program expressed in a high-level programming language like C to the computer actually running the program. Topics include concepts of program compilation and assembly, machine code, data representation and computer arithmetic, basic microarchitecture, the memory hierarchy, processes, and system-level I/O. Regular, programming-intensive projects provide hands-on experience with the key components of computer systems.

Prerequisites: CSCI 2101.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Spring 2017, Spring 2016.

**CSCI 2340 (a, MCSR) In situ D4: Real-world Database Design, Development, and Deployment**

Non-Standard Rotation. Enrollment limit: 22.

This project-based course approaches database systems management from the perspective of database designers, developers, data analysts, and diverse sets of users. Topics include relational and non-relational databases (SQL/NoSQL), data modeling, transactions and isolation, and web-based information retrieval applications. Includes both individual programming assignments and a multidimensional, semester-long project culminating in student research and demonstration of a real-world information systems application. In 2019, the research project will focus on designing databases and information retrieval interfaces for the purpose of navigating public spaces and increasing multimodal information access for users with blindness or low vision constraints. The course will also provide opportunities for ongoing student research in the development of accessibility technologies after the completion of the course.

Prerequisites: CSCI 2330.

Previous terms offered: Spring 2019.

**CSCI 2350 (a) Social and Economic Networks**

Mohammad Irfan.

Every Year. Fall 2019. Enrollment limit: 22.

Examines the social and economic aspects of today's connected world from a multitude of perspectives; namely, network science, sociology, economics, and computer science. The fundamental questions to be addressed are: What does a real-world network look like? What are its effects on various social and behavioral phenomena, such as smoking, obesity, or even videos going viral? How does Google search the Internet and make money doing so? Studies economic implications of networks, including networked economies and markets. Also debates the issue of centrality in networks. No programming background required; basics of probability theory and matrix algebra required. (Same as: DCS 2350, DCS 2350)

Previous terms offered: Spring 2016.

**CSCI 2400 (a, MCSR) Artificial Intelligence**

Every Year. Enrollment limit: 35.

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.

Prerequisites: CSCI 2101.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

**CSCI 2500 (a) Computing, Ethics, and Society**

Every Year. Enrollment limit: 35.

Explores ethical and moral case studies associated with advances in computing, artificial intelligence, and emerging technologies. An examination of various codes of ethics for computing professional societies, and their limitations in addressing the complexity of evolving technologies, is a central focus. Students investigate current issues using an interdisciplinary approach. Course topics include but are not limited to: net neutrality, information privacy and data harvesting, algorithmic bias, autonomous vehicles, intellectual property, networked communications, cybersecurity, government and privacy, workforce disruptions, and professional conduct in a diverse tech workplace. Course materials integrate foundational literature in the field of computer ethics, as well as contemporary sources of public dialogue regarding the ethical conduct of computing and technology development.

Prerequisites: CSCI 2101.

Previous terms offered: Fall 2018.

**CSCI 2505 (a) Mobile Computing**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: CSCI 2330.

Previous terms offered: Fall 2016, Spring 2016.

**CSCI 2510 (a, MCSR) Creating Future Worlds: Computing, Ethics, and Society**

Stacy Doore.

Every Fall. Fall 2019. Enrollment limit: 16.

Explores ethical and moral narratives associated with advances in computing and emerging technologies. Students will investigate current issues through an interdisciplinary approach, using a variety of narratives (current events, fictional, personal, and organizational) that demonstrate how the creators of technologies have a profound impact on our present and future society. Course materials integrate foundational literature in the field of computing ethics and the responsible conduct of technology development. A central focus will be a critical analysis of current professional codes of ethics for computing and their limitations in addressing the complexity of rapidly evolving technologies. Topics include net neutrality, information privacy and data harvesting, algorithmic bias, autonomous systems, intellectual property, cybercrime, digital disparities, tech corporate culture, and individual professional conduct in a diverse tech workplace. This course emphasizes the skills and approaches to writing in the computer science discipline.

Prerequisites: CSCI 1101 or CSCI 1103 (same as DCS 1300).

**CSCI 2600 (a, MCSR) Introduction to Data Mining**

Non-Standard Rotation. Enrollment limit: 30.

Data mining addresses the issues of designing and utilizing computational techniques for discovering nontrivial patterns in large data sets. Introduces the core goals and methodologies of data mining, as well as some basic approaches for inferring patterns in data. Regular programming assignments provide hands-on experience with concepts

Prerequisites: CSCI 2330.

Previous terms offered: Spring 2017.

**CSCI 3210 (a) Computational Game Theory**

Mohammad Irfan.

Every Year. Fall 2019. Enrollment limit: 16.

Advanced algorithms course with a focus on game theory. Topics include computational complexity, linear programming, approximation algorithms, and algorithms for solving games. Game theory, also known as the mathematical theory of strategic interactions, rose to prominence due to its applicability to a variety of strategic scenarios ranging from markets and auctions to kidney exchanges to social influence. These scenarios often involve complex interactions in large-scale systems, giving rise to many computational questions, including: how algorithms for certain games are devised; how local interactions lead to global outcomes; how individual choices, such as selfishness, impact outcomes.

Prerequisites: CSCI 2200.

Previous terms offered: Spring 2018, Spring 2017.

**CSCI 3225 (a) GIS Algorithms and Data Structures**

Every Year. Enrollment limit: 16.

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.

Prerequisites: Two of: CSCI 2200 and CSCI 2330.

Previous terms offered: Fall 2017, Fall 2016, Fall 2015.

**CSCI 3250 (a) Computational Geometry**

Every Year. Enrollment limit: 22.

Computational Geometry refers to the study of geometric problems from a computational point of view, with focus on the design and analysis of algorithms for problems involving collections of points, lines and polygons. Computational Geometry emerged as a field driven by geometric problems in graphics and robotics, and its list of applications has continued to grow to areas such as pattern recognition, graph drawing, surface simplification and meshing, crystallography, molecular simulation, planning and autonomous vehicles. Class covers some of the basic concepts and fundamental geometric problems, such as: convex hulls, art gallery and visibility problems, geometric searching with range trees and kd-trees, intersection problems, proximity problems, point and polygon triangulation, and motion planning. Requirements include regular, programming-intensive projects.

Previous terms offered: Spring 2018, Spring 2017, Spring 2016.

**CSCI 3300 (a) Computer Networks**

Allen Harper.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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).

Prerequisites: CSCI 2330.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Spring 2016.

**CSCI 3310 (a) Operating Systems**

Every Other Year. Enrollment limit: 16.

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 sharing resources such as processors, memory, and disks, as well as providing common services needed by many different programs. Topics include process and thread management, synchronization and concurrency, memory management, I/O and file systems, and virtual machines. Intensive programming projects involve implementing key components of operating systems and provide exposure to design principles used in many different types of computer systems.

Prerequisites: CSCI 2330.

Previous terms offered: Spring 2018.

**CSCI 3325 (a) Distributed Systems**

Every Other Year. Enrollment limit: 16.

Studies the key design principles and implementation challenges of distributed systems, which are collections of independent, networked machines functioning as single systems. Topics include networking and communication protocols, naming, synchronization, consistency and replication, fault tolerance, and security. Students gain exposure to real-world distributed systems through programming-intensive projects, as well as critiques of research papers covering a variety of real-world systems ranging from the Internet to file systems.

Prerequisites: CSCI 2330.

Previous terms offered: Spring 2019.

**CSCI 3400 (a) Cognitive Architecture**

Non-Standard Rotation. Enrollment limit: 16.

Advances in computer science, psychology, and neuroscience have shown that humans process information in ways that are very different from those used by computers. Explores the architecture and mechanisms that the human brain uses to process information. In many cases, these mechanisms are contrasted with their counterparts in traditional computer design. A central focus is to discern when the human cognitive architecture works well, when it performs poorly, and why. Conceptually oriented, drawing ideas from computer science, psychology, and neuroscience. No programming experience necessary. (Same as: DCS 3400)

Prerequisites: CSCI 2101 or BIOL 2135 or PSYC 2040 or PSYC 2740.

Previous terms offered: Spring 2019, Spring 2018, Fall 2015.

**CSCI 3415 (a) Robotics**

Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: CSCI 2330.

Previous terms offered: Fall 2016.

**CSCI 3420 (a) Optimization and Uncertainty**

Every Other Year. Enrollment limit: 16.

Optimization problems and the need to cope with uncertainty arise frequently in the real world. A numeric framework, rather than the symbolic one of traditional artificial intelligence, is useful for expressing such problems. In addition to providing a way of dealing with uncertainty, this approach sometimes permits performance guarantees for algorithms. Topics include constraint satisfaction, systematic and non-systematic search techniques, probabilistic inference and planning, and population-based optimization techniques (e.g., genetic algorithms and ant colony optimization). Formerly Computer Science 3425.

Prerequisites: CSCI 2330.

Previous terms offered: Spring 2016.

**CSCI 3445 (a) Nature-Inspired Computation**

Stephen Majercik.

Every Other Year. Fall 2019. Enrollment limit: 16.

The size and complexity of real-world optimization problems can make it difficult to find optimal solutions in an acceptable amount of time. Researchers have turned to nature for inspiration in developing techniques that can find high-quality solutions in a reasonable amount of time; the resulting algorithms have been applied successfully to a wide range of optimization problems. Covers the most widely used algorithms, exploring their natural inspiration, their structure and effectiveness, and applications. Topics drawn from: genetic algorithms, particle swarm optimization, ant colony optimization, honeybee algorithms, immune system algorithms, and bacteria optimization algorithms. Requirements include labs, programming assignments, and a larger final project.

Prerequisites: CSCI 2101.

Previous terms offered: Fall 2018, Spring 2017.

**CSCI 3455 (a) Machine Learning**

Non-Standard Rotation. Enrollment limit: 16.

Machine learning is the study of computer programs that are able to improve their performance with experience. The term refers to programs that infer patterns in data (often called data mining), as well as programs that adapt over time (such as non-player characters in a video game). Primarily addresses the data mining paradigm and explores a variety of machine learning approaches. Briefly surveys a number of these approaches (incorporating hands-on experience) and provides in-depth programming and investigatory experiences. Emphasis is on machine learning as an experimental science and on how to conduct research in machine learning. Work involves writing and running programs, learning to ask meaningful questions about how to compare two systems, processing simple statistics that enable useful comparisons of the performance of different systems on the same task, and reporting results. As a final project, students investigate a realistic research problem using the machine learning approach of their choosing.

Prerequisites: CSCI 2330.

Previous terms offered: Fall 2015.

**CSCI 3665 (a) From Data to Visualization: Designing Interactive Approaches to Understanding Information**

Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: Two of: CSCI 2200 and CSCI 2330.

Previous terms offered: Fall 2017, Fall 2016.

**CSCI 3715 (a, MCSR) Human-Computer Interaction**

Every Year. Enrollment limit: 16.

How can we design technologies that result in positive and valuable (instead of ineffective and frustrating) experiences? Introduces key principles of user interface development by way of theory and hands-on practice. Topics include design principles (as informed by human perception and cognition) and prototyping techniques, as well as how to inspect and measure usability. Culminates in a final project, which is presented at the end of the term.

Prerequisites: CSCI 2101.

Previous terms offered: Spring 2019, Spring 2018.

**CSCI 3725 (a) Computational Creativity**

Sarah Harmon.

Every Year. Fall 2019. Enrollment limit: 16.

Introduces theoretical foundations of modeling and evaluating creativity. Students learn techniques to assess creative systems and implement, analyze, and extend algorithms relevant to the latest state of the art. Special topics may include augmented creativity, hybrid systems, narrative intelligence, and algorithmic composition. Culminates in a final report that describes a novel creative technique or framework.

Prerequisites: CSCI 2101.

Previous terms offered: Fall 2018.

## Earth and Oceanographic Science

### Overview & Learning Goals

#### Overview

Faculty and students in the Department of Earth and Oceanographic Science (EOS) at Bowdoin investigate fundamental questions about our planet. We sample rocks, sediments, and shells to reconstruct Earth's geologic history and past climates and employ satellites and scanning electron microscopes to study Earth's systems, from the largest to smallest scales. From tracking how a harmful algal bloom develops along our coastline to learning how supervolcanoes form deep within the Earth, studies in EOS open up a world of possibilities.

#### Learning Goals

EOS majors will:

- Gain fluency within and ability to integrate among earth systems by focusing on surface earth processes, solid earth processes, and oceans.
- Observe records and interpret processes in time and space
  - from the surface of Earth to the core
  - from atomic to global spatial scales
  - from instantaneous to billion-year time scales
- Describe components and their relationships and behaviors within systems (e.g., pools, flows, and feedbacks).
- Recognize and communicate the connections between earth systems and society, including human impacts on the earth, natural hazards, and Earth's resources.
- Learn and apply Earth and Oceanographic Science methods, including:

- Asking questions/defining hypotheses
  - Making field- and laboratory-based observations
  - Collecting and analyzing data
  - Mapping
  - Graphing
  - Modeling
  - Understanding uncertainty
  - Reading and synthesizing literature
  - Communicating: writing/presentation
- Transition from guided to self-driven and reflective learning.
  - Work collaboratively with peers who may have varied backgrounds and skill sets.

Department Website (<https://www.bowdoin.edu/earth-oceanographic-science>)

### Faculty

Collin Roesler, *Department Chair*

Bridget Spaeth, *Department Coordinator*

*Professors:* Rachel J. Beane, Philip Camill† (Environmental Studies), Collin S. Roesler

*Associate Professors:* Peter D. Lea\*, Emily M. Peterman‡

*Assistant Professor:* Michèle G. LaVigne

*Visiting Faculty:* Jaclyn Baughman, Michelle Fame

*Laboratory Instructors:* Cathryn Field, Joanne Urquhart, Elizabeth Halliday Walker

*Instrument Technician:* Emily Kallin

Faculty Website (<https://www.bowdoin.edu/earth-oceanographic-science/faculty-and-staff>)

### Requirements

#### Earth and Oceanographic Science (EOS) Major

The major consists of ten courses.

Code	Title	Credits
<b>Required Courses</b>		
Select one of the following:		1
EOS 1105	Investigating Earth	
EOS 1305	Environmental Geology and Hydrology	
EOS 1505	Oceanography	
EOS 2005	Biogeochemistry: An Analysis of Global Change	1
Select one of the following:		1
BIOL 1102	Biological Principles II	
BIOL 1109	Scientific Reasoning in Biology	
CHEM 1092	Introductory Chemistry and Quantitative Reasoning II	
CHEM 1102	Introductory Chemistry II	
CHEM 1109	General Chemistry	
CSCI 1101	Introduction to Computer Science	
MATH 1300	Biostatistics	
MATH 1400	Statistics in the Sciences	
MATH 1800	Multivariate Calculus	

MATH 1808	Biomathematics	
2000 Level Math course		
PHYS 1140	Introductory Physics II	
Select one Solid Earth course with a laboratory:		
EOS 2115	Volcanology	1
EOS 2125	Field Studies in Structural Geology	
EOS 2145	The Plate Tectonics Revolution	
EOS 2155	Geomechanics and Numerical Modeling	
EOS 2165	Mountains to Trenches: Petrology and Process	
Select one Earth Surface Processes course with a laboratory:		
EOS 2335	Sedimentary Systems	1
EOS 2345	Geomorphology: Form and Process at the Earth's Surface	
EOS 2365	Coastal Processes and Environments	
Select one Oceans course with a laboratory:		
EOS 2525	Marine Biogeochemistry	1
EOS 2565	Coastal Oceanography	
EOS 2585	Ocean and Climate	
Select one research experience course:		
EOS 3115	Research in Mineral Science	1
EOS 3515	Research in Oceanography: Topics in Paleooceanography	
EOS 3525	Research Experience in Oceanography: Topics in Coastal Ocean Dynamics and Ecosystems	
Select one senior seminar:		
EOS 3020	Earth Climate History	1
EOS 3140	Tectonics and Climate	
Select two EOS electives at the intermediate (2000–2969) or advanced (3000–3999) level <sup>a</sup>		

- <sup>a</sup> One of these electives may be one of the following courses: BIOL 2319 Biology of Marine Organisms, BIOL 2325 Biodiversity and Conservation Science, or CHEM 3050 Environmental Fate of Organic Chemicals, or CSCI 3225 GIS Algorithms and Data Structures, or ENVS 2004 Understanding Place: GIS and Remote Sensing, or ENVS 2331 The Nature of Data: Introduction to Environmental Analysis, or PHYS 2250 Physics of Solids, PHYS 2510 Astrophysics, or PHYS 2810 Atmospheric and Ocean Dynamics, or an approved off-campus study or summer field course comparable to a 2000-level or above EOS course at Bowdoin.

## Earth and Oceanographic Science Minor

The minor consists of five courses.

Code	Title	Credits
<b>Required Courses</b>		
EOS 2005	Biogeochemistry: An Analysis of Global Change	1
Select four additional courses meeting the following criteria:		
4		
no more than one introductory course numbered 1100–1999		
at least two courses must be lab courses; and		
at least three courses must be at the 2000 level or above.		

## Additional Information Additional Information and Department Policy

- First-year seminars do not count toward the major or minor requirements.
- Only one course numbered 1100–1999 in earth and oceanographic science may be counted toward the major requirements.
- Students may opt to begin the major with EOS 2005 Biogeochemistry: An Analysis of Global Change having previously taken BIOL 1102 Biological Principles II or BIOL 1109 Scientific Reasoning in Biology, or CHEM 1092 Introductory Chemistry and Quantitative Reasoning II, CHEM 1102 Introductory Chemistry II, or CHEM 1109 General Chemistry. Such students may substitute an intermediate EOS laboratory course (2000–2969) or research experience course (EOS 3115 Research in Mineral Science, or EOS 3515 Research in Oceanography: Topics in Paleooceanography for introductory EOS (1100–1999).
- Independent studies do not count toward the major or minor requirements.
- All courses counted toward the major or minor must be completed with a C- or better.
- Courses taken to fulfill major or minor requirements must be taken for regular letter grades (not Credit/D/Fail).
- Normally, one course taken at another college or university may be counted toward the earth and oceanographic science major requirements with departmental approval.
- Courses taken at other institutions or study away programs may not be counted toward the EOS minor.

## Postgraduate Study

Students planning postgraduate study in earth and oceanographic science should note that they might present a stronger application if they take additional courses in the department and in the contributing sciences: biology, chemistry, computer science, mathematics, and physics. It is strongly advised that students consult with faculty on the design of their major and discuss the options of research projects through independent studies, fellowship-funded summer research, and honors projects.

## Interdisciplinary Majors

The department does not explicitly participate in formal interdisciplinary programs. However, the Departments of Earth and Oceanographic Science and Physics have identified major and minor pathways for students interested in majoring in earth and oceanographic science with an interest in physics (earth and oceanographic science major/physics minor), and students interested in majoring in physics with an earth and oceanographic science application (physics major/earth and oceanographic science minor). Students interested in an earth and oceanographic science major/physics minor with an interest in the solid earth discipline would be best served by selecting their optional physics courses from:

Code	Title	Credits
<b>Solid Earth Discipline</b>		
PHYS 2130	Electric Fields and Circuits	1
PHYS 2150	Statistical Physics	1
PHYS 2230	Modern Electronics	1

PHYS 2250	Physics of Solids	1
PHYS 2510	Astrophysics	1
PHYS 3000	Methods of Theoretical Physics	1
PHYS 3010	Methods of Experimental Physics	1
PHYS 3020	Methods of Computational Physics	1

Students interested in an earth and oceanographic science major/physics minor with an interest in the surface earth discipline would be best served by selecting their optional physics courses from:

Code	Title	Credits
<b>Surface Earth Discipline</b>		
PHYS 2130	Electric Fields and Circuits	1
PHYS 2220	Engineering Physics	1
PHYS 2230	Modern Electronics	1
PHYS 2810	Atmospheric and Ocean Dynamics	1
PHYS 3010	Methods of Experimental Physics	1
PHYS 3020	Methods of Computational Physics	1

Students interested in an earth and oceanographic science major/physics minor with an interest in the oceanography discipline would be best served by selecting their optional physics courses from:

Code	Title	Credits
<b>Oceanography</b>		
PHYS 2130	Electric Fields and Circuits	1
PHYS 2150	Statistical Physics	1
PHYS 2230	Modern Electronics	1
PHYS 2240	Acoustics	1
PHYS 2810	Atmospheric and Ocean Dynamics	1
PHYS 3000	Methods of Theoretical Physics	1
PHYS 3010	Methods of Experimental Physics	1
PHYS 3020	Methods of Computational Physics	1
PHYS 3120	Advanced Mechanics	1
PHYS 3130	Electromagnetic Theory	1

## Courses

### EOS 1030 (FYS) Addressing Sea Level Rise

Non-Standard Rotation. Enrollment limit: 16.

Sea-level rise is accelerating due to climate change. Such a rise, combined locally with sinking land and/or trapping of coastal sediment, creates dramatic impacts on human lives and property and on coastal ecosystems and the services they provide. Explores the scientific basis for sea-level rise, projections of future impacts, and options for policy responses over decadal and single-event (disaster) time scales. Topics include: identifying the trade-offs between armoring and retreating from the coast; examining whether disasters are natural or human-caused; considering how race and socioeconomic status influence risk and recovery; questioning who controls the planning process; and exploring how science should be communicated in times of hyper-partisanship.

Previous terms offered: Fall 2017.

### EOS 1105 (a, INS) Investigating Earth

Jacky Baughman.

Every Fall. Fall 2019. Enrollment limit: 36.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

### EOS 1305 (a, INS, MCSR) Environmental Geology and Hydrology

Non-Standard Rotation. Enrollment limit: 36.

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)

Previous terms offered: Spring 2019, Spring 2018, Fall 2016, Spring 2016.

### EOS 1505 (a, INS) Oceanography

Every Spring. Enrollment limit: 36.

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)

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

### EOS 2005 (a) Biogeochemistry: An Analysis of Global Change

Michele LaVigne.

Every Fall. Fall 2019. Enrollment limit: 35.

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)

Prerequisites: 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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**EOS 2010 (a) Isotope Geochemistry**

Non-Standard Rotation. Enrollment limit: 35.

By analyzing the isotope variability of elements, scientists approach questions related to solid earth, earth surface, and ocean evolution. Radioactive decay and stable isotope mass fractionation are applied to authentic data sets to examine the timing of earth layer differentiation, the age of rock packages, paleotemperatures, the rate of weathering, erosion, and sedimentary basin development, and other applications.

Prerequisites: EOS 1100 - 1999 or EOS 2005 (same as ENVS 2221) or CHEM 1102 or CHEM 1109.

Previous terms offered: Spring 2019.

**EOS 2020 (a, INS) Earth, Ocean, and Society**

Every Spring. Enrollment limit: 35.

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: ENVS 2250)

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

Previous terms offered: Spring 2019, Spring 2018, Spring 2017.

**EOS 2030 (a) Geographic Information Systems (GIS) Applications in Earth and Oceanographic Science**

Michelle Fame.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

This course is a hands-on introduction to using geospatial datasets within a geographic information system (GIS) with direct applications to investigating questions in the Earth and Oceanographic Sciences. Emphasis is placed on using digital maps as a tool to assist with scientific inquiry and successful communication of findings. Technical topics include geospatial data acquisition and database management, coordinate systems and projections, creation and manipulation of raster and vector datasets, data digitization, incorporation of field data into GIS, using LiDAR and other remote sensing applications, and the production of professional quality final maps. As the culmination of this course students will propose and investigate a geospatial question that aligns with their academic/research interests or as a collaborative project with a community organization.

Prerequisites: EOS 1105 or EOS 1305 (same as ENVS 1104) or EOS 1505 (same as ENVS 1102).

**EOS 2115 (a, INS) Volcanology**

Every Spring. Enrollment limit: 18.

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

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

Previous terms offered: Spring 2017, Spring 2016.

**EOS 2125 (a, INS, MCSR) Field Studies in Structural Geology**

Non-Standard Rotation. Enrollment limit: 18.

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.

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

Previous terms offered: Fall 2018, Fall 2016, Fall 2015.

**EOS 2145 (a, INS) The Plate Tectonics Revolution**

Every Other Spring. Enrollment limit: 18.

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.

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

Previous terms offered: Spring 2019, Spring 2017.



**EOS 2155 (a, MCSR) Geomechanics and Numerical Modeling**

Non-Standard Rotation. Enrollment limit: 18.

Introduces fundamental physical processes important to the transport of heat, solid mass, and fluids in Earth and on Earth's surface. Emphasizes heat conduction, rock strength and failure, and viscous fluid flow.

Provides practice with quantitative expression of physical processes that govern geologic processes. Solutions for problems are derived from first principles, including conservation and flux laws.

Prerequisites: Two of: either EOS 1100 - 1999 or EOS 2005 (same as ENVS 2221) and MATH 1600 or Placement in MATH 1700 (M) or Placement in MATH 1750 (M) or Placement in MATH 1800 (M).

Previous terms offered: Spring 2019.

**EOS 2165 (a, INS) Mountains to Trenches: Petrology and Process**

Non-Standard Rotation. Enrollment limit: 15.

Exploration of the processes by which igneous rocks solidify from magma (e.g., volcanoes) and metamorphic rocks form in response to changes in pressure, temperature, and chemistry (e.g., mountain building). Interactions between petrologic processes and tectonics are examined through a focus on the continental crust, mid-ocean ridges, and subduction zones. Learning how to write effectively is emphasized throughout the course. Laboratory work focuses on hand sample observations, microscopic examination of thin sections, and geochemical modeling.

Prerequisites: EOS 2005 (same as ENVS 2221) or ENVS 2221 or EOS 1105.

Previous terms offered: Spring 2018.

**EOS 2325 (a, INS) Environmental Chemistry**

Every Other Spring. Enrollment limit: 35.

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

Prerequisites: CHEM 1092 or CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in CHEM 2000/1109.

Previous terms offered: Spring 2018, Spring 2016.

**EOS 2335 (a, INS) Sedimentary Systems**

Every Other Fall. Enrollment limit: 35.

Investigates modern and ancient sedimentary systems, both continental and marine, with emphasis on the dynamics of sediment transport, interpretation of depositional environments from sedimentary structures and facies relationships, stratigraphic techniques for interpreting earth history, and tectonic and sea-level controls on large-scale depositional patterns. Weekend trip to examine Devonian shoreline deposits in the Catskill Mountains in New York is required.

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

Previous terms offered: Fall 2017, Fall 2015.

**EOS 2345 (a) Geomorphology: Form and Process at the Earth's Surface**

Michelle Fame.

Every Other Fall. Fall 2019. Enrollment limit: 35.

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 rivers, hillslopes, and tectonic and climatic forcing. (Same as: ENVS 2270)

Prerequisites: EOS 1105 or EOS 2005 (same as ENVS 2221) or ENVS 2221.

Previous terms offered: Fall 2018, Fall 2016.

**EOS 2365 (a) Coastal Processes and Environments**

Every Year. Enrollment limit: 15.

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

Prerequisites: EOS 1105 or EOS 2005 (same as ENVS 2221).

Previous terms offered: Spring 2017, Fall 2015.

**EOS 2525 (a) Marine Biogeochemistry**

Every Spring. Enrollment limit: 15.

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

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

Previous terms offered: Spring 2019, Spring 2017, Fall 2015.

**EOS 2530 (a) Poles Apart: Exploration of Earth's High Latitudes**

Collin Roesler.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Compares and contrasts the tectonic evolution, geography, climate, glaciers and sea ice, ocean circulation and ocean biology of the Arctic and Antarctic regions. Emphasis on the Polar Regions' role in global climate regulation and the sensitivity of these regions to climate change. In addition to scientific readings (textbook chapters and journal articles), students read exploration journals and polar biographies focused on polar exploration from the turn of the twentieth century. Fulfills the within-department elective in the EOS major. Taught in collaboration with ANTH 2572 Contemporary Arctic Environmental and Cultural Issues in fall 2019 to encourage interdisciplinary Arctic learning at the 2000-level. Students registering for both courses need only fulfill prerequisites for one of the courses; permission of instructor will override missing prerequisites. (Same as: ENVS 2287)

Prerequisites: EOS 1105 or EOS 1305 (same as ENVS 1104) or EOS 1505 (same as ENVS 1102) or EOS 2005 (same as ENVS 2221).

Previous terms offered: Spring 2017.

**EOS 2540 (a, INS) Equatorial Oceanography**

Non-Standard Rotation. Enrollment limit: 35.

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

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

Previous terms offered: Spring 2019, Fall 2015.

**EOS 2550 (a, INS, MCSR) Satellite Remote Sensing of the Ocean**

Every Other Fall. Enrollment limit: 35.

In the 1980s, NASA's satellite program turned some of its space-viewing sensors towards the earth to better understand its processes. Since that time, NASA's Earth Observatory mission has yielded a fleet of satellites bearing an array of sensors that provide a global view of the earth each day. Global-scale ocean properties, including bathymetry, temperature, salinity, wave height, currents, primary productivity, sea ice distribution, and sea level, are revealed through satellite-detection of ultraviolet, visible, infrared and microwave energy emanating from the ocean. These satellite data records currently exceed thirty years in length and therefore can be used to interpret climate-scale ocean responses from space. A semester-long research project, targeted on a student-selected oceanic region, focuses on building both quantitative skills through data analysis and writing skills through iterative writing assignments that focus on communicating data interpretation and synthesis. (Same as: ENVS 2222)

Prerequisites: Two of: either EOS 1105 - 2969 or EOS 3000 or higher and either MATH 1300 - 2969 or MATH 3000 or higher or Placement in MATH 1600 (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).

Previous terms offered: Fall 2018, Fall 2017.

**EOS 2565 (a, INS, MCSR) Coastal Oceanography**

Collin Roesler.

Non-Standard Rotation. Fall 2019. Enrollment limit: 15.

Coastal oceans lie between the shore and the continental shelves. While they represent less than 10 percent of the global ocean, they are responsible for more than half of the global ocean productivity and are the oceanic regime most experienced by humans. They are also the connection between terrestrial environment and the open ocean, and thus quite sensitive to anthropogenic activities. Interdisciplinary exploration of the coastal ocean includes geologic morphology, tides and coastal currents, river impacts, and coastal ecosystems, with examples taken from global coastal oceans. Weekly labs focus on developing skills in field observation, experimentation, and data analysis in the context of the Gulf of Maine. Fulfills the 2000-level ocean core requirement for the EOS major.

Prerequisites: Two of: EOS 1100 - 1999 and EOS 2005 (same as ENVS 2221).

**EOS 2585 (a, INS, MCSR) Ocean and Climate**

Non-Standard Rotation. Enrollment limit: 18.

The ocean covers more than 70 percent of Earth's surface. It has a vast capacity to modulate variations in global heat and carbon dioxide, thereby regulating climate and ultimately life on Earth. Beginning with an investigation of paleo-climate records preserved in deep-sea sediment cores and in Antarctic and Greenland glacial ice cores, the patterns of natural climate variations are explored with the goal of understanding historic climate change observations. Predictions of polar glacial and sea ice, sea level, ocean temperatures, and ocean acidity investigated through readings and discussions of scientific literature. Weekly laboratory sessions devoted to field trips, laboratory experiments, and computer-based data analysis and modeling to provide hands-on experiences for understanding the time and space scales of processes governing oceans, climate, and ecosystems. Laboratory exercises form the basis for student research projects. Mathematics 1700 is recommended. (Same as: ENVS 2282)

Prerequisites: Two of: either EOS 1505 (same as ENVS 1102) or EOS 2005 (same as ENVS 2221) or either ENVS 1102 or ENVS 2221 and 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).

Previous terms offered: Fall 2018, Fall 2017.

**EOS 2620 (a) Topics in Gulf of Maine Oceanography**

Non-Standard Rotation. Enrollment limit: 35.

Explores oceanography of the Gulf of Maine through a variety of topical issues including harmful algal blooms, input of freshwater, and historical changes in chemical and biological properties. Fundamental principles of physical, chemical, and biological oceanography are explored together to consider the Gulf of Maine as a microcosm of the North Atlantic. Multiple presentations throughout allow students to communicate Gulf of Maine science to a variety of intended audiences.

Prerequisites: EOS 1100 - 1999 or EOS 2005 (same as ENVS 2221).

Previous terms offered: Spring 2016.

**EOS 2630 (a, INS) Oceans in the Anthropocene**

Non-Standard Rotation. Enrollment limit: 35.

We have entered the Anthropocene—a new geologic age marked by the profound influence of human behavior on the earth system. Humans have relied on the oceans for centuries and over time this relationship evolved from one of subsistence use to abuse, which has led to physical and ecological changes. Considers the services the oceans have provided over human history and how anthropogenic forcing has altered ocean properties and may in turn affect human lives. Explores current efforts to lessen and undo past wrongs and propose future mitigation and remediation approaches. With an eye to the future, considers current research on pollution (oil, plastics, eutrophication), climate change (sea level rise, acidification), and marine biodiversity (overfishing, habitat changes, invasive species), among other topics of student choosing.

Prerequisites: EOS 1000 - 2969 or EOS 3000 or higher.

Previous terms offered: Spring 2017.

**EOS 2810 (a, INS, MCSR) Atmospheric and Ocean Dynamics**

Every Other Fall. Enrollment limit: 35.

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

Prerequisites: PHYS 1140.

Previous terms offered: Fall 2017, Fall 2015.

**EOS 3020 (a) Earth Climate History**

Every Spring. Enrollment limit: 16.

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 C4 photosynthesis and the evolution of grazing mammals, orbital forcing and glacial cycles, glacial refugia and post-glacial species migrations, climate change and the rise and collapse of human civilizations, climate/overkill hypothesis of Pleistocene megafauna, climate variability, drought cycles, climate change impacts on disturbances (fire and hurricanes), and determining natural variability versus human-caused climate change. (Same as: ENVS 3902)

Prerequisites: EOS 2005 (same as ENVS 2221) or ENVS 2221.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**EOS 3115 (a) Research in Mineral Science**

Every Spring. Enrollment limit: 15.

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.

Prerequisites: EOS 2005 (same as ENVS 2221) or ENVS 2221.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**EOS 3140 (a) Tectonics and Climate**

Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: EOS 1105 or ENVS 2005.

Previous terms offered: Spring 2017, Spring 2016.

**EOS 3515 (a) Research in Oceanography: Topics in Paleooceanography**

Non-Standard Rotation. Enrollment limit: 18.

The ocean plays a key role in regulating Earth's climate and serves as an archive of past climate conditions. The study of paleoceanography provides a baseline of natural oceanographic variability against which human-induced climate change must be assessed. Examination of the oceans' physical, biological, and biogeochemical responses to external and internal pressures of Earth's climate with focus on the Cenozoic Era (past 65.5 million years). Weekly labs and projects emphasize paleoceanographic reconstructions using deep-sea sediments, corals, and ice cores. Includes a laboratory and fulfills the 3000-level research experience course requirement for the EOS major.

Prerequisites: EOS 2005 (same as ENVS 2221) or ENVS 2221.

Previous terms offered: Fall 2018, Fall 2017.

**EOS 3525 (a, INS, MCSR) Research Experience in Oceanography: Topics in Coastal Ocean Dynamics and Ecosystems**

Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: 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).

Previous terms offered: Fall 2016.

## Economics

### Overview & Learning Goals

#### Overview

The major in economics is designed for students who wish to obtain a systematic introduction to the theoretical and empirical techniques of economics. It provides an opportunity to learn economics as a social science, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to apply economic theory to particular social problems. Such problems include economic development, the functioning of economic institutions (i.e., financial markets, labor markets, corporations, government agencies), and current policy issues (i.e., the federal budget, poverty, the environment, globalization, deregulation). The major is a useful preparation for graduate study in economics, law, business, finance, or public administration, but majors have also gone on to medicine, environmental policy, and many other fields.

#### Learning Goals

The following are our main learning goals for students of economics at Bowdoin College. While these goals are targeted toward our majors, many of them also apply to students pursuing the minor in economics and the minor in economics and finance.

In addition to our majors and minors, the economics department serves other constituencies at the College: those interested primarily in satisfying their MCSR requirement; those interested in obtaining a baseline level of economic literacy to complement the rest of their liberal arts education; and those taking our courses as an explicit part (core course or elective) of another course of study. Many, but perhaps not all, of the goals presented below apply to these other student groups as well.

**Goal 1: Demonstrate understanding of the major concepts, theoretical perspectives, basic research findings, and methods in economics.**

Breadth in the discipline is accomplished through Principles of Microeconomics (Econ 1101) and Principles of Macroeconomics (1102), and in three core classes—Intermediate Microeconomics (2555), Intermediate Macroeconomics (2556), and Economic Statistics (2557). In addition, our majors are required to complete four topics courses, three at the advanced level. The advanced-level courses provide depth in a particular topic, ask students to more rigorously apply some of the analytical tools first introduced in the core classes, and, in many cases, require students to write a long research paper. Our minor is much more about breadth than depth. Still, each minor is exposed to all the introductory material, one intermediate level theory course, one statistics course (not necessarily in economics), and one or two applied courses.

**Goal 2: Apply principles of economics to conceptually understand behavior of individuals, households, firms, nongovernmental organizations, and governments in the real world.**

This goal is achieved in our introductory courses (1101 and 1102), which many students take to gain "economic literacy," as well as in our intermediate elective courses. This goal is also present in advanced classes.

**Goal 3: Use algebraic, graphical, and numerical tools to build "models," i.e., simplified representations of individual, firm, and government incentives and behaviors that affect the allocation of scarce resources.**

The use of theoretical models is central to the methodology of economics, and modeling figures prominently even in our introductory courses. In our core courses, we develop more sophisticated models using calculus. The tools developed in the introductory and core courses are used in our intermediate and upper-level electives, respectively, in the construction of more context-specific models. In addition, the students in our intermediate and upper-level electives and in Economic Statistics (Econ 2557) are introduced to methods that allow economists to estimate or calibrate the models with data.

**Goal 4: Articulate economic arguments using a range of “modalities”: verbal, graphical, algebraic/mathematical, and numerical.**

This goal is addressed in most of our courses, starting with Econ 1101 and 1102. Intermediate and advanced electives emphasize verbal arguments to a greater extent; introductory and core courses focus more on graphical and algebraic tools and the ability to numerically characterize outcomes. Advanced courses employ more sophisticated mathematical methods, such as constrained optimization, control theory, etc.

**Goal 5: Communicate effectively both orally and through writing to transmit information and to construct a cogent argument.**

This goal is addressed primarily in our seminar courses, which all include a significant research paper. Many of our intermediate-level courses also have students synthesize and critique economic arguments in the popular press and other nontechnical publications. In many intermediate-level electives and advanced seminars, students are required to make oral presentations to the class.

**Goal 6: Acquire skills to empirically test economic hypotheses and otherwise extract insight from data; understand the distinction between causation and spurious correlation.**

This goal is addressed primarily in the Economics Statistics (2557) core course and Econometrics (3516), but also in some elective courses. Students in many of our upper-level seminars employ statistical methods in a limited context and interpret the empirical results presented in the peer-reviewed literature. Many of our independent and honors students include a significant empirical/statistical component in their work.

**Goal 7: Utilize economic reasoning to assess the impacts of different policies and to understand how the perspective of economics can illuminate current events and policy debates.**

The analysis of policy begins in our introductory courses, where students develop simple models of the intervention of government in markets (e.g., taxation and price controls in Econ 1101; monetary and fiscal policies in Econ 1102). Our core micro- and macroeconomics courses carry out similar analysis with higher technical sophistication. We also offer several elective courses that emphasize policy solutions to address market failure and achieve distributional goals, e.g., Economic Policy (Econ 2001); Environmental Economics and Policy (2218); and Natural Resource Economics and Policy (2228); and Economic Evaluation of Public Programs (3511).

**Goal 8: Understand both the usefulness and the limitations of economic methodology, as well as the assumed values (and perhaps “biases”) implicit in economic modeling approaches. Understand the difference between positive and normative statements. Understand and articulate the distinctions between economics and other social science fields, as**

**well as the ways these fields can jointly enhance our understanding of human systems.**

Our introductory and theory courses firmly emphasize the scientific nature of economics, i.e., its emphasis on positive/testable characterizations and predictions of human behavior rather than normative assertions. Throughout the curriculum, we emphasize the potential benefits of economic tools, but also advocate “disciplinary humility.” While some courses are more inherently interdisciplinary than others (e.g., Environmental and Natural Resource Economics, Econ 3518; Human Resources and Economic Development, Econ 2227) and others emphasize critique of orthodox economic-modeling frameworks (e.g., Marxian Political Economy, Econ 2221), virtually all of our courses stress that economic tools provide just one of many different valuable perspectives from which to understand human behavior and approach complex issues.

**Goal 9: Understand the economic research process at the level of the peer-reviewed academic literature and evaluate its methods, findings, and conclusions; develop an ability to compare, critique, and understand connections between research findings in the peer-reviewed literature.**

While students in any of our courses may be asked to read academic literature in economics, this goal is most consistently addressed by students in our advanced courses. Our seminar courses all include a culminating research project that requires in-depth engagement with the primary academic literature in economics.

**Goal 10: Give students interested in the graduate study of economics the tools and knowledge necessary to be accepted at a top economics department.**

Our upper-level courses provide much of this background, acquaint the students with the peer-reviewed literature, have them produce their own research project, and give them insights into their faculty member’s own research in a particular field of economics. Many of the students interested in graduate school undertake an honors project. We also mentor those students interested in going on to graduate school, and provide other relevant information on our departmental web page.

Department/Program Website (<https://www.bowdoin.edu/economics>)

## Faculty

Rachel Connelly, *Department Chair*

Elizabeth Weston, *Department Coordinator*

*Professors:* Rachel Connelly, Deborah S. DeGraff, John M. Fitzgerald‡,

Jonathan P. Goldstein\*\*, Guillermo E. Herrera, B. Zorina Khan

*Associate Professors:* Gregory P. DeCoster, Erik Nelson‡, Daniel F. Stone

*Assistant Professors:* Matthew J. Botsch, Gonca Senel

*Visiting Faculty:* Stephen Meardon, Rachel Sederberg, Marc Rockmore

Faculty/Staff Website (<https://www.bowdoin.edu/economics/faculty-and-staff>)

## Requirements Economics Major

There are seven required courses for the major:

Code	Title	Credits
<b>Required Courses</b>		
Core		

ECON 2555	Microeconomics	1
ECON 2556	Macroeconomics	1
ECON 2557	Economic Statistics	1
Select three advanced topics courses numbered in the 3000s, at least one of which must be designated as a seminar (course number higher than 3500)		3
Select one additional course in economics numbered 2000 or higher		1

Either ECON 1050 Principles of Microeconomics and Quantitative Reasoning or ECON 1101 Principles of Microeconomics serve as prerequisites for ECON 1102 Principles of Macroeconomics and, because these are prerequisites for most other economics courses, most students begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should be completed by the end of the junior year. Advanced topics courses have one or more of ECON 2555 Microeconomics, ECON 2556 Macroeconomics, and ECON 2557 Economic Statistics as prerequisites.

All prospective majors and minors are required to complete MATH 1600 Differential Calculus or its equivalent prior to enrolling in the core courses. (A math placement into MATH 1700 Integral Calculus or higher counts as satisfying the MATH 1600 Differential Calculus requirement. Students who aspire to advanced work in economics, e.g., an honors thesis and/or graduate study in a discipline related to economics, are strongly encouraged to master multivariate calculus (MATH 1800 Multivariate Calculus) and linear algebra (MATH 2000 Linear Algebra) early in their careers. Such students are also encouraged to take MATH 2606 Statistics instead of ECON 2557 Economic Statistics as a prerequisite for ECON 3516 Econometrics. The ECON 2557 Economic Statistics requirement is waived for students who complete MATH 2606 Statistics and ECON 3516 Econometrics. Students should consult the Department of Economics about other mathematics courses that are especially useful for advanced study in economics.

## Economics Minor

Code	Title	Credits
<b>Required Courses</b>		
ECON 2555	Microeconomics	1
or ECON 2556	Macroeconomics	
Select two additional elective courses numbered 2000 or higher		2
Select one of the following: <sup>a</sup>		1
ECON 2557	Economic Statistics	
MATH 1300	Biostatistics	
MATH 2606	Statistics	
PSYC 2520	Data Analysis	
a score of four or five on the Advanced Placement Statistics exam		

<sup>a</sup> Of this list, only ECON 2557 Economic Statistics can simultaneously satisfy the elective requirement.

## Economics and Finance Minor

Code	Title	Credits
<b>Required Courses</b>		
ECON 2555	Microeconomics	1
ECON 3401	Financial Economics	1
One upper division course from ECON 2556, 2557, or 3000-4001 <sup>b</sup>		1

One course in the finance range: ECON 2400-2499, 3402-3499, or 3600-3699 <sup>b</sup>

Select one of the following: <sup>c</sup>

ECON 2557	Economic Statistics	
MATH 1300	Biostatistics	
MATH 2606	Statistics	
PSYC 2520	Data Analysis	
a score of four or five on the AP Statistics exam		

<sup>b</sup> One elective may fulfill both the upper division and finance requirements. If a student uses one course to fulfill both requirements, the student is required to take another elective numbered 2000 or above.

<sup>c</sup> Of this list, only ECON 2557 Economic Statistics can simultaneously satisfy the elective requirement.

Because ECON 2555 Microeconomics is a prerequisite for ECON 3401 Financial Economics and other upper-level economics courses, prospective minors are encouraged to complete ECON 2555 Microeconomics by the end of their sophomore year.

Economics majors cannot also minor in economics and finance.

## Interdisciplinary Major

The department participates in an interdisciplinary major in mathematics and economics. See the Interdisciplinary Majors (p. 250).

## Additional Information

### Additional Information and Department Policies

- Normally, no more than two courses taken at another college or university may be counted toward economics major or minor requirements with departmental approval.
- First-year seminars do not fulfill departmental requirements or serve as prerequisites for higher-level courses.
- An independent study can be used to satisfy no more than one major requirement; an intermediate independent study can satisfy a 2000-level elective, or an advanced independent study can satisfy a 3000-level non-seminar.
- Similarly, an independent study can be used to satisfy no more than one elective course requirement in either the economics minor or the economics and finance minor.
- To fulfill major or minor requirements, courses must be taken for letter grades and a C- or better must be earned.
- In order for a course to serve as a prerequisite for a required course, students must earn a C- or better, or Credit.

### Advanced Placement/International Baccalaureate (AP/IB)

Students who received a score of four or five on the Microeconomics AP exam are eligible to receive credit for ECON 1101 Principles of Microeconomics, and students who received a score of four or five on the Macroeconomics AP exam are eligible to receive credit for ECON 1102 Principles of Macroeconomics. Students who received a minimum score of six on the Economics IB exam are eligible for placement into courses requiring either ECON 1101 Principles of Microeconomics and/or ECON 1102 Principles of Macroeconomics, and will receive one

general credit. In order to receive credit for AP/IB work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin and must not also have taken ECON 1101 Principles of Microeconomics or ECON 1102 Principles of Macroeconomics respectively.

## Courses

### **ECON 1018 (b, FYS) The Art of the Deal: Commerce and Culture**

Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Fall 2017, Fall 2016.

### **ECON 1050 (b, MCSR) Principles of Microeconomics and Quantitative Reasoning**

Rachel Connelly; Eric Gaze.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: MATH 1050 or Placement in ECON 1050.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

### **ECON 1101 (b, MCSR) Principles of Microeconomics**

Deborah DeGraff; Zorina Khan; Rachel Sederberg; Daniel Stone.

Every Semester. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: MATH 1050 or Placement in ECON 1101.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

### **ECON 1102 (b, MCSR) Principles of Macroeconomics**

Marc Rockmore; Gonca Senel.

Every Semester. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

### **ECON 2001 (b) Economic Policy**

Gregory DeCoster.

Every Year. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level.

Previous terms offered: Fall 2018, Fall 2016, Spring 2016.

### **ECON 2143 (b) Political Economy of the United States from Revolution to Reconstruction**

Non-Standard Rotation. Enrollment limit: 50.

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

Prerequisites: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101.

Previous terms offered: Fall 2015.

### **ECON 2201 (b, IP, MCSR) International Economics**

Every Other Year. Enrollment limit: 35.

Explores classical and modern theories of international trade and international finance and applies them to contemporary in the global marketplace. Considers policy implications of both trade and the regulation of trade on topics including financial gains from trade, balance of payments, international monetary regimes, and exchange rate policies.

Prerequisites: Two of: either ECON 1101 or ECON 1050 and ECON 1102.

Previous terms offered: Spring 2019.

**ECON 2210 (b) Economics of the Public Sector**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: Two of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

**ECON 2212 (b, MCSR) Labor and Human Resource Economics**

Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: ECON 1050 or ECON 1110 or Placement in earned ECON 1101 or Placement in ECON 2000 Level.

Previous terms offered: Fall 2017.

**ECON 2213 (b) History of Economic Thought**

Non-Standard Rotation. Enrollment limit: 35.

A historical study of insights and methods of inquiry into the functions of markets and the role of government in shaping them. Readings include the original works of economic thinkers from the eighteenth to twentieth centuries, including Adam Smith, David Ricardo, Henry Carey, Karl Marx, Henry George, Thorstein Veblen, and John Maynard Keynes, among others. Different historiographical approaches are employed, including examination of the problems motivating past thinkers as well as the relevance of their ideas to modern economics.

Prerequisites: Two of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level.

Previous terms offered: Fall 2015.

**ECON 2214 (b, MCSR) Topics in Public Finance**

Non-Standard Rotation. Enrollment limit: 35.

Provides an overview of some of the major issues confronting public finance. Topics may include environmental policy, education, poverty, income inequality, taxation, crime, corruption, and public health, with examples drawn from the US as well as other industrialized and developing countries. Students read and critically evaluate journal articles that present empirical evidence on important public policy questions providing an opportunity to understand economics as a social science and to apply economic theory to particular social problems. Using statistical methodology and empirical evidence, students learn how to build statistical models and interpret results from reading the tables.

Prerequisites: ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level.

Previous terms offered: Spring 2018.

**ECON 2218 (b, MCSR) Environmental Economics and Policy**

Non-Standard Rotation. Enrollment limit: 35.

An exploration of environmental degradation and public policy responses in industrial economies. Market failures, property rights, and materialistic values are investigated as causes of pollution and deteriorating ecosystem functions. Guidelines for equitable and cost-effective environmental policy are explored, with an emphasis on the roles and limitations of cost-benefit analysis and techniques for estimating non-monetary values. Three core themes are the transition from "command and control" to incentive-based policies; the evolution from piecemeal regulation to comprehensive "green plans" (as in the Netherlands); and the connections among air pollution, energy systems, and global warming. (Same as: ENVS 2302)

Prerequisites: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101 or Placement in ECON 2000 Level.

Previous terms offered: Fall 2017, Spring 2016.

**ECON 2219 (b, MCSR) Institutional Approaches to Climate Change**

Every Other Fall. Enrollment limit: 35.

How do various public and private institutions, including governments, firms, and nonprofits, incorporate climate change into their decision-making? Explores how and why institutions set greenhouse gas mitigation goals, how they propose to achieve their goals, and the larger economic and social implications of institutional climate action plans. Further, questions how institutions at all levels are adapting or planning to adapt to climate change. Critiques the efficacy and efficiency of climate action plans. Topics explored include renewable energy credit and offset markets; energy markets; carbon markets and taxes; financing of climate action plans; incentivizing energy efficiency and other climate-friendly practices; technology adoption; the economics of technological change; employee, student, and citizen activism; shareholder activism; and corporate social responsibility. Introduction to basic economic modeling by working with graphs, tables, and schematics. Problem sets and written assignments used to assess learning. For a final project, students write a climate action plan for an institution of their choice. (Same as: ENVS 2351)

Prerequisites: Two of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ENVS 1101.

Previous terms offered: Fall 2018.



**ECON 2221 (b, ESD, MCSR) Marxian Political Economy**

Non-Standard Rotation. Enrollment limit: 35.

An alternative (heterodox) analysis of a capitalist market economy rooted in Marx's methodological framework, which focuses on the interconnected role played by market relations, class/power relations, exploitation and internal tendencies towards growth, crisis, and qualitative change. Students are introduced to the Marxian method and economic theory through a reading of Volume I of "Capital." Subsequently, the Marxian framework is applied to analyze the modern capitalist economy with an emphasis on the secular and cyclical instability of the economy, changing institutional structures and their ability to promote growth, labor market issues, and globalization. Particular attention is paid to the neoliberal reorganization of the economy from 1980 on, the process of financialization and the financial crisis of 2008. The analysis of the modern economy is partially facilitated by a series of videos about the neoliberal era.

Prerequisites: ECON 1050 or ECON 1100 or ECON 1101 or Placement in earned ECON 1101.

Previous terms offered: Spring 2019, Spring 2017, Fall 2015.

**ECON 2227 (b, IP, MCSR) Human Resources and Economic Development**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level.

Previous terms offered: Fall 2016.

**ECON 2228 (b, MCSR) Natural Resource Economics and Policy**

Non-Standard Rotation. Enrollment limit: 35.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (such as minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political, and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as: ENVS 2303)

Prerequisites: ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level.

Previous terms offered: Spring 2018, Spring 2017.

**ECON 2239 (b, IP) Topics on Asian Economies**

Non-Standard Rotation. Enrollment limit: 35.

A study of the similarities and differences in growth experience and the level of economic output per person in Asian countries. Explores possible causes of differences in economic paths, with a focus on several important economies, including China and Japan. Also discusses the relationship between the Asian economies and the United States economy. (Same as: ASNS 2830)

Prerequisites: Two of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level.

Previous terms offered: Spring 2016.

**ECON 2244 (b) The Economics of Sports**

Non-Standard Rotation. Enrollment limit: 35.

An analysis of the economic issues in professional and amateur sports. Topics include the industrial organization of sports leagues (monopoly, antitrust, price discrimination, competitive balance), the public financing of sports, the labor economics of sports including discrimination, sports in the non-profit sector, in-game strategy, performance metrics, and behavioral decision theory. Uses the tools of microeconomic analysis including game theory and basic econometric analysis. Emerging issues in sports analysis may be explored, such as the impact of youth participation in sports on household economics, in-game referee bias, and the role of luck in sport outcomes.

Prerequisites: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101.

Previous terms offered: Spring 2017.

**ECON 2301 (b, MCSR) Financial Economics**

Every Fall. Enrollment limit: 35.

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

Prerequisites: Two of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level.

Previous terms offered: Fall 2015.

**ECON 2304 (b, IP, MCSR) Economics of the European Union**

Gonca Senel.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: Two of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level.

Previous terms offered: Spring 2017, Fall 2016, Fall 2015.

**ECON 2323 (b, MCSR) The Economics of Information, Uncertainty, and Communication**

Non-Standard Rotation. Enrollment limit: 35.

Many standard economic models assume perfect and complete information. This course explores how economic and social phenomena can be better understood by relaxing this assumption. Topics include Bayesian updating, decision-making under uncertainty, risk preferences, adverse selection, moral hazard, signaling, cheap talk, strategic disclosure, the efficient market hypothesis, advertising, media, and social learning. Develops and uses selected tools from probability theory and game theory.

Prerequisites: ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level.

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**ECON 2380 (b, MCSR) Economic History of American Enterprise**

Non-Standard Rotation. Enrollment limit: 35.

Considers the history of American enterprise over the past two centuries. First examines key issues in the economics of the firm, entrepreneurship, and innovation during the nineteenth century (the period of the second industrial revolution). Then addresses these issues from a more recent perspective (the so-called third industrial revolution). Assesses what lessons for the twenty-first century can be learned from an examination of the development of enterprise since the nineteenth century; and analyzes the extent to which today's "New Economy" raises novel questions for economic theory and its applications.

Prerequisites: Two of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level.

Previous terms offered: Spring 2019, Spring 2018.

**ECON 2409 (b, MCSR) Economics of Money, Banking, and Finance**

Gregory DeCoster.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Introduction to the functions, structure, and operation of modern monetary and financial systems as they relate to the performance of the economic system. Contemporary debates regarding the effectiveness with which financial institutions and markets fulfill the basic functions of finance in a capitalist economy, and the policy choices of the Federal Reserve System and other regulatory agencies will be emphasized. Formerly Economics 2209. Not open to students who have taken Economics 2301, 3301, 3302.

Prerequisites: Two of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level.

**ECON 2555 (b, MCSR) Microeconomics**

Guillermo Herrera; Rachel Sederberg.

Every Semester. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: 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).

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**ECON 2556 (b, MCSR) Macroeconomics**

Matthew Botsch.

Every Semester. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: Three of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level 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).

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**ECON 2557 (b, MCSR) Economic Statistics**

Deborah DeGraff.

Every Semester. Fall 2019. Enrollment limit: 35.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**ECON 3302 (b) Topics in Finance**

Every Spring. Enrollment limit: 50.

Provides hands-on practice of financial theory using financial modeling. Addresses real-life financial problems using Excel and VBA. Topics include arbitrage pricing theory, capital asset pricing model, portfolio selection, fixed income securities, and option pricing. Builds on materials covered in Economics 2301.

Prerequisites: Two of: either ECON 2301 or ECON 3301 and ECON 2555.

Previous terms offered: Spring 2016.

**ECON 3305 (b) Game Theory and Strategic Behavior**

Daniel Stone.

Non-Standard Rotation. Fall 2019. Enrollment limit: 25.

A rigorous introduction to mathematical game theory, the theory of strategic behavior. Topics include dominance, rationalizability, pure and mixed strategy Nash equilibrium, sequential and repeated games, subgame perfect equilibrium, bargaining, and games of incomplete information. Applications to business, politics, and sports discussed.

Previous terms offered: Fall 2018, Fall 2017.

**ECON 3350 (b) Mathematical Economics**

Non-Standard Rotation. Enrollment limit: 18.

A survey of some of the mathematical techniques used to conduct economic analyses. Topics include utility maximization under uncertainty; solving constrained optimization problems with mathematical programming; optimal control theory; solving complex equations and systems of equations with numerical methods; dynamic programming; and general equilibrium analysis. Students learn to solve problems with MATLAB and other similar programming and statistical software.

Prerequisites: Two of: ECON 2555 and MATH 1800.

Previous terms offered: Spring 2018.

**ECON 3401 (b) Financial Economics**

Matthew Botsch.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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. Formerly Economics 3301. Not open to students with credit for Economics 2301 taken in the fall 2014 or fall 2015 semesters.

**ECON 3509 (b) International Finance**

Non-Standard Rotation. Enrollment limit: 18.

Seminar. Surveys a number of topics in international finance and international macroeconomics, including balance of payments, exchange rate determination, the Mundell-Fleming model of output and exchange rate, exchange rate regimes, international capital flows, and international financial crises. Involves data analysis to empirically evaluate the theoretical models. Also provides a special focus on Asia and Europe by discussing issues such as Asia's role in the global imbalances and the effect of Euro on the capital markets.

Prerequisites: ECON 2556.

Previous terms offered: Fall 2018, Fall 2015.

**ECON 3510 (b, MCSR) Poverty and Economic Development**

Marc Rockmore.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Seminar. Examines the issue of poverty in developing countries and considers policy interventions and their potential consequences. Begins by broadly characterizing poverty in developing countries before examining the intersection of poverty and such topics as education, risk and shocks, health, and the distribution of resources within households. Teaches current techniques for causal identification in applied microeconomics using examples from a variety of contexts, including Sub-Saharan Africa and Asia.

Prerequisites: Two of: ECON 2555 and ECON 2557.

**ECON 3511 (b) Economic Evaluation of Public Programs**

Non-Standard Rotation. Enrollment limit: 18.

Seminar. How to measure the effectiveness of public policy programs. Covers the basics of cost-benefit analysis and modern empirical methods used to measure and evaluate impacts of public programs. Examines the strengths and limitations of randomized control experiments, natural experiments, and non-experimental observational designs with applications to education, health, public assistance, and labor market policies.

Prerequisites: ECON 2557 or MATH 2606.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017.

**ECON 3516 (b) Econometrics**

Jonathan Goldstein.

Every Fall. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: 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).

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**ECON 3518 (b) Environmental and Natural Resource Economics**

Guillermo Herrera.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation. Permission of instructor required during add/drop for students who have credit for Economics 2218. (Same as: ENVS 3918)

Prerequisites: Two of: ECON 2555 and ECON 2557.

Previous terms offered: Fall 2017, Spring 2016.

**ECON 3519 (b) The Economics of Development**

Non-Standard Rotation. Enrollment limit: 18.

Seminar. Theoretical and empirical analysis of selected microeconomic issues within the context of developing countries. Has a dual focus on modeling household decisions and on the effects of government policy and intervention on household behavior and well-being. Topics include agricultural production, land use systems, technology and credit markets, household labor allocation and migration, investment in education and health, and income inequality.

Prerequisites: Two of: ECON 2555 and ECON 2557 or MATH 2606.

Previous terms offered: Fall 2018, Spring 2018.

**ECON 3521 (b) The Economics of Land Use, Ecosystem Services, and Biodiversity**

Non-Standard Rotation. Enrollment limit: 18.

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)

Prerequisites: Three of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level 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).

Previous terms offered: Spring 2019, Fall 2016, Fall 2015.

**ECON 3526 (b) Trade Doctrines and Trade Deals**

Non-Standard Rotation. Enrollment limit: 18.

Seminar. An inquiry into the consequences of theory meeting practice in international trade negotiations. The historical relationship between economic ideas and the bilateral trade treaties, multilateral trade arrangements, and retaliatory tariff laws of Great Britain and the United States considered. The timeline extends from the eighteenth century to the present, from the Treaty of Methuen (1703) to the World Trade Organization.

Prerequisites: Three of: 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 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).

Previous terms offered: Spring 2016.

**ECON 3531 (b) The Economics of the Family**

Rachel Connelly.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

Seminar. Microeconomic analysis of the family, gender roles, and related institutions. Topics include marriage, fertility, married women's labor supply, divorce, and the family as an economic organization. (Same as: GSWS 3302)

Prerequisites: Two of: ECON 2555 and ECON 2557.

Previous terms offered: Spring 2017, Spring 2016.

**ECON 3532 (b) Business Cycles**

Non-Standard Rotation. Enrollment limit: 18.

Seminar. A survey of competing theories of the business cycle, empirical tests of cycle theories, and appropriate macro stabilization policies. Topics include descriptive and historical analysis of cyclical fluctuations in the United States, Keynesian-Kaleckian multiplier-accelerator models, growth cycle models, theories of financial instability, Marxian crisis theory, new classical and new Keynesian theories, and international aspects of business cycles. The current global financial crisis is also analyzed.

Prerequisites: ECON 2556.

Previous terms offered: Fall 2017.

**ECON 3533 (b) Behavioral Economics**

Non-Standard Rotation. Enrollment limit: 18.

Seminar. Standard economics (i.e., neoclassical economics) assumes that individuals are self-interested, rational actors, who optimize well-defined, stable objective functions. Behavioral economics is the study of systematic departures from these assumptions, and the implications for economic outcomes. Topics include errors in information-processing and belief formation, behavioral choice under uncertainty (loss aversion, reference dependence), time inconsistent behavior (self-control problems), and social preferences (altruism, fairness, and reciprocity).

Prerequisites: Two of: ECON 2555 and ECON 2557 or MATH 2606.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017.

**ECON 3535 (b) Economics of Education**

Non-Standard Rotation. Enrollment limit: 18.

Seminar. Examines the theoretical and empirical analysis of education decision-making and the consequences of educational choices using an economic lens. Begins with the basic human capital model and expands on it to consider signaling, the interplay between ability and human capital, modeling expectations, and the many challenges of measuring the rate of return to educational investment. Educational policies from preschool to graduate studies are also considered, including the public funding of education, class size, and outcome testing. Examples are drawn from both developed and developing countries. (Same as: EDUC 3535)

Prerequisites: Two of: ECON 2555 and ECON 2557 or MATH 2606.

Previous terms offered: Spring 2018, Fall 2015.

**ECON 3540 (b) Law and Economics**

Zorina Khan.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

Seminar. Law and economics is one of the most rapidly growing areas in the social sciences. The field applies the concepts and empirical methods of economics to further our understanding of the legal system. Explores the economic analysis of law and legal institutions, including the economics of torts, contracts, property, crime, courts, and dispute resolution. Also focuses on topics in law and economics such as antitrust and regulation, corporations, the family, labor markets, product liability, and intellectual property. Students are introduced to online sources of information in law, and are required to apply economic reasoning to analyze landmark lawsuits in each of these areas. Not open to students who have credit for Economics 3541.

Prerequisites: ECON 2555.

Previous terms offered: Fall 2018, Spring 2017.

**ECON 3545 (b) Applied Macroeconomics for Policy and Finance**

Non-Standard Rotation. Enrollment limit: 18.

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.

Prerequisites: Two of: ECON 2555 and ECON 2556.

Previous terms offered: Fall 2018, Fall 2016, Fall 2015.

**ECON 3558 (b, MCSR) Macroeconomic Risk, Forecasting, and Valuation**

Non-Standard Rotation. Enrollment limit: 18.

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.

Prerequisites: Two of: ECON 2556 and ECON 2557.

Previous terms offered: Fall 2016.

## Education

### Overview & Learning Goals

#### Overview

The education department fuses Bowdoin College's spirit of inquiry and commitment to the common good by connecting the history of schooling, educational theories, and pedagogical approaches to contemporary educational dilemmas.

Students are able to coordinate studies in education with the liberal arts curriculum in a variety of ways—including research, community-engaged study, and teacher preparation.

Course selection for the coordinate major is completed in close consultation with an education department advisor. Students who choose to major in sociology, for instance, might construct a course of study that explores “schooling and social difference” and take courses in educational philosophy, sociology of education, student exceptionalism, education and citizenship, and gender, sexuality, and schooling. Students who choose to major in government and legal studies might construct a course of study in “school reform” and take courses in educational policy, education and law, school privatization, urban education, and educational history. Students who choose to major in biology and are considering becoming life science teachers might construct a course of study around “science teaching and learning” and take courses in student exceptionalism, science education, teaching and learning, curriculum development, and urban education.

Students coordinate their study of education with any department/program at Bowdoin that offers a major. Students may count courses cross-listed with education and the home department/program toward both the home department/program major and the coordinate major with the permission of both departments/programs. Students may not declare a coordinate major in education with any of the following: a second departmental major, a student-designed major, or an interdisciplinary major.

## Learning Goals

Courses at all levels involve a variety of field experiences that engage students in schools, classrooms, and other educational contexts.

### Core Values of the Education Department

The following core values guide all aspects of the education department's curriculum and instruction—from introductory classes to upper-level seminars:

1. Be aware of the big picture. The study of education sheds light on one of the fundamental public institutions of the United States. Such study also reveals the humanistic dimensions of teaching and learning that are vital to constructing a meaningful life. Responsible teaching and informed dialogue about education depend upon a solid background in the social foundations of education.
2. Embrace theory and practice. Theoretical and text-based inquiries, as well as empirical studies of all kinds, provide a basis for understanding the purpose and practice of education. For teachers, effective practice depends upon a strong foundation of content knowledge and thoughtful application of curricular and pedagogical theory to practice. Teachers and students at all levels of education gain expertise by listening, observing, doing, and reflecting.
3. Model and live in the spirit of inquiry. Students and instructors in the education department position themselves first as learners about those they teach and about the communities in which they teach. They recognize the limitations of their own perspectives and the need to draw on multiple sources of knowledge. Students and instructors in the Department believe that teachers, especially, cannot assume that others will learn as they did and do. Therefore, teachers cannot teach only as they were taught. Teaching is an intellectually challenging

practice that requires ongoing learning, self-assessment, collaboration, and research.

## Learning Goals

- Students analyze policies, dilemmas, and debates about public schooling from anthropological, historical, philosophical, and/or sociological perspectives.
- Students demonstrate their understanding of the diverse ways individuals and groups make meaning and interpret their experiences of education.
- Students create well-reasoned and research-based arguments to support their beliefs about quality teaching and learning in multiple contexts.

Department/Program Website (<https://www.bowdoin.edu/education>)

## Faculty

Doris A. Santoro, *Department Chair*

Lynn A. Brettler, *Department Coordinator*

*Professors:* Charles Dorn†, Doris A. Santoro

*Assistant Professor:* Alison Riley Miller

*Visiting Faculty:* Lauren P. Saenz

Faculty/Staff Website (<https://www.bowdoin.edu/education/faculty-and-staff>)

## Requirements

### Education Coordinate Major

Students coordinate their study of education with any department/program at Bowdoin that offers a major. To satisfy the requirements for the coordinate major in education, students must complete the six credits detailed below as well as the major requirements within their coordinated department/program.

Code	Title	Credits
<b>Required Courses</b>		
EDUC 1101	Contemporary American Education	1
Select five courses at the 2000 level or higher		5

- Students may count one intermediate independent study and one advanced independent study toward the major.
- With departmental approval, one study away course or course that is not cross-listed with the education department may be used to fulfill the major requirements.
- All majors are encouraged to take a course at the 3000 level.

### Education Minor

A minor in education requires four courses:

Code	Title	Credits
<b>Required Courses</b>		
EDUC 1101	Contemporary American Education	1
Select three courses at the 2000 level or higher		3

- Students may count up to one intermediate or advanced independent study toward the minor.

- With departmental approval, one study away course or course that is not cross-listed with the education department may be used to fulfill the minor requirements.
- All minors are encouraged to take a course at the 3000 level.

## Interdisciplinary Majors

Education participates in interdisciplinary programs in education and mathematics and in education and physics. See the Interdisciplinary Majors (p. 250) area for more information.

## Additional Information

### Additional Information and Department Policies

- Students should be aware that EDUC 3301 Teaching and Learning and EDUC 3302 Curriculum Development have “content area” prerequisite courses that are taken outside of the education department. Students should consult the education department website for details at [bowdoin.edu/education](http://bowdoin.edu/education).
- Students interested in the Bowdoin Teacher Scholars teacher certification program (see description below) may complete the program’s four prerequisite courses in the context of the coordinate major or the minor, or they may choose to do so outside of either the coordinate major or the minor.
- Courses that count toward the coordinate major, minor, or for Bowdoin Teacher Scholars eligibility must be taken for regular letter grades.
- Students must earn a grade of C- or better in order to have a course count toward the coordinate major or minor, serve as a prerequisite, or count as a content area requirement.
- Courses in the teaching pathway must be taken at Bowdoin.

## Bowdoin Teacher Scholars Program

The Bowdoin Teacher Scholars are a select group of Bowdoin undergraduates and graduates who embrace the College’s commitment to the common good by becoming teachers through a rigorous scholarly and classroom-based program.

Teacher Scholars:

- complete a full-time, fourteen-week, student-teaching practicum in a public school;
- participate in a reflective weekly seminar;
- develop a professional portfolio;
- receive Maine state initial teacher certification (Note: Maine state initial teacher certification carries reciprocity with all states and Washington, DC.); and
- gain access to the Boston, New York, and Philadelphia Teaching Induction Programs sponsored by the Consortium for Excellence in Teacher Education.

To become a Teacher Scholar, students must apply for candidacy through the education department, be a community member in good standing as verified by a dean’s review, and have a strong academic record. A cumulative 3.0 grade point average is required, as well as a 3.0 grade point average in EDUC 3301 Teaching and Learning and EDUC 3302 Curriculum Development. Subject areas of certification include secondary (grades 7–12) mathematics, life science, physical science, English, social studies, and world languages (grades K–12). Because majors at Bowdoin do not always correspond directly with subject areas for public school

certification, students are strongly encouraged to meet with a member of the education department early in their college careers.

### Content Area Requirements for Bowdoin Teacher Scholars

- Social Studies: at least five courses in history (at least two of which must be non-US); and three courses from the following departments: anthropology, economics, government, history, psychology, or sociology. At least one of these must be from anthropology, economics, government, or history.
- English: eight courses
- Mathematics: eight courses
- World Languages: eight courses in the language in which certification is sought
- Life Science: seven courses in biology and one additional course in biochemistry, chemistry, earth and oceanographic science, math, neuroscience, or physics
- Physical Science: seven courses in one of the following: chemistry, earth and oceanographic science, or physics, and one course from another department: chemistry, earth and oceanographic science, math, or physics

Also note that teaching candidates must be fingerprinted and earn a passing score on all examinations specified by the Maine Department of Education.

### Pathways

Bowdoin Teacher Scholars follow one of two pathways. In the first, students participate in the program as undergraduates during the spring semester of their junior or senior year. In the second, they participate in the program during a spring semester within two years following their Bowdoin graduation.

### Undergraduate Pathway

By the end of the fall semester of their junior or senior year, Teacher Scholars:

- complete prerequisite coursework in education (EDUC 1101 Contemporary American Education, EDUC 2203 Educating All Students, EDUC 3301 Teaching and Learning, and EDUC 3302 Curriculum Development) and in the chosen content area.

During the spring semester of their junior or senior year, Teacher Scholars:

- complete a full-time, fourteen-week practicum (Students receive course credit for this practicum through EDUC 3303 Student Teaching Practicum.);
- enroll in EDUC 3304 Bowdoin Teacher Scholar Seminar: Analysis of Teaching and Learning; and
- may enroll in an advanced independent study on portfolio development.

Note: Students are advised to take only three credits during the practicum semester and should plan to take an additional credit beforehand.

### Postgraduate Pathway

By the time they graduate from Bowdoin, Teacher Scholars:

- complete prerequisite coursework in Education (EDUC 1101 Contemporary American Education, EDUC 2203 Educating All Students, EDUC 3301 Teaching and Learning, and EDUC 3302 Curriculum Development) and in the chosen content area.

During a spring semester and within two years of their Bowdoin graduation, Teacher Scholars:

- complete a full-time, fourteen-week practicum (Students receive course credit for this practicum through EDUC 3303 Student Teaching Practicum.); and
- enroll in EDUC 3304 Bowdoin Teacher Scholar Seminar: Analysis of Teaching and Learning.

## Courses

### **EDUC 1020 (c, FYS) The Educational Crusade**

Non-Standard Rotation. Enrollment limit: 16.

Why do you go to school? What is the central purpose of public education in the United States? Should public schools prepare students for college? The workforce? Competent citizenship? Who makes these decisions and through what policy process are they implemented? Explores the ways that public school reformers have answered such questions, from the Common School Crusaders of the early nineteenth century to present advocates of No Child Left Behind. Examining public education as both a product of social, political, and economic change and as a force in molding American society, highlights enduring tensions in the development and practice of public schooling in a democratic republic.

Previous terms offered: Spring 2016.

### **EDUC 1027 (c, FYS) "To Market, To Market": Public Education and School Choice Policies**

Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Fall 2016.

### **EDUC 1101 (c, ESD) Contemporary American Education**

Doris Santoro.

Every Semester. Fall 2019. Enrollment limit: 49.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

### **EDUC 2203 (c, ESD) Educating All Students**

Doris Santoro.

Every Fall. Fall 2019. Enrollment limit: 25.

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. Focuses on the right of every student, including students with physical and/or learning differences, and those who have been identified as gifted, to an equitable education. Requires a minimum of twenty-four hours of observation in a local secondary school.

Prerequisites: EDUC 1101.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Spring 2016, Fall 2015.

### **EDUC 2204 (c) Educational Policy**

Lauren Saenz.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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

Prerequisites: EDUC 1020 or EDUC 1101.

Previous terms offered: Spring 2017, Fall 2015.



**EDUC 2211 (c) Education and the Human Condition**

Non-Standard Rotation. Enrollment limit: 35.

Explores the relationship between education and being/becoming human. Topics may be guided by the questions: What does it mean to be an educated person? How can education lead to emancipation? How might teaching and learning lead to the good life? What is our responsibility to teach the next generation? Readings may include works by Hannah Arendt, John Dewey, W. E. B. Du Bois, Plato, Jacques Rancière, among others.

Previous terms offered: Spring 2019, Spring 2017.

**EDUC 2212 (c, ESD) Gender, Sexuality, and Schooling**

Non-Standard Rotation. Enrollment limit: 35.

Schools are sites where young people learn to do gender and sexuality through direct instruction, the hidden curriculum, and peer-to-peer learning. In schools, gender and sexuality are challenged, constrained, constructed, normalized, and performed. Explores instructional and curricular reforms that have attempted to address students and teachers sexual identities and behavior. Examines the effects of gender and sexual identity on students' experience of school, their academic achievement, and the work of teaching. Topics may include compulsory heterosexuality in the curriculum, the gender of the good student and good teacher, sex ed in an age of abstinence. (Same as: GSWS 2282)

Prerequisites: EDUC 1101 or GLS 2001 or GWS 1101 or GSWS 1101.

Previous terms offered: Fall 2017.

**EDUC 2218 (c) Bad Teachers, Dead Poets, and Dangerous Minds: Movies about Education**

Non-Standard Rotation. Enrollment limit: 35.

Interdisciplinary course exploring films about elementary and secondary schools such as "Dead Poets Society," "Half-Nelson," and "Bad Teacher"--alongside readings from film studies, cultural studies, and education. Traces the history and development of the genre and explores how teaching and learning are imagined in popular culture--with an emphasis on movies that focus on "urban" schools. Discussions focus on genre theory and change, the cultural beliefs about schooling that inform and are informed by these movies, and the genre's depiction of race and gender in education. (Same as: CINE 2800)

Previous terms offered: Fall 2017.

**EDUC 2221 (c) Democracy's Citadel: Education and Citizenship in America**

Non-Standard Rotation. Enrollment limit: 35.

Examines the relationship between education, citizenship, and democracy in America. Questions explored include: What does public mean and how necessary is a public to democracy? Is there something democratic about how Americans choose to govern their schools? What does citizenship mean? Is education a public good with a collective economic and civic benefit, a private good with benefits to individuals whose future earnings depend on the quality of their education, or some combination of the two? What type of curriculum is most important for civic education and how should it be taught? What policies are necessary to prevent economic inequality from undermining education's role in fostering democratic citizenship? To what extent are the concepts of education for democracy and democratic education related?

Prerequisites: EDUC 1020 or EDUC 1101.

Previous terms offered: Fall 2018.

**EDUC 2247 (c) Gatekeepers and Barriers in Education**

Non-Standard Rotation. Enrollment limit: 35.

Examines the various ways that educational policies and practices enact borders and gatekeeping in schools. Pays particular attention to the lines drawn by race, class, nationality, ability, language, and gender to explore the effect of these policies on students, schools, and society more broadly. Accordingly, considers schools inclusive of public, private, K-12, and higher education. Areas of focus include tracking, financial aid, admissions, high-stakes testing, school lunch, dress codes, and gender norms.

Prerequisites: EDUC 1101.

Previous terms offered: Spring 2018.

**EDUC 2249 (c) The Evolution of Testing and Data Use in Schools**

Non-Standard Rotation. Enrollment limit: 35.

Traces the evolution of testing and data use in education, from the development of college entrance exams to the movement for merit-based teacher compensation. With an eye toward practical application, students will learn to analyze test and data use by applying the principles of validity and reliability that underlie educational measurement. The course addresses the diversity of ways that test data are used by teachers, students, researchers, and policymakers to inform education policy and everyday classroom practice. Topics of focus include high-stakes standardized testing, classroom assessment, data-based decision-making, large scale assessment, and teacher accountability. Students will learn to manipulate data and analyze various types of measurement instruments, and conduct research projects on topics of their choice.

Prerequisites: EDUC 1101.

Previous terms offered: Spring 2019.

**EDUC 2250 (b) Education and Law**

Non-Standard Rotation. Enrollment limit: 19.

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 2024)

Previous terms offered: Spring 2019.

**EDUC 2260 (c) Science Education: Purpose, Policy, and Potential**

Non-Standard Rotation. Enrollment limit: 35.

Why do all Americans need to learn science and what are we doing to improve science education in our 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 we teach science that is reminiscent of the late 1950s after the Soviet launch of Sputnik. Considers the goals of science education in the United States and explores research and policy related to science curriculum, teaching practice, and student learning.

Prerequisites: EDUC 1101.

Previous terms offered: Spring 2018, Fall 2016.

**EDUC 2272 (c) Urban Education and Community**

Non-Standard Rotation. Enrollment limit: 35.

The perspective of this course views urban schools and communities as sites of promise and innovation as well as sites for social and political struggle. Examines the significance of community involvement in urban public schools, their communities and educational policy and practice. Investigates the ways urban communities supplement educational opportunities for their youth. Topics may include "grow your own" teacher initiatives, parent trigger laws, and culturally-sustaining educational programming.

Previous terms offered: Spring 2018, Spring 2017.

**EDUC 2290 (c) Public Schools, Private Goals**

Non-Standard Rotation. Enrollment limit: 35.

Should public schools be run like businesses? Should corporations, foundations, and philanthropists significantly influence school reform? Investigates current educational policies traditionally aligned with privatization agendas, including competition and school choice, marketing practices in schools, test-based accountability and sanctions, finance and fundraising, school closure, and standardization. Course readings review current debates on these issues; highlight the tensions between private and public interests; examine questions of equity and access in public education; and review intended and unintended policy outcomes from student, parent, and teacher perspectives.

Prerequisites: EDUC 1101.

Previous terms offered: Spring 2017, Spring 2016.

**EDUC 2310 (c, ESD) Separate and Unequal: Education, Race, and Democracy in the United States**

Non-Standard Rotation. Enrollment limit: 35.

Examines the often-fraught connection between American educational ideals and the particularly American history of race and racism. Students will analyze this changing, contested, and pivotal connection through historical and philosophical perspectives. The course focuses on pivotal moments in the history of American education such as the development and expansion of public schools in the nineteenth century, the progressive education era, and the desegregation of American public education. In each of these moments, students will explore the actions of people—black, white, thinkers, theorists, activists, litigators, students, parents, educators, and citizens—who struggled to shape American education, as well as the ways in which the ideals driving such moments were both shaped by and silent to ongoing struggles surrounding race and racism. The course will conclude by asking students to examine how race and racism continue to shape American education today. (Same as: AFRS 2620)

Prerequisites: EDUC 1101 or AFRS 1101.

Previous terms offered: Spring 2019.

**EDUC 3301 (c) Teaching and Learning**

Alison Riley Miller.

Every Fall. Fall 2019. Enrollment limit: 18.

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: two courses in history and two courses in anthropology, economics, government, history, psychology or sociology. Permission of the instructor.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**EDUC 3302 (c) Curriculum Development**

Alison Riley Miller.

Every Fall. Fall 2019. Enrollment limit: 18.

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: two courses in history and two courses in anthropology, economics, government, history, psychology, or sociology). Permission of the instructor.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**EDUC 3303 (c) Student Teaching Practicum**

Every Spring. Enrollment limit: 18. Credit/D/F Only.

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).

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**EDUC 3304 (c) Bowdoin Teacher Scholar Seminar: Analysis of Teaching and Learning**

Every Spring. Enrollment limit: 18.

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).

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**EDUC 3333 (c) Contemporary Research in Education Studies**

Lauren Saenz.

Every Year. Fall 2019. Enrollment limit: 16.

Draws together different theoretical, policy, and practice perspectives in education in the United States around a specific topic of inquiry determined by the instructor. Examines methodological perspectives in the field, e.g., quantitative, qualitative, and humanistic research. Students read original, contemporary research and develop skills to communicate with various educational stakeholders.

Prerequisites: Three of: either EDUC 2000 - 2250 or EDUC 2252 - 2969 and either EDUC 2000 - 2250 or EDUC 2252 - 2969 and EDUC 1101.

Previous terms offered: Fall 2018, Spring 2018, Fall 2017.

**EDUC 3535 (b) Economics of Education**

Non-Standard Rotation. Enrollment limit: 18.

Seminar. Examines the theoretical and empirical analysis of education decision-making and the consequences of educational choices using an economic lens. Begins with the basic human capital model and expands on it to consider signaling, the interplay between ability and human capital, modeling expectations, and the many challenges of measuring the rate of return to educational investment. Educational policies from preschool to graduate studies are also considered, including the public funding of education, class size, and outcome testing. Examples are drawn from both developed and developing countries. (Same as: ECON 3535)

Prerequisites: Two of: ECON 2555 and ECON 2557 or MATH 2606.

Previous terms offered: Spring 2018, Fall 2015.

## English

### Overview & Learning Goals

### Learning Goals

The Bowdoin English department takes a broad and varied approach to the study of Anglophone literature (British, American, and global) across a range of periods and genres.

## Curriculum Map of the English Major

Students undertake a flexible path of rigorous study through the major in order to become engaged, informed, and resourceful readers and writers. Majors develop fluency in critical methodologies and paradigms of the field. Students may also choose from courses in creative writing, including poetry, fiction, nonfiction, and screenwriting. Our curriculum contributes to Africana studies; Asian studies; cinema studies; environmental studies; gender, sexuality, and women's studies; and theater.

The department offers courses across all levels, from first-year seminars to fiction-writing workshops and advanced seminars. At the introductory level, the department offers first-year seminars and 1100-level courses. In addition to more advanced classes at the 2000 and 3000 levels, the department also offers opportunities for independent work, such as independent studies and honors projects.

## Introductory Courses

First-year seminars in English offer reading- and writing-intensive introductions to Anglophone literature and film focused on particular themes. They also introduce students to college-level analytical writing.

English Composition (1060) is a skills-based and workshop-driven class aimed at helping students to improve their writing. It focuses on the nuts and bolts of composition, including grammar and mechanics, modes of argumentation and analysis, and citation practices. Students gain portable writing skills for college and for life, through practice and revision. (Does not count for the English major.)

The Art of Rhetoric (1070) is a workshop-driven class aimed at helping students perfect their writing and speaking. Intended for confident writers, it focuses on imitating excellent models of analysis drawn from the history of rhetoric and literature, including etymology, use of literature for writing persuasive prose, and modes of public speaking. (Does count toward the English major)

Courses numbered in the 1100s are general introductions to Anglophone literature through broad overviews of particular genres, methods, and topics that transcend specific historical periods. Students learn to apply basic methods to literary analysis and cultivate greater appreciation of primary texts. Intended for prospective majors and non-majors alike.

## Intermediate Courses

2000-level courses constitute the core offerings in the major, covering all periods in the Anglophone literary tradition, from early medieval literature to the present.

Intermediate seminars are 2000-level courses with a cap of sixteen students per class. They offer the opportunity for more intensive work in literary analysis and deeper focus on methodological skills required for advanced research in the major. Students practice applying and move toward mastery of theoretical and critical paradigms. We strongly encourage potential majors to take an intermediate seminar in their sophomore year.

Remaining 2000-level courses offer in-depth and period-based study of Anglophone literature through specific historical or cultural subfields. Students learn to analyze literary texts informed by an engagement with

secondary sources and develop greater awareness of critical paradigms and methodologies.

## Advanced Courses

3000-level seminars offer a capstone experience in the major. Students gain greater awareness of current critical trends within a literary subfield and develop facility with reading and evaluating scholarship. These advanced courses offer students the opportunity for collaborative work and for conducting independent research that may lead to an honors project.

Department/Program Website (<https://www.bowdoin.edu/english>)

## Faculty

Brock Clarke, *Department Chair*

Laurie Holland, *Department Coordinator*

*Professors:* Aviva Briefel (Cinema Studies), Brock Clarke, David Collings, Marilyn Reizbaum

*Associate Professors:* Tess Chakkalakal (Africana Studies), Guy Mark Foster, Ann Louise Kibbie, Aaron W. Kitch, Belinda Kong† (Asian Studies), Hilary J. Thompson‡, Elizabeth Muther\*, Emma Maggie Solberg

*Assistant Professors:* Morten K. Hansen, Samia Rahimtoola, Alex Marzano-Lesnevich

*Senior Writer in Residence:* Anthony E. Walton

*Lecturer:* Meredith McCarroll

Faculty/Staff Website (<https://www.bowdoin.edu/english/faculty-and-staff>)

## Requirements English Major

There is no required gateway course to the major. All entering first-year students may enroll in first-year seminars, 1100-level courses, and some 2000-level courses. All second-semester first-year students may enroll in any 2000-level course. We encourage prospective majors to take a first-year seminar in their first year and an intermediate (2000-level) seminar in their second year. Students planning to undertake an honors project are encouraged to take a 3000-level seminar and the Introduction to Literary Theory course in their junior year. The department hosts an informational meeting for new majors each February, before the College's deadline for declaring a major/minor.

The major requires a minimum of ten courses. These must include the following:

Code	Title	Credits
<b>Required Courses</b>		
	Select three pre-1800 courses	3
	Select one intermediate seminar (2000–2099)	1
	Select one 3000-level seminar	1
	The remaining courses may be selected from first-year seminars, introductory courses at the 1100 level, intermediate or advanced literature courses at the 2000 and 3000 levels, intermediate independent study, advanced independent study or honors (numbered 4000–4051), and introductory or advanced creative writing courses in the English department	5

The remaining courses may be selected from first-year seminars, introductory courses at the 1100 level, intermediate or advanced

literature courses at the 2000 and 3000 levels, intermediate independent study, advanced independent study or honors (numbered 4000–4029), and introductory or advanced creative writing courses.

No more than two courses may come from the department's roster of first-year seminars and introductory courses; no more than two creative writing courses count toward the major. ENGL 1050 Writing Studio, ENGL 1060 English Composition, and ENGL 2805 Teaching Writing: Theory and Practice do not count toward the major; ENGL 1070 The Art of Rhetoric and Composition is eligible for major credit.

## English Major with Concentration in Creative Writing

English majors with a concentration in creative writing must satisfy the requirements for the major, including an introductory-level and an intermediate- or advanced-level creative writing course in a single genre, and an additional elective course in another creative writing genre. Two of these creative writing courses may be the two allowed within the ten courses required for the major, with an additional creative writing course above the ten required (for a total of eleven courses). One independent study may count toward the concentration with approval from the department chair.

## English Minor

The minor requires five courses in the department. At least three of these must be numbered 2000 or higher. No more than one creative writing course may count toward the minor. ENGL 1050 Writing Studio, ENGL 1060 English Composition, and ENGL 2805 Teaching Writing: Theory and Practice do not count toward the minor. Transfer credits and independent studies may not be applied to the minor.

## Interdisciplinary Major

The department participates in an interdisciplinary major in English and Theater. See the Interdisciplinary Majors (p. 250).

## Additional Information

### Additional Information and Department Policies

#### Major/Minor Grade Policy

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

#### Transfer Credit Policies

With the approval of the chair, the English department accepts up to two transfer credits for classes taken outside of the department, either at Bowdoin or at another institution. Students may count one upper-level course in cinema studies toward the major. Students may count up to two upper-level foreign language literature courses taken at Bowdoin or at another institution, provided that the works are read in that language, or taught in one of the official languages of the foreign country where the course is taken. Only one pre-1800 course may be transferred for credit. The department does not give transfer credit for 2000-level seminars or 3000-level seminars. Students may not apply transfer credits to the minor. Students planning to study away should meet with the chair of the department at least one semester prior to departure.

## Advanced Placement/International Baccalaureate (AP/IB)

Students who received a minimum score of four on the English Literature and Composition AP exam, or a minimum score of six on the English IB exam, are eligible to receive a general credit toward their degree (though not toward a major or minor) following the completion of an English course, not including ENGL 1050 Writing Studio, ENGL 1060 English Composition, ENGL 1070 The Art of Rhetoric and Composition, or creative writing courses (numbered 1200–1299 and 2850–2899), with a minimum grade of B-. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

## Courses

### ENGL 1003 (c, FYS) *Shakespeare's Afterlives*

Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2015.

### ENGL 1005 (c, FYS) *Victorian Monstrosity*

Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2015.

### ENGL 1006 (c, FYS) *Seeing Whiteness*

Non-Standard Rotation. Enrollment limit: 16.

What does "white" mean as a racial identity? Questions how film, television, and literature hold up and construct whiteness and whether we need it. Film scholar and cultural critic Richard Dyer calls us to "see whiteness" as a social construction by "making it strange." Students make whiteness strange through a study of the historical meaning(s) of American whiteness and the representations of whiteness, as well as a personal engagement with whiteness at Bowdoin. Anti-racist whiteness, multiraciality and whiteness, a contemporary rise in white supremacy, and black conceptions of American whiteness are explored.

Previous terms offered: Fall 2017.

**ENGL 1007 (c, FYS) Joan of Arc**

Emma Maggie Solberg.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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

Previous terms offered: Fall 2015.

**ENGL 1009 (c, FYS) The Ravages of Love**

David Collings.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Examines examples of overwhelming love in eighteenth and nineteenth century novels from England, France, and Germany. Through close reading and intensive writing, considers the intersection of love with the difficulties created by class and gender difference; the power of desire to challenge social convention and the terms of ordinary reality; the confrontations between love, egotism, and seduction; and the implications of love's attempt to dare all, even at the risk of death. Discusses the political overtones of these narratives of love and their place within the construction of gender, sexuality and subjectivity in Western culture. Authors may include Prevost, Goethe, Laclos, Hays, Austen, Bronte, and Flaubert. (Same as: GSWS 1009)

Previous terms offered: Fall 2017, Spring 2017.

**ENGL 1010 (c, FYS) Literature and Medicine: Strange Cases**

Non-Standard Rotation. Enrollment limit: 16.

Explores representations of the practice of medicine in a wide range of short stories and novels, with special emphasis on strange, even horrific cases. Topics include portrayals of disease and disability, the complex relationships between physicians and patients, and the emphasis on women as subjects of medical inquiry and treatment. Readings include Mary Shelley's "Frankenstein," Robert Louis Stevenson's "The Strange Case of Dr. Jekyll and Mr. Hyde," and H.G. Wells's "The Island of Doctor Moreau."

Previous terms offered: Fall 2018.

**ENGL 1011 (c, FYS) Performance and Theory in James Bond**

Non-Standard Rotation. Enrollment limit: 16.

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: THTR 1007, CINE 1007)

Previous terms offered: Fall 2018, Fall 2016.

**ENGL 1012 (c, FYS) Jane Austen**

Ann Kibbie.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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

Previous terms offered: Fall 2016.

**ENGL 1013 (c, FYS) Asian Dystopias**

Every Other Fall. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016.

**ENGL 1014 (c, FYS) Memoir as Testimony**

Non-Standard Rotation. Enrollment limit: 16.

Explores cultural movements and moments in the US and beyond through memoirs, graphic memoirs, and personal essays as well as critical essays on the memoir form. Examines how the story of an individual life is always, also, the story of a historical moment. Readings may include work by Alison Bechdel, Eula Biss, Thi Bui, Ta-Nehisi Coates, Garrard Conley, Maxine Hong Kingston, Sonya Livingston, Rian Malan, Claudia Rankine, Loung Ung, J.D. Vance, Jesmyn Ward, and others. Writing assignments critical and creative in form. Students both analyze these works and produce their own, capturing and interrogating what historical moments they themselves are living through.

Previous terms offered: Fall 2018.

**ENGL 1015 (c, FYS) Dystopian Americas**

Non-Standard Rotation. Enrollment limit: 16.

Explores recent dystopian fiction by multicultural writers in English who imagine America's near futures. While the dystopian genre has long been used to challenge prevailing power structures, we focus on works that further feature minority protagonists, combining examinations of race and ethnicity, gender, sexuality, and class in relation to contemporary themes of climate change, immigration, terrorism, globalization, and biotechnology. Authors include Margaret Atwood, Octavia Butler, Omar El Akkad, Chang-rae Lee, and Sabrina Vourvoulias. Also introduces the fundamentals of college-level writing, from a review of grammar and mechanics to discussions of textual analysis, thesis development, organizational structure, evidence use, synthesis of critics, and research methods. (Same as: ASNS 1042)

Previous terms offered: Fall 2018.

**ENGL 1018 (c, FYS) Jane Eyre, Everywhere**

Non-Standard Rotation. Enrollment limit: 16.

Charlotte Brontë's 1847 novel, "Jane Eyre," had a profound impact not only on subsequent nineteenth-century fiction, but also on twentieth- and twenty-first century literary representations of female experience. Begins with a close reading of Brontë's novel and then moves on to exploring modern literary rewritings of this narrative. Considers both how Brontë's themes are carried out through these various texts and why her narrative has been such a rich source of reinterpretation. In addition to Brontë, authors may include Du Maurier, James, Messud, Park, and Rhys. (Same as: GSWS 1018)

Previous terms offered: Fall 2018.

**ENGL 1019 (c, FYS) Becoming Modern**

Non-Standard Rotation. Enrollment limit: 16.

An examination of early modernity from 1500 to 1800. Topics include modern doubt and skepticism; the quest for certainty; the rise of science; the emergence of individuality and its impact on ethics, politics, and religion; the Reformation; the Enlightenment; and the beginnings of Romanticism. Authors may include Descartes, Milton, Hobbes, Locke, Defoe, Rousseau, and Mary Shelley.

Previous terms offered: Fall 2017, Fall 2015.

**ENGL 1020 (c, FYS) Modern American Poets**

Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2015.

**ENGL 1026 (c, FYS) Fictions of Freedom**

Tess Chakkalal.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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

Previous terms offered: Fall 2015.

**ENGL 1027 (c, FYS) The Real Life of Literature**

Guy Mark Foster.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Examines literary fiction set against the backdrop of actual historical events, such as wars, social protest events, terrorist attacks, earthquakes, the HIV/AIDS pandemic, the Holocaust, and political assassinations. Students not only analyze the literary strategies writers employ to fictionalize history and to historicize fiction, but also explore the methodological and philosophical implications of such creative gestures. In the end, this two-fold process transforms both categories in ways that permanently unsettle the status of fiction as merely imaginative and the historical as merely fact. Potential authors: Virginia Woolf, Octavia Butler, Yasmina Khadra, David Mura, Nicole Krause, Andrew Holleran, among others.

Previous terms offered: Fall 2018, Fall 2015.

**ENGL 1028 (c, FYS) What We Talk about When We Talk about Love**

Non-Standard Rotation. Enrollment limit: 16.

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: GSWS 1026)

Previous terms offered: Fall 2016.

**ENGL 1032 (c, FYS) Maine Writers**

Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Fall 2016.

**ENGL 1033 (c, FYS) Modernity at Sea**

Non-Standard Rotation. Enrollment limit: 16.

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 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.

Previous terms offered: Fall 2017, Fall 2016.

**ENGL 1034 (c, FYS) America in the World**

Morten Hansen.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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

Previous terms offered: Fall 2017, Fall 2015.

**ENGL 1036 (c, FYS) The South on Page and Screen**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016.

**ENGL 1038 (c, FYS) American Dreamers**

Non-Standard Rotation. Enrollment limit: 16.

Traces the influential and shaping myth of social mobility and meritocracy that James Truslow Adams coined the "American Dream" in 1931 to describe "a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement." In order to explore the ways that this myth has shaped American fiction and culture, we will analyze a range of literary, dramatic, and filmic representations, from the frontier of Nebraska in Willa Cather's *O Pioneers!* (1913) to the immigrant stories of the short documentary *American Dreamers* (2012) and the rap musical *Hamilton* (2016). In between, we will read fiction by F. Scott Fitzgerald, Flannery O'Connor, Grace Paley, and Paul Beatty, together with nonfiction by Barbara Ehrenreich, Martin Luther King, Jr, and James Baldwin, among others.

Previous terms offered: Spring 2018, Spring 2017.

**ENGL 1039 (c, FYS) Coming of Age in the Victorian Period**

Non-Standard Rotation. Enrollment limit: 16.

Examines the Victorian Bildungsroman, or coming-of-age novel. Considers how this genre of narrative depicts childhood, adolescence, and adulthood. Questions if an individual changes in passing through these various stages or whether there are elements of constancy. Asks if growth is the same thing as transformation. Authors may include Charlotte Bronte, Lewis Carroll, Charles Dickens, George Eliot, and Oscar Wilde.

Previous terms offered: Fall 2017.

**ENGL 1043 (c, FYS) Fact and Fiction**

Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**ENGL 1045 (c, FYS) Geoffrey Canada Scholars First-Year Seminar**

Meredith McCarroll.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

In this course, designed with input from the 2019 cohort of Geoffrey Canada Scholars, students will engage deeply with texts to build skills in critical reading, writing about texts, argumentative writing, resource-based writing, and presentation. During the four weeks prior to the semester, students will help determine the content of the course, though readings will be within the fields of literary, cinema, and/or American studies. Together we will determine key questions that drive us in the first semester at Bowdoin and will work together through the process of writing, speaking, and reading to understand these questions from diverse and complex perspectives.

**ENGL 1046 (c, FYS) After Kafka**

Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2017, Fall 2015.

**ENGL 1050 Writing Studio**

Meredith McCarroll.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16. .5 Credit Credit/D/F Only.

To be taken in conjunction with any first-year seminar. This course offers sustained support for students to develop skills needed for the first-year seminar and beyond: close reading, preparing for class discussion, drafting and revising essays, information literacy and library skills, grammar, and presentation strategies. Students will work independently, meeting regularly with the director of writing and rhetoric, the director of the Writing Project, and writing assistants. At semester's end, students will submit a portfolio of all drafts with revisions and reflections. The aim of this course is to supplement the instruction in the first-year seminar, to offer directive instruction not often included in the first-year seminar, and to build strong habits in the first semester. One-half credit; grading is Credit/D/Fail.

Previous terms offered: Fall 2018.

**ENGL 1060 (c) English Composition**

Aaron Kitch.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.



**ENGL 1070 (c) The Art of Rhetoric and Composition**

Every Spring. Enrollment limit: 16.

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 writing 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. This course may be counted toward the major and minor in English.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ENGL 1104 (c) From Page to Screen: Film Adaptation and Narrative**

Non-Standard Rotation. Enrollment limit: 50.

Explores the topic of adaptation, specifically, the ways in which cinematic texts transform literary narratives into visual forms. Begins with the premise that every adaptation is an interpretation, a rewriting/rethinking of an original text that offers an analysis of that text. Central to class discussions is close attention to the differences and similarities in the ways in which written and visual texts approach narratives, the means through which each medium constructs and positions its audience, and the types of critical discourses that emerge around literature and film. May include works by Philip K. Dick, Charles Dickens, Howard Hawks, Alfred Hitchcock, Stanley Kubrick, David Lean, Anita Loos, Vladimir Nabokov, and Ridley Scott. (Same as: CINE 1104)

Previous terms offered: Spring 2018.

**ENGL 1105 (c) Introduction to Poetry**

Marilyn Reizbaum.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

An examination of how to read a poem and how the poem is made. The course focuses on the evolution of poetic forms: sonnets, villanelles, stanza poems, elegy, and free forms (including free verse and spoken word) will be studied, drawn from a variety of historical, national, and cross-cultural traditions and anti-traditions. Students are introduced to the mechanics of poetry, such as prosody, poetic devices, and ekphrasis. For those who love or fear poetry.

Previous terms offered: Fall 2016.

**ENGL 1106 (c, VPA) Introduction to Drama**

Non-Standard Rotation. Enrollment limit: 50.

Surveys the history of drama written in English from its origins in the deep past through to the present day. Covers the theory of drama from Aristotle to Brecht. Asks how plays across space and time have moved spectators to laugh, cry, gasp, and even vomit. Authors include Samuel Beckett, Tony Kushner, William Shakespeare, and Wole Soyinka. (Same as: THTR 1806)

Previous terms offered: Fall 2018, Spring 2016.

**ENGL 1108 (c) Introduction to Black Women's Literature**

Non-Standard Rotation. Enrollment limit: 50.

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

Previous terms offered: Spring 2019, Fall 2015.

**ENGL 1109 (c) Introduction to Narrative**

Non-Standard Rotation. Enrollment limit: 50.

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, Alice Munro, Jorge Luis Borges, David Foster Wallace, and Chimamanda Ngozi Adichie.

Previous terms offered: Spring 2018, Fall 2016.

**ENGL 1111 (c, ESD) Introduction to LGBTQ Fiction**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Spring 2017.

**ENGL 1115 (c, VPA) Shakespeare on Film**

Non-Standard Rotation. Enrollment limit: 50.

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

Previous terms offered: Fall 2015.

**ENGL 1116 (c, VPA) Of Comics and Culture**

Non-Standard Rotation. Enrollment limit: 50.

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

Previous terms offered: Fall 2017.

**ENGL 1117 (c, ESD) Introduction to Environmental Literature**

Samia Rahimtoola.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

Introduces students to literature that features the relationship of humans with their "natural" environment. Asks how our relationship to the environment has changed over the last three centuries and considers how those changes are represented and resisted by literary texts, such as novels, nonfiction essays, poems, and film. Key topics include naturalism, place-based writing, farming and agrarianism, wilderness, and literatures of environmental justice. Devotes significant attention to examining the cultural heritage we bring to bear on our encounters with nature and the ways literature offers opportunities to rethink the major paradigms of environmental thought. Authors may include Henry David Thoreau, Aldo Leopold, Willa Cather, Helena María Viramontes, Leslie Marmon Silko, and Octavia Butler. Not open to students with credit for English 2552/ Environmental Studies 2452 (Placing Modernity). (Same as: ENVS 1117)

**ENGL 1225 (c) Introduction to Poetry Writing Workshop**

Non-Standard Rotation. Enrollment limit: 12.

Intensive study of the writing of poetry through the workshop method. Students expected to write in free verse and in form, and to read deeply from an assigned list of poets. Note: Fulfills the creative writing concentration requirement for English majors.

Previous terms offered: Fall 2018, Fall 2017, Fall 2015.

**ENGL 1228 (c) Introductory Fiction Workshop**

Brock Clarke.

Every Semester. Fall 2019. Enrollment limit: 12.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**ENGL 1240 (c) The Art of the Essay**

Non-Standard Rotation. Enrollment limit: 12.

An introduction to creative nonfiction writing through an examination of traditional and experimental forms of the essay, including narrative, lyric, and persuasive. Students will read and discuss a range of published works to gain an understanding of the form and its techniques – voice, tone, structure, pacing – and will write and revise a series of essays. All are expected to fully participate in weekly workshop discussions. Note: Fulfills the creative writing concentration requirement for English majors.

Previous terms offered: Fall 2018, Fall 2017.

**ENGL 1241 (c) The Art of Creative Research**

Non-Standard Rotation. Enrollment limit: 12.

A creative nonfiction course that regards research as inspiration for the imagination. Teaches archival research, while also expanding the definition of the archive. Addresses the creation of a research plan, methods of organizing research, and fact-checking, as well as the use of imagined scenes and speculation in nonfiction, hybrid and meta-narratives, and other forms of factual invention. Students read a wide range of published work, including that by D'Agata, Biss, Fremont, Skloot and others, as well as studying podcasts and other media. Students are expected to participate fully in workshop discussions and write short essays leading to a longer final project. While students are expected to write nonfiction for all assignments, the course is intended to be useful to the fiction writer as well in the tools it covers. Note: Fulfills the creative writing concentration requirement for English majors.

Previous terms offered: Spring 2019.

**ENGL 1300 (c) Black Biography**

Non-Standard Rotation. Enrollment limit: 50.

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)

Previous terms offered: Spring 2016.

**ENGL 1301 (c, ESD) Black Women's Lives as the History of Africana Studies: Eighteenth and Nineteenth Century**

Tess Chakkalakal; Judith Casselberry.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

In conjunction with the fiftieth anniversary of Africana studies at Bowdoin, this yearlong, two-part course will address debates and issues of Africana studies through the lives of black women. In Part I, students will focus on early Africana studies texts, reading works by and about Phillis Wheatley, Sojourner Truth, Frances Harper, Ida B. Wells, and Anna Julia Cooper. We will take up differences and continuities between these thinkers to understand the politics of respectability, work, representation, sexuality, and family across multiple historical contexts. (Same as: AFRS 1109, GSWS 1301)

**ENGL 2000 (c) Contemporary Literature**

Samia Rahimtoola.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Intermediate Seminar. Examines "the contemporary" as both our current historical moment in the twenty-first century and an experience of coming to grips with the present. Questions how writers conceive of the now, and how their representations of the present can help in understanding emergent phenomena such as drone warfare, climate crisis, Black Lives Matter, and the function of art in the current century. To help assess what, if anything, might be new about contemporary life and literature, explores various critical and theoretical approaches to the present. Focuses on twenty-first-century American texts including poetry, prose, and a significant body of cross-genre works. Authors may include Margaret Atwood, Junot Diaz, Renee Gladman, Ben Lerner, Dawn Lundy Martin, Maggie Nelson, and Claudia Rankine.

Previous terms offered: Spring 2018.

**ENGL 2003 (c) Trolls, Frogs, and Princesses: Fairy Tales and Retellings**

Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Spring 2018, Spring 2016.

**ENGL 2004 (c) White Negroes**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate seminar. Close readings of literary and filmic texts that interrogate widespread beliefs in the fixity of racial categories and the broad assumptions these beliefs often engender. Investigates "whiteness" and "blackness" as unstable and fractured ideological constructs. These are constructs that, while socially and historically produced, are no less "real" in their tangible effects, whether internal or external. Includes works by Charles Chesnutt, Nella Larsen, Norman Mailer, Jack Kerouac, John Howard Griffin, Andrea Lee, Sandra Bernhard, and Warren Beatty. (Same as: AFRS 2654, GSWS 2257)

Previous terms offered: Spring 2018.

**ENGL 2005 (c, ESD, IP) Asian Diaspora Literature of World War II**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate Seminar. Focuses on World War II as a global moment when modernity's two sides, its dreams and nightmares, collided. Emphasis on contemporary Asian diaspora Anglophone fiction that probes the exclusions and failures of nation and empire—foundational categories of modernity—from both Western and Asian perspectives. On the one hand, World War II marks prominently the plurality of modernities in our world: as certain nations and imperial powers entered into their twilight years, others were just emerging. At the same time, World War II reveals how such grand projects of modernity as national consolidation, ethnic unification, and imperial expansion have led to consequences that include colonialism, internment camps, the atom bomb, sexual slavery, genocide, and the widespread displacement of peoples that inaugurates diasporas. Diaspora literature thus constitutes one significant focal point where modernity may be critically interrogated. (Same as: ASNS 2802)

Previous terms offered: Fall 2017.

**ENGL 2006 (c) Getting Real : The Development of Literary Realism**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate seminar. Examines the development of literary realism and brings it forward to consider current issues regarding authenticity and representational veracity. Extends beyond English letters to do so (US and UK), moving to works on the continent; and beyond the page to film, television, and the visual arts. In conjunction with the primary texts, studies the changing concept of realism through the theoretical debates that have surrounded the shifts, including the modernist critique of the real, the challenge to postmodernism, the demand for aesthetic and journalistic accountability, the contest between realism and satire. Intended to provide a focused entrée into the major and the discipline of literary study. Authors include Gustav Flaubert, Lorraine Hansberry, Philip Roth, Susan Sontag, Frederick Wiseman, Gordon Parks, Ava DuVernay, Larry David, Stephen Colbert, Bruno Latour, and Jacques Derrida.

Previous terms offered: Fall 2018.

**ENGL 2010 (c) The Rise of the Novel**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate 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.

Previous terms offered: Spring 2019, Spring 2017.

**ENGL 2011 (c) Science and Art of the Sex Photograph**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Spring 2017, Fall 2015.

**ENGL 2012 (c) Chaucer**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate seminar. Introduces students to the major works of Geoffrey Chaucer, the father of English literature, focusing on his masterpiece, "The Canterbury Tales." Explores Chaucer's work in the context of his sources from Plato to Dante as well as his lasting influence on later literature, cinema, and culture. Note: Fulfills the pre-1800 requirement for English majors.

Previous terms offered: Spring 2018, Spring 2016.

**ENGL 2013 (c) African American Writers and Autobiography**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate Seminar. The struggle against anti-black racism has often required that individual African Americans serve as representative figures of the race. How have twentieth- and twenty-first-century black authors tackled the challenge of having to speak for the collective while also writing narratives that explore the singularity of an individual life? What textual approaches have these authors employed to negotiate this tension between what theorists of the genre broadly call referentiality and subjectivity? Authors include W. E. B. Du Bois, Zora Neale Hurston, Malcolm X, Jamaica Kincaid, Maya Angelou, Samuel Delaney, Barack Obama, among others. Note: Fulfills the literature of the Americas requirement for English majors. (Same as: AFRS 2652)

Previous terms offered: Spring 2016.

**ENGL 2014 (c) Romantic Sexualities**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Spring 2019, Fall 2016.

**ENGL 2015 (c) Representing Race in the English Renaissance**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016.

**ENGL 2016 (c, ESD) Southern Literature after Faulkner**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate Seminar. "The past is not dead. It's not even past." William Faulkner. An examination of southern literature of the later twentieth and early twenty-first centuries questioning the authenticity and access, resistance and romance, regional identity, and the multiple Souths. Ponders the role fiction plays in reflecting and shaping southern identities. Explores ways the South is a distinct place from which and about which to write. Asks if southern literature is haunted by its past, how it reckons with its future. Writers may include Dorothy Allison, Percival Everett, Bobbie Anne Mason, Cormac McCarthy, Carson McCullers, Flannery O'Connor, Walker Percy, George Singleton, and Jesmyn Ward. Includes literary analysis and research-driven writing.

Previous terms offered: Fall 2017.

**ENGL 2017 (c) Beowulf**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate Seminar. Surveys the earliest literature written in the British Isles and the surrounding seas: the legends of Welsh and Irish bards, the sagas of the Vikings, and the historical chronicles of the Christians. Focuses in particular on the earliest poetry written in English and culminates in the study of Beowulf, the greatest poem of this period. Texts include: Beowulf; The White Book of Rhydderch and The Red Book of Hergest; The Ulster Cycle; and The Sagas of the Icelanders. Note: This class fulfills the pre-1800 literature requirement for English majors.

Previous terms offered: Spring 2019.

**ENGL 2018 (c) Odd Jobs: Work in Victorian Literature and Culture**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate Seminar. Explores both fictional and nonfictional representations of labor in the Victorian period. Of central concern will be the intersections and differences between journalistic and literary depictions of manual labor; the ways in which different novelistic genres (realism, children's literature, the gothic) depict work in distinct ways; and the varying representations of working class and middle-class modes of working. Authors may include Dickens, Gaskell, Hardy, Kingsley, Marx, and Mayhew. As an intermediate seminar, this course offers the opportunity for more intensive work in literary analysis and deeper focus on methodological skills required for advanced research in the major.

Previous terms offered: Spring 2019.

**ENGL 2104 (c) King Arthur and the Knights of the Round Table**

Emma Maggie Solberg.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Explores the legends of King Arthur, Merlin, Queen Guinevere, and the knights of the Round Table, progressing from the stories' origins in medieval myth and romance through to their many Renaissance, Victorian, and modern revivals. Texts include: Geoffrey of Monmouth, "History of the Kings of Britain"; Sir Gawain and "The Green Knight"; Thomas Malory, "The Death of Arthur"; Tennyson, "Idylls of the King"; "Monty Python and the Holy Grail." Note: Fulfills the pre-1800 requirement for English majors.

**ENGL 2200 (c, VPA) English Renaissance Drama**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Spring 2019, Fall 2017, Fall 2016.

**ENGL 2202 (c) Renaissance Sexualities**

Non-Standard Rotation. Enrollment limit: 35.

How do Renaissance authors represent sexual desires and dilemmas? What strategies do authors use to represent, for instance, drives that have not been codified and labeled according to modern epistemologies? Topics include the inarticulacy of homoeroticism and other forms of attachment as they shape Shakespearean comedy, minor epic, and tragicomic romance, with special attention to the poetics of same-sex desire and the erotics of theatrical performance by boy actors on the London stage. Authors include Shakespeare, Thomas Middleton, John Ford, Thomas Crashaw, and Margaret Cavendish, with secondary readings by Eve Sedgwick, Jonathan Goldberg, and Laurie Shannon, among others. Note: Fulfills the pre-1800 requirement for English majors. (Same as: GSWS 2202)

Previous terms offered: Spring 2017.

**ENGL 2203 (c) Shakespeare and Politics**

Non-Standard Rotation. Enrollment limit: 40.

Considers Shakespeare as a political thinker whose plays both absorb classical political philosophy and respond to pressing political matters of his day (and beyond). This team-taught course encourages open-ended debate and argumentation in order to foster informed and critical conversation between Shakespeare and Plato, Machiavelli, More, and Montaigne, among others. Beginning with philosophical questions about human nature, citizenship, and the rights of kings that appear in Shakespeare's histories and tragedies, we turn in the second half of the course toward the politics of religion, ethnicity, and gender in the comedies and romances. Note: This class fulfills the pre-1800 literature requirement for English majors. (Same as: GOV 2245)

Previous terms offered: Spring 2018.

**ENGL 2205 (c) Shakespeare's Tragedies: Pathos and Politics**

Aaron Kitch.

Every Other Year. Fall 2019. Enrollment limit: 35.

Explores Shakespeare's tragedies with special attention to their theatrical expansiveness and political importance. Also considers central questions problems of plot and character, as well as foundational issues of race and gender in the plays, which will include Titus Andronicus, Romeo and Juliet, Richard III, Julius Caesar, Hamlet, and King Lear. Some classical accounts of tragedy by Aristotle, Hegel, Nietzsche, and more contemporary authors will guide our conversations. In order to experience as well as study the plays at the heart of the course, we will watch recorded performances from the newly available Globe on Screen database. Students will also have the opportunity to perform scenes from the plays in optional scene study groups. Note: Fulfills the pre-1800 literature requirement for English majors.

**ENGL 2290 (c) Milton**

Ann Kibbie.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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

Previous terms offered: Fall 2017, Fall 2015.

**ENGL 2304 (c) Age of Satire**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Spring 2018, Spring 2016.

**ENGL 2305 (c) Imagining London in Eighteenth-Century Literature**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Spring 2019, Fall 2016.

**ENGL 2306 (c, VPA) Taking Liberties with Shakespeare**

Non-Standard Rotation. Enrollment limit: 35.

Playwrights for the Restoration and eighteenth-century stage set about improving Shakespeare, correcting what they saw as flaws in the original plays. "King Lear" received a happy ending. "The Tempest's" Caliban got a wife. "The Merchant of Venice" became "The Jew of Venice." Compares the Shakespearean originals to the altered versions in order to explore questions of artistic license, revision, and changing notions of comedy and tragedy. Discusses how larger changes in the theater itself, including the use of women actors, transform the Shakespearean scene. Note: This class fulfills the pre-1800 literature requirement for English majors. (Same as: THTR 2813)

Previous terms offered: Fall 2018.

**ENGL 2350 (c) Radicals, Feminists, Poets, Monsters, circa 1800**

Non-Standard Rotation. Enrollment limit: 35.

Examines the rise of and reactions to radical literature in the wake of the French Revolution. Focuses on such topics as extravagant lyricism, anarchism, non-violent revolution, and the critique of marriage, family, male privilege, and patriarchal religious belief, as well as the defense of tradition and the depiction of revolution as monstrosity. Discusses radical rewritings of classical myth, the uses of fiction for political critique, and the intersections between sharp historical change and the emergence of the Gothic. Authors may include Burke, Blake, Wollstonecraft, Godwin, Percy Shelley, and Mary Shelley. (Same as: GSWS 2242)

Previous terms offered: Fall 2018, Spring 2017.

**ENGL 2352 (c) Natural Supernaturalism**

David Collings.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Examines the Romantic attempt to blend aspects of the transcendental – such as the sublime, immortality, and divinity – with ordinary life, the forms of nature, and the resources of human consciousness. Discusses theories of the sublime, poetry of the English landscape, mountaintop experiences, tales of transfiguration, and evocations of intimacy with nature. Explores the difficulties of representing the transcendental in secular poetry and the consequences of natural supernaturalism for our own understanding of nature. Authors include Burke, Wordsworth, Coleridge, Kant, and Shelley. (Same as: ENVS 2438)

Previous terms offered: Spring 2018.

**ENGL 2405 (c) Victorian Plots**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Spring 2016.

**ENGL 2426 (c) The Horror Film in Context**

Aviva Briefel.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 1999 or FILM 1101 or FILM 2201 or FILM 2202 or GWS 1000 - 1049 or GWS 1100 - 1999 or CINE 1101 or CINE 2201 or CINE 2202.

Previous terms offered: Fall 2017, Fall 2015.

**ENGL 2428 (c, VPA) Introduction to Film Theory**

Non-Standard Rotation. Enrollment limit: 35.

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)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 1999 or FILM 1000 - 1049 or FILM 1100 - 1999 or CINE 1000 - 1049 or CINE 1100 - 1999.

Previous terms offered: Spring 2017.

**ENGL 2451 (c) Modernism/Modernity**

Non-Standard Rotation. Enrollment limit: 35.

Examines the cruxes of the "modern," and the term's shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British and transatlantic works as a focus and includes fiction, poetry and visual art. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique, transnationalism. Readings of critical literature in conjunction with primary texts. Authors/directors/artists may include T. S. Eliot, James Joyce, Langston Hughes, Virginia Woolf, Katherine Mansfield, Zadie Smith, J. M. Coetzee, Roberto Bolaño, Man Ray, Stanley Kubrick. (Same as: GSWS 2247)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 1999 or GLS 1000 - 1049 or GLS 1100 - 1999 or GWS 1000 - 1049 or GWS 1100 - 1999.

Previous terms offered: Fall 2018, Fall 2015.

**ENGL 2454 (c) The Modern Novel**

Non-Standard Rotation. Enrollment limit: 35.

A study of the modern impulse in the novel genre in English. Considers origins of the modern novel and developments such as modernism, postmodernism, realism, formalism, impressionism, the rise of short fiction. Focuses on individual or groups of authors and takes into account theories of the novel, narrative theory, critical contexts. Topics shift and may include Philip Roth, Henry Roth, Virginia Woolf, James Joyce, Rebecca West, Dorothy Richardson, Lorrie Moore, Ford Madox Ford, J. M. Coetzee, W. G. Sebald, F. Scott Fitzgerald, John Banville, Ian Watt, Peter Brook, and Franco Moretti. (Same as: GSWS 2454)

Previous terms offered: Spring 2016.

**ENGL 2457 (c, VPA) Modern Drama in Theory and Practice**

Non-Standard Rotation. Enrollment limit: 25.

Chekhov, Ibsen, Brecht, and Beckett are undoubtedly the most influential playwrights of the twentieth century. As both scholarly and performance texts, their plays have long presented challenges to scholars and theater artists alike. Yet they rarely work together to benefit from the insights each approach can offer. Several plays by each, including "A Doll's House," are co-presented. "The Seagull," "The Good Person of Sezuán," "Waiting for Godot," and a few plays by more recent playwrights that one might call legacies of these foundational works (e.g., Caryl Churchill, Suzan-Lori Parks, Martin McDonagh) are considered. Plays are critically read and some are performed. (Same as: THTR 2410)

Previous terms offered: Spring 2019, Spring 2017.

**ENGL 2504 (c) Nineteenth-Century American Fiction**

Non-Standard Rotation. Enrollment limit: 35.

Historical survey of nineteenth-century American fiction, including works by Washington Irving, Catherine Sedgwick, Herman Melville, Nathaniel Hawthorne, Frank Webb, Harriet Beecher Stowe, William Wells Brown, Mark Twain, Frank Norris, Henry James, John DeForest, Edith Wharton, William Dean Howells, and Charles Chesnutt. Note: Fulfills the literature of the Americas requirement for English majors. (Same as: AFRS 2504)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 1999 or AFRS 1000 - 1049 or AFRS 1100 - 1999.

Previous terms offered: Spring 2016.

**ENGL 2505 (c) American Literature to 1865**

Non-Standard Rotation. Enrollment limit: 35.

Surveys American literature from the colonial period to the Civil War. Studies accounts of early contact, narratives of captivity and slavery, sermons, autobiographies, poems, and novels. Authors include Winthrop, Rowlandson, Franklin, Douglass, Hawthorne, Melville, Stowe, Thoreau, Whitman, and Dickinson. Note: Fulfills the pre-1800 requirement for English majors.

Previous terms offered: Fall 2018, Fall 2015.

**ENGL 2506 (c, ESD) American Literature II: 1865 - 1920**

Every Other Spring. Enrollment limit: 35.

Continues the themes and issues introduced in American Literature I into the latter part of the nineteenth and early twentieth centuries. In particular, examines the aftermath of the Civil War and slavery, both its material devastation as well as the technological and literary innovation it generated that helped the country prosper for the next five decades. Examines the development of various literary movements including, realism, naturalism, and African American literature through readings of works by William Dean Howells, Henry James, Edith Wharton, W.E.B. DuBois, Charles Chesnutt, Paul Laurence Dunbar, Booker T. Washington, Stephen Crane, Sarah Orne Jewett, Mark Twain, Ida B. Wells, Frank Norris, Pauline Hopkins, and F. Scott Fitzgerald. (Same as: AFRS 2506)

Previous terms offered: Spring 2019.

**ENGL 2544 (c) The Great American Novel in the Twentieth Century**

Non-Standard Rotation. Enrollment limit: 35.

Examines the tradition of the great American novel across the twentieth century. Why are certain American novels considered great, and why does the genre of the novel invite aspirations to greatness? What makes the idea of the great American novel so resilient despite the many upheavals of the twentieth century, from the world wars through the revolutions of the 1960s to the invention of the internet? How does the inclusion of ethnic-American literature into the American canon change how the great American novel is viewed? Novelists include Henry Roth, F. Scott Fitzgerald, Thomas Pynchon, and Toni Morrison. Note: Fulfills the literature of the Americas requirement for English majors.

Previous terms offered: Spring 2016.

**ENGL 2546 (c) American Frontiers**

Non-Standard Rotation. Enrollment limit: 35.

Examines the cultural and political history of the American frontier from the nineteenth century through the present. What is it about the American wilderness that has so fascinated artists through the centuries? Why does the American frontier play such an important role in the nation's cultural history, even in the twentieth and twenty-first centuries? Explores literary representations of space, the intersections between literature and geopolitics, and environmental literary criticism. Includes texts by Henry David Thoreau, Ralph Waldo Emerson, Willa Cather, Gary Snyder, Cormac McCarthy, and Toni Morrison and films by John Ford and Quentin Tarantino. Note: Fulfills the literature of the Americas requirement for English majors. (Same as: ENVS 2446)

Previous terms offered: Fall 2015.

**ENGL 2547 (c) Topics in Twentieth-Century American Literature**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Spring 2016.

**ENGL 2548 (c) American Wilderness**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**ENGL 2550 (c) Modern and Contemporary American Literature**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Spring 2017.

**ENGL 2551 (c) American Literature since 1945: Beats, Cyborgs, Primitives**

Non-Standard Rotation. Enrollment limit: 35.

An exploration of how American authors responded to the rise of totalitarianism, corporate bureaucracy, consumer culture, and the emergence of new technologies of automation and war that were seen to threaten the individual in the mid-twentieth century. Traces the emergence of new literary practices associated with postmodernism as efforts to represent and critique these trends, and examines key figures—the Beat poet, the cyborg, and the primitive—as flashpoints in cultural debates about what constitutes the human. Key topics include the aesthetics of spontaneity; the status of art in a time of consumerism; the influence of mass media on the feel of everyday life; and art's at times contentious, at times inspired, relationship to technology. Texts may include novels, poems, and readings by Hannah Arendt, Flannery O'Connor, Vladimir Nabokov, Theodor Adorno, Norbert Wiener, Charles Olson, Jack Kerouac, Diane Di Prima, PK Dick, and Amiri Baraka.

Previous terms offered: Spring 2019, Spring 2017.

**ENGL 2552 (c, ESD) Placing Modernity**

Non-Standard Rotation. Enrollment limit: 35.

From Thoreau's cabin at Walden Pond to Annie Dillard's life at Tinker Creek, American literature has situated questions of national identity and environmental ethics in relation to an individual's intimacy with place. Focusing primarily on twentieth- and twenty-first-century literature, examines how experiences of human and non-human displacement at the heart of modernity reflect on the tradition of place-based writing. Explores how exile, migration, and other modes of dislocation impact literary representations of place, and how literature can make sensible the unequal distribution of environmental waste. Significant emphasis placed on environmental justice perspectives and the experience of dislocated peoples. Authors may include Gloria Anzaldúa, Rachel Carson, Teju Cole, Leslie Marmon Silko, and WC Williams. (Same as: ENVS 2452)

Previous terms offered: Fall 2017.

**ENGL 2553 (c) Modern and Contemporary American Poetry**

Non-Standard Rotation. Enrollment limit: 35.

Introduces students to major themes, genres, and innovations of modern and contemporary American poetry. By focusing on a small selection of poems by a wide range of poets, the course foregrounds the sprawling, heterogeneous landscape of American poetry. Along the way, we will attend to prominent themes, trends, and heated disputes that surface between poets as they debate what poetry is and why it matters. Key movements include Modernism, Imagism, Harlem Renaissance, Black Mountain, Black Arts, New York School, and others. Poets may include T.S. Eliot, Wallace Stevens, Marianne Moore, Langston Hughes, Gwendolyn Brooks, John Ashbery, Robert Creeley, Adrienne Rich, Larry Eigner, and Alice Notley.

Previous terms offered: Spring 2018.

**ENGL 2582 (c) Reading "Uncle Tom's Cabin"**

Non-Standard Rotation. Enrollment limit: 16.

Introduces students to the controversial history of reader responses to Harriet Beecher Stowe's 1852 antislavery novel, *Uncle Tom's Cabin*. Students engage with various theoretical approaches—reader response theory, feminist, African Americanist, and historicist—to the novel, then turn to the novel itself and produce their own literary interpretation. In order to do so, students examine the conditions of the novel's original production. By visiting various historic locations, the Stowe House on Federal Street, the First Parish on Maine Street, Special Collections of the Hawthorne-Longfellow Library, students compare the novel's original historical context to the history that the novel produced. Aside from reading Stowe's antislavery fiction, students also read works produced with and against *Uncle Tom's Cabin*. (Same as: AFRS 2582)

Previous terms offered: Fall 2018, Spring 2018.

**ENGL 2600 (c) African American Poetry**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.



**ENGL 2603 (c, ESD) African American Fiction: Humor and Resistance**  
Non-Standard Rotation. Enrollment limit: 35.

Explores rich traditions of African American humor in fiction, comics, graphic narratives, and film. Considers strategies of cultural survival and liberation, as well as folkloric sources, trickster storytellers, comic double-voicing, and the lampooning of racial ideologies. Close attention paid to modes of burlesque, satirical deformation, caricature, tragicomedy, and parody in historical and contemporary contexts, including such writers and performers as Charles Chesnutt, Bert Williams, Langston Hughes, Zora Neale Hurston, Richard Pryor, Ishmael Reed, Aaron McGruder, Dave Chappelle, and Suzan-Lori Parks. (Same as: AFRS 2603)

Previous terms offered: Spring 2018, Spring 2016.

**ENGL 2605 (c) The Harlem Renaissance**  
Non-Standard Rotation. Enrollment limit: 35.

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. (Same as: AFRS 2605)

Previous terms offered: Spring 2017.

**ENGL 2650 (c) African American Fiction: (Re) Writing Black Masculinities**

Non-Standard Rotation. Enrollment limit: 35.

In 1845, Frederick Douglass told his white readers: "You have seen how a man was made a slave; you shall see how a slave was made a man." This simple statement effectively describes the enduring paradox of African American male identity: although black and white males share a genital sameness, until the nation elected its first African American president the former has inhabited a culturally subjugated gender identity in a society premised on both white supremacy and patriarchy. But Douglass's statement also suggests that black maleness is a discursive construction, i.e. that it changes over time. If this is so, how does it change? What are the modes of its production and how have black men over time operated as agents in reshaping their own masculinities? Reading a range of literary and cultural texts, both past and present, students examine the myriad ramifications of, and creative responses to, this ongoing challenge. (Same as: AFRS 2650, GSWS 2260)

Previous terms offered: Fall 2017.

**ENGL 2651 (c, ESD) Queer Race**  
Non-Standard Rotation. Enrollment limit: 35.

How does the concept of queerness signify in cultural texts that are ostensibly about the struggle for racial equality? And vice versa, how does the concept of racialization signify in cultural texts that are ostensibly about the struggle for LGBT recognition and justice? While some of this work tends to reduce queer to traditional sexual minorities like lesbian and trans folk while downplaying racial considerations, others tend to limit the category race to people of color like blacks while downplaying questions about sexuality. Such critical and creative gestures often place queer and race in opposition rather than as intersecting phenomena. Students examine the theoretical and cultural assumptions of such gestures, and their implications, through close readings of selected works in both the LGBT and African American literary traditions. (Same as: AFRS 2651, GSWS 2651)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 1999 or AFRS 1000 - 1049 or AFRS 1100 - 1999 or GLS 1000 - 1049 or GLS 1100 - 1999.

Previous terms offered: Spring 2018.

**ENGL 2653 (c) Interracial Narratives**

Guy Mark Foster.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**ENGL 2654 (c) Staging Blackness**  
Non-Standard Rotation. Enrollment limit: 35.

Examines the history and contributions of African Americans to United States theater from the early blackface minstrel tradition, to the revolutionary theater of the Black Arts writers, to more recent postmodernist stage spectacles. Among other concerns, such works often dramatize the efforts of African Americans to negotiate ongoing tensions between individual needs and group demands that result from historically changing forms of racial marginalization. A particular goal is to highlight what Kimberly Benston has termed the expressive agency with which black writers and performers have imbued their theatrical presentations. Potential authors include Zora Neale Hurston, Langston Hughes, Lorraine Hansberry, Amiri Baraka, Ron Milner, Adrienne Kennedy, Ntozake Shange, George C. Wolfe, Anna Deavere Smith, *Afro Pomo Homos*, and August Wilson. (Same as: AFRS 2630, THTR 2854)

Previous terms offered: Fall 2018.

**ENGL 2701 (c, ESD, IP) Global Fiction and "The Great Game"**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Spring 2017.

**ENGL 2705 (c, ESD, IP) Fictions of Global English**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Spring 2018, Spring 2016.

**ENGL 2706 (c, ESD, IP) Novels Across Nations**

Non-Standard Rotation. Enrollment limit: 35.

Modern and contemporary fiction that engages the global by having characters who cross borders or inhabit more than one national category; having stories that make readers question the homogeneity and cohesiveness of the traditional nation-state; or having readerships located beyond the settings of their narratives. Writers from Africa, Asia, the Caribbean, and the Middle East may be considered, as well as issues of anti-colonialism, globalization, warfare, migration, and diaspora. Possible authors read include Chimamanda Ngozi Adichie, Amitav Ghosh, Helon Habila, Mohsin Hamid, Kazuo Ishiguro, Randa Jarrar, Andrea Levy, Dinaw Mengestu, Chinelo Okparanta, Yvonne Adhiambo Owuor, Elif Shafak, and Kim Thuy.

Previous terms offered: Spring 2019.

**ENGL 2750 (c, ESD) Asian American Literature**

Non-Standard Rotation. Enrollment limit: 35.

An introduction to the writings of Asian America and this literature's development from mid-twentieth century to the present. Focuses on the ways Asian American writers have responded to and contested dominant American discourses of Asia/Asians. Also explores the intersections of race with gender, sexuality, class, and country of origin in shifting notions of Asian American identity. Authors include Carlos Bulosan, David Henry Hwang, Maxine Hong Kingston, le thi diem thuy, Chang-rae Lee, and John Okada. (Same as: ASNS 2801)

Previous terms offered: Fall 2018, Fall 2016.

**ENGL 2752 (c, ESD, IP) Writing China from Afar**

Every Other Fall. Enrollment limit: 35.

The telling of a nation's history is often the concern not only of historical writings but also literary ones. Examines contemporary diaspora literature on three shaping moments of twentieth-century China: the Second Sino-Japanese War (1937-1945), the Cultural Revolution (1966-1976), and the 1989 Tiananmen democracy movement and massacre. Focuses on authors born and raised in China but since dispersed into various Western locales, particularly the United States, England, and France. Critical issues include the role of the Chinese diaspora in the historiography of World War II, particularly the Nanjing Massacre; the functions and hazards of Chinese exilic literature, such as the genre of Cultural Revolution memoirs, in Western markets today; and more generally, the relationship between history, literature, and the cultural politics of diasporic representations of origin. Authors may include Shan Sa, Dai Sijie, Hong Ying, Yan Geling, Zheng Yi, Yiyun Li, Gao Xingjian, Ha Jin, Annie Wang, and Ma Jian. (Same as: ASNS 2050)

Previous terms offered: Spring 2018, Fall 2015.

**ENGL 2755 (c, ESD, IP) Asian America's Aging**

Non-Standard Rotation. Enrollment limit: 35.

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. (Same as: ASNS 2804)

Previous terms offered: Spring 2017.

**ENGL 2756 (c, ESD, IP) Forbidden Capital: Contemporary Chinese and Chinese Diaspora Fiction**

Non-Standard Rotation. Enrollment limit: 35.

To get rich is glorious! – so goes the slogan popularly attributed to Deng Xiaoping, who ushered 1980s China into an era of economic liberalization. Examines post-Tiananmen fiction from Mainland China as well as the diaspora that responds to, struggles with, and/or satirizes the paradoxes of socialist capitalism. Critical issues include representations of the Communist Party and the intertwined tropes of corruption and consumption, and sometimes cannibalism; debates on the democratizing promise of capital, with attention to the resurgence of nationalism and the geopolitics of the Beijing Olympics; and the new identities made possible but also problematic by this era's massive transformations of social life, along the axes of sexuality, gender, and class. (Same as: ASNS 2803)

Previous terms offered: Spring 2016.

**ENGL 2758 (c, ESD) New Fictions of Asian America**

Non-Standard Rotation. Enrollment limit: 35.

Examines developments in Asian American literature since 2000 and asks how postmillennial fictions extend earlier writings' core concerns with racial identity and national belonging in the United States. Themes and contexts include globalization and transnationalism, illegal immigration and refugee experience, the post-9/11 security state and surveillance, the expansion of Asian capital, the global financial crisis, digital technology and social media, and climate change. Considers the diverse genres and functions of Asian American literature as not simply ethnic self-writing but also social satire, political critique, historical archaeology, cultural memory, and dystopic science fiction. (Same as: ASNS 2806)

Previous terms offered: Fall 2017.

**ENGL 2759 (c, ESD) Early Asian American Literature**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Spring 2016.

**ENGL 2801 (c, VPA) Of Comics and Culture**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Fall 2015.

**ENGL 2802 (c) Writing about the Coastal Environment**

Non-Standard Rotation. Enrollment limit: 12.

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)

Previous terms offered: Fall 2016, Fall 2015.

**ENGL 2804 (c) Maine Writers and the Environment**

Non-Standard Rotation. Enrollment limit: 12.

Explores the wild and diverse literary territories of the state of Maine -- past and present -- with a focus on coastal narratives and environmental writing. Considers Maine's multi-ethnic folkways, its austere modernisms, remorseless gothic landscapes, natural splendors and antagonisms, coastal rhapsodies and adversities, and contemporary environmental imperatives. Includes poetry, short stories, novels, memoirs, personal narratives, children's literature, nature writing, and environmental advocacy by such writers as Thoreau, Jewett, Robinson, Millay, Beston, Carson, McCloskey, King, Russo, Strout, and Bryan. Taught in residence at the Bowdoin College Schiller Coastal Studies Center. English 2804/ Environmental Studies 2804 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 Biology 2501 (same as Environmental Studies 2231) are co-requisites of this course. (Same as: ENVS 2804)

Previous terms offered: Fall 2018.

**ENGL 2805 (c) Teaching Writing: Theory and Practice**

Every Spring. Enrollment limit: 18.

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. This course does not count toward the English major.

Previous terms offered: Spring 2019.

**ENGL 2841 (c) Introduction to Literary and Cultural Theory**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: ENGL 1000 - 1999 or AFRS 1000 - 1999 or GLS 2001 or GWS 1000 - 1999.

Previous terms offered: Spring 2019, Spring 2018, Fall 2016, Fall 2015.

**ENGL 2852 (c) Creative Writing: Poetry II**

Anthony Walton.

Non-Standard Rotation. Fall 2019. Enrollment limit: 12.

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.

Previous terms offered: Fall 2016.

**ENGL 2853 (c) Advanced Fiction Workshop**

Every Spring. Enrollment limit: 12.

Presumes a familiarity with the mechanics of fiction and, ideally, previous experience in a fiction workshop. Uses published stories and stories by students to explore questions of voice and tone, structure and plot, how to deepen one's characters, and how to make stories resonate at a higher level. Students write several stories during the semester and revise at least one. Workshop discussion and critiques are an integral part. Note: Fulfills the creative writing concentration requirement for English majors.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ENGL 2854 (c) Telling Environmental Stories**

Non-Standard Rotation. Enrollment limit: 12.

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)

Previous terms offered: Fall 2018, Fall 2016.

**ENGL 2860 (c) Character, Plot, Scene, Theme, Dream: The Fundamentals of Screenwriting**

Anthony Walton.

Non-Standard Rotation. Fall 2019. Enrollment limit: 12.

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

Previous terms offered: Fall 2017, Fall 2015.

**ENGL 2861 (c) Advanced Narrative Nonfiction: Writing About the History, Culture, and Politics of Food**

Alex Marzano-Lesnevich.

Non-Standard Rotation. Fall 2019. Enrollment limit: 12.

Students read a wide range of published works about the history, culture, and politics of food— including writings by Henry David Thoreau, M.F.K. Fisher, Edna Lewis, and Michael Pollan—and write and revise substantial narratives that combine personal and researched material. Focuses on the craft of writing, particularly on structure and voice. All students are expected to fully participate in weekly workshop discussions. Note: Fulfills the creative writing concentration requirement for English majors.

Previous terms offered: Spring 2018.

**ENGL 2862 (c) Longform Nonfiction Writing**

Non-Standard Rotation. Enrollment limit: 12.

A creative nonfiction course on the application of fictional techniques to journalistic material in magazine-length pieces. Examines why, in an age of text messages and tweets, longer narrative is experiencing a resurgence. Engages with the history and evolution of literary journalism, while addressing many considerations that face the writer, including choice of subject matter, structure, pacing, dialogue, scene, and style. Students read a wide range of published work, including pieces by Elif Batuman, Katherine Boo, Truman Capote, Ta-Nehisi Coates, Rachel Kaadzi Ghansah, John McPhee, Rachel Monroe, John Jeremiah Sullivan, Guy Talese, and others, and will write in several main subgenres of the field. Full participation in workshop discussions is required. Note: Fulfills the creative writing concentration requirement for English majors.

Previous terms offered: Spring 2019.

**ENGL 2902 (c, ESD, VPA) Performing America: Identities on Stage**  
Every Other Year. Enrollment limit: 35.

What does it mean to act (or dance) like an American? In 1840, French writer Alexis de Tocqueville argued that the characteristics of this young nation, the United States of America, and its people could be studied in its theaters. He based this on a few key observations. Theater is a social event, where people gather in groups to watch other groups of people interact. Theater is also an immediate art, performed live in front of a specific audience. Takes its start from Tocqueville's observations by looking at American performances in drama, dance, and theatrical events as reflections of changing American identities. Looks at indigenous and colonial drama, but a majority of the course focuses on drama, musical theater, and dance of the nineteenth and twentieth centuries. In particular, looks at the ways in which specific performances defined what it meant to be American, as well how individual artists reshaped theater and dance to represent their own diverse identities. As part of the reading, attends to the variety of identities—racial, ethnic, gendered, classed, and religious—that emerge from and continue to define the diversity of America on stage. (Same as: THTR 2510)

Previous terms offered: Spring 2019, Spring 2016.

**ENGL 3002 (c) James Joyce Revolution**

Marilyn Reizbaum.

Non-Standard Rotation. Fall 2019. Enrollment limit: 15.

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.

Previous terms offered: Fall 2016.

**ENGL 3011 (c) African American Film**

Non-Standard Rotation. Enrollment limit: 16.

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

Prerequisites: ENGL 1000 or higher or AFRS 1000 or higher or FILM 1000 or higher or CINE 1000 or higher.

Previous terms offered: Fall 2017, Fall 2015.

**ENGL 3012 (c) Cosmopolitanism and Creaturely Life**

Non-Standard Rotation. Enrollment limit: 15.

Advanced seminar. 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.

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GSWS 3000) or higher.

Previous terms offered: Fall 2018, Fall 2016.

**ENGL 3015 (c) James Baldwin**

Non-Standard Rotation. Enrollment limit: 15.

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. (Same as: AFRS 3015, GSWS 3015)

Prerequisites: ENGL 2000 - 2969 or AFRS 2000 - 2969 or GLS 2000 - 2969 or GSWS 2000 - 2969.

Previous terms offered: Spring 2017.

**ENGL 3022 (c) The Arts of Science in the English Renaissance**

Non-Standard Rotation. Enrollment limit: 16.

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

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GSWS 3000) or higher.

Previous terms offered: Fall 2017, Spring 2016.

**ENGL 3024 (c) Victorian Epics**

Non-Standard Rotation. Enrollment limit: 16.

Advanced seminar. Examines one of the foremost literary forms of the Victorian period: the long novel. By focusing on a few central texts, investigates the ways in which narrative length shapes stories about wide-ranging issues related to nationalism, science, technology, and empire, as well as allegedly local issues regarding domesticity, familial relations, personal adornment, and romance. Authors may include Charles Dickens, George Eliot, William Thackeray, and Anthony Trollope. (Same as: GSWS 3320)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GSWS 3000) or higher.

Previous terms offered: Spring 2018.

**ENGL 3026 (c) Law and Literature: Eighteenth-Century Case Studies**

Non-Standard Rotation. Enrollment limit: 16.

Advanced seminar. Drawing on a variety of literary texts (plays, novels, poems, and creative non-fiction), focuses on the intersections between law and literature in the eighteenth century. Topics include aspects of criminal law, family law, property law, copyright, and libel law. Authors may include William Congreve, Daniel Defoe, John Gay, Alexander Pope, Samuel Richardson, Samuel Johnson, and Mary Wollstonecraft. Note: Fulfills the pre-1800 literature requirement for English majors..

Prerequisites: ENGL 1000 - 2969 or ENGL 3000 (same as GSWS 3000) or higher.

Previous terms offered: Spring 2018, Spring 2016.

**ENGL 3027 (c) Charles Dickens**

Non-Standard Rotation. Enrollment limit: 16.

Advanced seminar. An in-depth study of a few of Dickens's major novels within the context of Victorian literature culture. Focus includes the work's narrative structure and engagement with realist form, representations of nineteenth-century urban life, and their treatment of gender and class. Also examines Dickens's position within current literary criticism.

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GSWS 3000) or higher.

Previous terms offered: Spring 2016.

**ENGL 3028 (c, ESD, IP) Imagined Asias**

Non-Standard Rotation. Enrollment limit: 16.

Examines how Asia has been represented by America and Europe and how Asian authors have responded. Draws from a wide archive of literature, theory, film, and mass culture from mid-nineteenth century to the present. Not a survey: focus on case studies that explore historical exemplars of as well as conceptual alternatives to the critical model of orientalism, which regards western depictions of Asia as necessarily reflecting the culture of empire. Issues include US racial discourses of exoticism and the yellow peril; western modernist and postmodern appropriations of "oriental" cultures for self-critiques; and strategies of hybridity, self-orientalism, and occidentalism by Asian and Asian diasporic writers and filmmakers. Possible works by Edward Said, Pierre Loti, Bret Harte, Jack London, Winnifred Eaton, David Henry Hwang, Ezra Pound, Italo Calvino, Roland Barthes, Gayatri Spivak, Rey Chow, J. G. Ballard, Kazuo Ishiguro, Amitav Ghosh, Haruki Murakami, Bei Dao, Shan Sa, Su Tong, Ang Lee, Wong Kar-wai, and Stephen Chow. (Same as: ASNS 3801)

Prerequisites: ENGL 1000 - 2969 or ENGL 3000 (same as GSWS 3000) or higher or ASNS 1000 - 2969 or ASNS 3000 or higher.

Previous terms offered: Spring 2019, Spring 2017.

**ENGL 3030 (c) Eco-poetics: Poetry and the Environment**

Non-Standard Rotation. Enrollment limit: 16.

Examines the relationship between poetry and the environment beyond nature poetry. Topics include poets' search for a "natural" language, the construction of the environmental subject; the persistence of preindustrial modes of life within poetic practices; poetry as a resource for the invention of new environmentalisms; the mastery of the natural world through technology and art; the oft-debated relationship between poetry and activism; and race, gender, sexuality, and eco-poetics. Begins with concepts arising from foundational ecocritical texts, before turning to modern and contemporary American eco-poetry, including works by Emily Dickinson, Wallace Stevens, Elizabeth Bishop, Charles Olson, Lorine Niedecker, Wanda Coleman, Craig Santos Perez, and C.S. Giscombe.

Prerequisites: ENGL 1000 - 2969 or ENGL 3000 (same as GSWS 3000) or higher.

Previous terms offered: Spring 2019, Spring 2017.

**ENGL 3031 (c) The Ecstasy of Now: Lyrical Extravagance from Romanticism to the 20th Century**

Non-Standard Rotation. Enrollment limit: 15.

Advanced Seminar. Explores practices of unreserved lyricism in the poetic tradition extending from Romanticism through the twentieth century. Examines poetic attempts to capture an intensity of expression beyond what conventional notions of subjectivity, embodiment, temporality, and humanity can sustain. Considers how poems enact the invasion of human experience by more-than-human presences, the effects of absolute emotional expenditure, the evocation of nonverbal song within language, and the erotics of voice, while responding to cultural, historical, and political concerns. Explores poetry by Coleridge, Crane, Dickinson, Keats, Shelley, Stevens, and Yeats alongside critical and theoretical readings by such authors as Bataille, Eliade, Hartman, and Poizat.

Prerequisites: ENGL 2000 - 2969.

Previous terms offered: Fall 2017.

**ENGL 3032 (c) Sir Gawain and the Green Knight**

Non-Standard Rotation. Enrollment limit: 16.

Advanced seminar. Focuses on "Sir Gawain and the Green Knight," an anonymous medieval poem that is often described as an exquisitely cut jewel: intricate and dazzling. Explores this mysterious and complex text in its literary and historical context, alongside other myths and legends of King Arthur, his knights of the Round Table, and the monsters, fairies, and goddesses that lurk beyond the borders of Camelot. Note: This class fulfills the pre-1800 literature requirement for English majors.

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GSWS 3000) or higher.

Previous terms offered: Fall 2018.

**ENGL 3033 (c, ESD) Contemporary Narratives of Slavery**

Non-Standard Rotation. Enrollment limit: 16.

Examines recent literary and filmic narratives of slavery. Some scholars claim these texts heal readers of psychic pain while also facilitating a deep connection to long departed ancestors. For others, these works only nurture the "ledger of racist slights" that diasporic blacks continue to catalogue to the present day, all the while distracting each of us from cultivating a more hopeful stance with respect to our collective present. This course maps a critical space beyond the binary of either "therapeutic" or "prohibitive" claims to engage questions of racialized experience, feeling, identification, and desire. Authors and texts may include: Birth of a Nation, Octavia Butler, John R. Gordon, Yaa Gyasi, Toni Morrison, and Colson Whitehead. (Same as: AFRS 3033)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GSWS 3000) or higher.

Previous terms offered: Spring 2019.

**ENGL 3034 (c) Victorian Realism: Dickens and Eliot**

Aviva Briefel.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Examines the genre of Victorian realism through major works by Charles Dickens and George Eliot. Among other aspects, we will consider the ways in which each author works to create the "real" in their novels; study the idea of verisimilitude as a literary and ideological concept; and think about narrative form in relation to issues of gender, class, sexuality, and race. Engagement with literary criticism on these works will also be central to our discussions.

**ENGL 3800 (c) Reconstruction and Realism**

Non-Standard Rotation. Enrollment limit: 16.

Explores the rise of American literary realism that occurred following the Civil War and its relationship to the social and political events of the South's Reconstruction. Studies works by the major figures of the movement such as Charles Chesnutt, Paul Laurence Dunbar, William Dean Howells, Henry James, Sarah Orne Jewett, Mark Twain, and Edith Wharton. Students are required to develop original readings of these literary texts that engage the political and social contexts in which they were produced. All students present their research in written and oral form. Fulfills the advanced seminar requirement for African studies and English majors. (Same as: AFRS 3010)

Prerequisites: AFRS 2000 - 2969 or ENGL 2000 - 2969.

Previous terms offered: Spring 2018.

# Environmental Studies

## Overview & Learning Goals

### Overview

From its inception, the Environmental Studies Program (ES) at Bowdoin anchors students in both interdisciplinary environmental studies and a recognized academic discipline. With the pairing of a department or program as a coordinate major, environmental studies students are trained to embrace interdisciplinary breadth and disciplinary depth. This combination underscores the mission of Bowdoin as a liberal arts college. ES graduates have long found that the coordinate major translates into success after Bowdoin in graduate or professional school, plus a wide range of professional opportunities.

### Learning Goals

Our mission is to help students understand and respond wisely to environmental challenges facing our planet through rigorous training in the natural sciences, social sciences, and the humanities and arts.

### Content

Students should demonstrate fluency in basic principles of the social sciences, humanities and arts, and natural sciences as they relate to environmental inquiry.

1. Engage principles and methods of the **humanities and the arts** to consider ethical, cultural, historical, literary, and artistic dimensions of environmental questions (*ENVS 1101 Introduction to Environmental Studies: Interdisciplinary Approaches*, *ENVS 2403 Environment and Culture in North American History*)
2. Engage principles and methods of the **natural sciences** to understand the physical, chemical, and biological processes that characterize natural and human systems (*ENVS 1101 Introduction to Environmental Studies: Interdisciplinary Approaches*, *ENVS 2201 Perspectives in Environmental Science*, *Introductory Science Course* (see Requirements))
3. Engage principles and methods of the **social sciences** to analyze and evaluate political, economic, psychological, anthropological, and sociological dimensions of environmental questions (*ENVS 1101 Introduction to Environmental Studies: Interdisciplinary Approaches*, *ENVS 2330 Environmental Policy and Politics*)
4. Synthesize **these disciplinary perspectives** to understand the complexities of environmental questions (*ENVS 1101 Introduction to Environmental Studies: Interdisciplinary Approaches*, *ENVS courses numbered 3000-3999* (*ENVS senior seminars*))

### Skills

Students should acquire and refine the following skills as part of their coordinate major in environmental studies:

1. To locate and critically assess varied **sources of information, data, and evidence** (*ENVS 1101 Introduction to Environmental Studies: Interdisciplinary Approaches*, *ENVS 2201 Perspectives in Environmental Science*, *ENVS 2330 Environmental Policy and Politics*, *ENVS 2403 Environment and Culture in North American History*)
2. To identify appropriate **methods** of inquiry to address research questions (*ENVS 2201 Perspectives in Environmental Science*,

ENVS 2330 *Environmental Policy and Politics*, ENVS 2403 *Environment and Culture in North American History*)

- To obtain **fluency** in quantitative, qualitative, statistical, and spatial analyses (ENVS 1101 *Introduction to Environmental Studies: Interdisciplinary Approaches*, ENVS 2201 *Perspectives in Environmental Science*, ENVS 2330 *Environmental Policy and Politics*, ENVS 2403 *Environment and Culture in North American History*)
- To understand the importance of **place and locality** in environmental inquiry and evaluate its significance and applicability to other contexts (ENVS 1101 *Introduction to Environmental Studies: Interdisciplinary Approaches*, ENVS 2201 *Perspectives in Environmental Science*, ENVS 2330 *Environmental Policy and Politics*, ENVS 2403 *Environment and Culture in North American History*)
- To understand the importance of **temporal and spatial scales** in environmental inquiry (ENVS 1101 *Introduction to Environmental Studies: Interdisciplinary Approaches*, ENVS 2201 *Perspectives in Environmental Science*, ENVS 2330 *Environmental Policy and Politics*, ENVS 2403 *Environment and Culture in North American History*)
- To discern underlying **values and criteria** used to evaluate alternatives for addressing environmental problems (ENVS 1101 *Introduction to Environmental Studies: Interdisciplinary Approaches*, ENVS 2330 *Environmental Policy and Politics*, ENVS 2403 *Environment and Culture in North American History*)
- To work **collaboratively and communicate** across disciplines, while acknowledging and seeking out diverse perspectives (ENVS 1101 *Introduction to Environmental Studies: Interdisciplinary Approaches* and ENVS courses numbered 3000-3999 (ENVS senior seminars))
- To develop the ability to identify and engage various **communities and stakeholders**, while acknowledging questions of equity and power ENVS courses numbered 3000-3999 (ENVS senior seminars))
- To **research, write, and present** within multiple disciplines (ENVS 1101 *Introduction to Environmental Studies: Interdisciplinary Approaches*, ENVS 2201 *Perspectives in Environmental Science*, ENVS 2330 *Environmental Policy and Politics*, ENVS 2403 *Environment and Culture in North American History*)

Department/Program Website (<https://www.bowdoin.edu/environmental-studies>)

## Faculty

Connie Chiang, Program Director  
Eileen Sylvan Johnson\*, Program Manager  
Rosemary Armstrong, Program Coordinator

*Professors:* Philip Camill‡ (Earth and Oceanographic Science), Connie Y. Chiang (History), Dharni Vasudevan (Chemistry)  
*Associate Professor:* Matthew W. Klingle\* (History)  
*Assistant Professors:* Mary Rogalski (Biology), Shana M. Starobin (Government)  
*Senior Lecturer:* Jill E. Pearlman‡  
*Lecturer:* Eileen Sylvan Johnson\*  
*Visiting Faculty:* Conrad Schneider

*Contributing Faculty:* Mark O. Battle, Rachel J. Beane, David B. Carlon‡, David Collings, Vladimir Douhovnikoff‡, Jens Elias Klenner, Alyssa Gillespie, Laura A. Henry, Guillermo E. Herrera, Amy S. Johnson, Patricia L.

Jones, Susan A. Kaplan, Michèle G. LaVigne, Peter D. Lea\*, Barry A. Logan, Marcos F. Lopez, Sarah F. McMahon, Erik Nelson‡, Emily M. Peterman‡, Samia Rahimtoola, Collin S. Roesler, Allen L. Springer, Anthony E. Walton

Faculty/Staff Website (<https://www.bowdoin.edu/environmental-studies/faculty-and-staff>)

## Requirements

### Environmental Studies Coordinate Major

Students coordinate their study of the environment with any department/program at Bowdoin that offers a major. To satisfy the requirements for the coordinate major in environmental studies, students must complete the nine credits detailed below as well as the major requirements within their coordinated department/program.

Code	Title	Credits
<b>Required Courses</b>		
ENVS 1101	Introduction to Environmental Studies: Interdisciplinary Approaches (preferably taken as a first-year student)	1
ENVS 2201	Perspectives in Environmental Science	1
ENVS 2330	Environmental Policy and Politics	1
ENVS 2403	Environment and Culture in North American History	1
Select one senior seminar chosen from environmental studies courses numbered 3900–3999 <sup>a,b</sup>		1
Select three environmental studies (ES) courses of student's choice <sup>c</sup>		3
Select one: <sup>d</sup>		1
BIOL 1101	Biological Principles I	
BIOL 1102	Biological Principles II	
BIOL 1109	Scientific Reasoning in Biology	
CHEM 1091	Introductory Chemistry and Quantitative Reasoning I	
CHEM 1092	Introductory Chemistry and Quantitative Reasoning II	
CHEM 1101	Introductory Chemistry I	
CHEM 1109	General Chemistry	
EOS 1105	Investigating Earth	
EOS 1305	Environmental Geology and Hydrology	
EOS 1505	Oceanography	
PHYS 1130	Introductory Physics I	
PHYS 1140	Introductory Physics II	

<sup>a</sup> This is a culminating course providing an opportunity for exploration of a topic, or a senior seminar course experience of one semester.

<sup>b</sup> It is preferable to take this course during the senior year.

<sup>c</sup> Students choose a concentration made up of three environmental studies (ES) courses of their choice.

<sup>d</sup> The introductory science course must have a weekly lab.

The concentration is an opportunity for students to develop a particular interest from the broad spectrum of environmental studies courses offered at Bowdoin. Each concentration consists of three ES courses (or three ES-approved courses) that are linked by a cohesive theme. An example of such a theme might be ecology, food systems, or energy.



Students meet with their ES advisor to discuss possible themes and submit a major planning form to the ES Program.

## Environmental Studies Minor

The minor consists of five courses.

Code	Title	Credits
<b>Required Courses</b>		
ENVS 1101	Introduction to Environmental Studies: Interdisciplinary Approaches	1
Select two environmental studies intermediate courses (2000–2969) or higher, one of which should be outside a student’s departmental major		2
<b>Discipline-Based Option Requirements</b>		
Select two core courses in the disciplinary area as specified below:		2
Natural Science Majors		
ENVS 2403	Environment and Culture in North American History	
ENVS 2330	Environmental Policy and Politics	
Social Science Majors		
ENVS 2201	Perspectives in Environmental Science	
ENVS 2403	Environment and Culture in North American History	
Humanities Majors		
ENVS 2201	Perspectives in Environmental Science	
ENVS 2330	Environmental Policy and Politics	

## Additional Information

### Additional Information and Program Policies

- A grade of C- or better must be earned in a course to fulfill the major or minor requirements, and no courses taken Credit/D/Fail may be applied to the major or minor.
- Advanced Placement/International Baccalaureate: With a score of five, a student can earn one general credit if the student completes ENVS 2201 Perspectives in Environmental Science with a minimum grade of B-. If the student declares a coordinate major in ES, has a score of five on the AP exam, and takes ENVS 2201 Perspectives in Environmental Science with a minimum grade of B-, the student is exempt from taking an introductory science course and does not need to replace it with another course. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.
- Students may count up to three courses cross-listed with ES and the students’ departmental or program major to fulfill the environmental studies major requirements.
- With Environmental Studies Program approval, one off-campus study course may be used to fulfill the major or minor requirements.
- Students may not declare a coordinate major in environmental studies with any of the following: a second departmental major, a student-designed major, or an interdisciplinary major (See the Interdisciplinary Majors (p. 250)).
- Students may engage in independent study at the intermediate (2970–2979) or advanced (4000–4051) level. Only one semester of

independent study or honors work may count toward the major or the minor.

## Courses

### ENVS 1011 (c, FYS) Why Architecture Matters

Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2015.

### ENVS 1016 (c, FYS) Art and the Environment: 1960 to Present

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

### ENVS 1027 (b, FYS) The Politics of Climate Change

Laura Henry.

Every Other Fall. Fall 2019. Enrollment limit: 16.

Provides an overview of the major venues for climate politics and which actors are involved. Examines the politics of climate change at multiple levels—from the individual to global governance—and reviews climate policy in different countries. Pays particular attention to cases where active policy making or public mobilization around climate is occurring, asking why we see initiative and innovation in climate policy in these cities, states, and international venues and not elsewhere. Considers themes such as how climate policy is developed in democracies and authoritarian regimes, how climate policy may affect economic development, the role of non-state actors such as NGOs and business groups in climate politics, and the ethical implications of different climate policy options. (Same as: GOV 1027)

**ENVS 1056 (a, INS) Ecology and Society**

Non-Standard Rotation. Enrollment limit: 50.

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)

Previous terms offered: Spring 2016.

**ENVS 1060 (a, INS, MCSR) Prove It!: The Power of Data to Address Questions You Care About**

Non-Standard Rotation. Enrollment limit: 24.

Climate change, biodiversity loss, pollution, and other environmental issues present significant threats to ecological integrity, human health, and social justice. An overwhelming amount of information exists on these topics, from a variety of perspectives—some reliable, some not. Strategies are required for processing this information and drawing conclusions. Students develop skills in accessing reliable information, data analysis and interpretation, as well as science communication. In small groups, students implement these skills exploring a research question of interest using data available online. Additional sessions provide time for group research and discussion. (Same as: BIOL 1060)

Previous terms offered: Fall 2018.

**ENVS 1083 (a, INS, MCSR) Energy, Physics, and Technology**

Every Other Spring. Enrollment limit: 50.

How much can we do to reduce the disruptions of the Earth's physical, ecological, and social systems caused by global climate change? How much climate change itself can we avoid? A lot depends on the physical processes that govern the extraction, transmission, storage, and use of available energy. Introduces the physics of solar, wind, nuclear, and hydroelectric power and discusses the physical constraints on their efficiency, productivity, and safety. Reviews current technology and quantitatively analyzes the effectiveness of different strategies to reduce greenhouse gas emissions. Not open to students with credit for Physics 1140. (Same as: PHYS 1083)

Previous terms offered: Spring 2019, Spring 2016.

**ENVS 1090 (a, INS) Understanding Climate Change**

Every Spring. Enrollment limit: 20.

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)

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ENVS 1101 Introduction to Environmental Studies: Interdisciplinary Approaches**

Connie Chiang; Dharni Vasudevan.

Every Fall. Fall 2019. Enrollment limit: 90.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**ENVS 1102 (a, INS) Oceanography**

Every Spring. Enrollment limit: 36.

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)

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ENVS 1104 (a, INS, MCSR) Environmental Geology and Hydrology**

Non-Standard Rotation. Enrollment limit: 36.

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)

Previous terms offered: Spring 2019, Spring 2018, Fall 2016, Spring 2016.

**ENVS 1117 (c, ESD) Introduction to Environmental Literature**

Samia Rahimtoola.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

Introduces students to literature that features the relationship of humans with their "natural" environment. Asks how our relationship to the environment has changed over the last three centuries and considers how those changes are represented and resisted by literary texts, such as novels, nonfiction essays, poems, and film. Key topics include naturalism, place-based writing, farming and agrarianism, wilderness, and literatures of environmental justice. Devotes significant attention to examining the cultural heritage we bring to bear on our encounters with nature and the ways literature offers opportunities to rethink the major paradigms of environmental thought. Authors may include Henry David Thoreau, Aldo Leopold, Willa Cather, Helena María Viramontes, Leslie Marmon Silko, and Octavia Butler. Not open to students with credit for English 2552/ Environmental Studies 2452 (Placing Modernity). (Same as: ENGL 1117)

**ENVS 1155 (c, IP) Into the Wild**

Jens Klenner.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

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)

Previous terms offered: Fall 2016.

**ENVS 2004 (a, MCSR) Understanding Place: GIS and Remote Sensing**

Every Year. Enrollment limit: 20.

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. (Same as: DCS 2335)

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ENVS 2201 (a, INS, MCSR) Perspectives in Environmental Science**

Every Spring. Enrollment limit: 35.

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)

Prerequisites: 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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ENVS 2217 (a, INS, MCSR) Current Topics in Marine Science**

Olaf Ellers; Amy Johnson; Steven Allen; Brittany Jellison.

Every Fall. Fall 2019. Enrollment limit: 12.

An advanced seminar focusing on aspects of marine science relevant to student research projects in the Bowdoin Marine Science Semester. Students choose topics and learn to (1) search for information in the scientific literature; (2) evaluate the utility of papers to their research topic; (3) spot holes in existing understanding; (4) formulate hypothesis-driven research questions; (5) integrate across research papers and apply that integrated knowledge to their own topic. Students will also advance their ability to write research plans and papers, including producing a grant proposal modeled on a National Science Foundation Graduate Research Fellowship Program (GRFP). Students will also visit several Maine Marine Research facilities and infrastructure to understand the current state of marine fisheries and regulatory and research activities in Maine. Taught in residence at Schiller Coastal Studies Center. Current Topics in Marine Science is a course-module in the Bowdoin Marine Science Semester and is taught with three other co-requisite courses. (Same as: BIOL 3117)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and MATH 1000 or higher.

**ENVS 2221 (a) Biogeochemistry: An Analysis of Global Change**

Michele LaVigne.

Every Fall. Fall 2019. Enrollment limit: 35.

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)

Prerequisites: 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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**ENVS 2222 (a, INS, MCSR) Satellite Remote Sensing of the Ocean**  
Every Other Fall. Enrollment limit: 35.

In the 1980s, NASA's satellite program turned some of its space-viewing sensors towards the earth to better understand its processes. Since that time, NASA's Earth Observatory mission has yielded a fleet of satellites bearing an array of sensors that provide a global view of the earth each day. Global-scale ocean properties, including bathymetry, temperature, salinity, wave height, currents, primary productivity, sea ice distribution, and sea level, are revealed through satellite-detection of ultraviolet, visible, infrared and microwave energy emanating from the ocean. These satellite data records currently exceed thirty years in length and therefore can be used to interpret climate-scale ocean responses from space. A semester-long research project, targeted on a student-selected oceanic region, focuses on building both quantitative skills through data analysis and writing skills through iterative writing assignments that focus on communicating data interpretation and synthesis. (Same as: EOS 2550)

Prerequisites: Two of: either EOS 1105 - 2969 or EOS 3000 or higher and either MATH 1300 - 2969 or MATH 3000 or higher or Placement in MATH 1600 (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).

Previous terms offered: Fall 2018, Fall 2017.

**ENVS 2223 (a, INS, MCSR) Plant Ecophysiology**

Barry Logan.

Every Fall. Fall 2019. Enrollment limit: 35.

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

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

Previous terms offered: Fall 2018, Fall 2017, Fall 2015.

**ENVS 2224 (a, INS, MCSR) Behavioral Ecology and Population Biology**  
Every Fall. Enrollment limit: 35.

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)

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

Previous terms offered: Fall 2016, Fall 2015.

**ENVS 2225 (a, INS, MCSR) Biodiversity and Conservation Science**  
Non-Standard Rotation. Enrollment limit: 35.

People rely on nature for food, materials, medicines, and recreation, yet the fate of Earth's biodiversity is rarely given priority among the many pressing problems facing humanity today. Explores the interactions within and among populations of plants, animals, and microorganisms, and the mechanisms by which those interactions are regulated by the physical and chemical environment. Major themes are biodiversity and the processes that maintain biodiversity, the relationship between biodiversity and ecosystem function, and the science underlying conservation efforts. Laboratory sessions consist of student research, local field trips, laboratory exercises, and discussions of current and classic ecological literature. (Same as: BIOL 2325)

Prerequisites: BIOL 1102 or BIOL 1109 or BIOL 1158 or CHEM 1105 or ENVS 2201 (same as BIOL 1158 and CHEM 1105).

Previous terms offered: Fall 2017.

**ENVS 2227 (a, INS) Ecology**

Mary Rogalski.

Every Fall. Fall 2019. Enrollment limit: 35.

Ecology, the study of how organisms interact with each other and their environment, incorporates topics from how organisms cope with environmental stressors to global carbon cycling. Addresses current questions in ecology, from global change to food security to invasive species. Lectures, labs, primary and popular literature emphasize how scientists use the tenets of ecology to address current environmental issues. Labs, excursions, and student research include ecological studies of plant-insect interactions, collection of long-term data on salamander populations, and emphasis on the natural history of midcoast Maine. An optional field trip will be included (details TBA). (Same as: BIOL 2327)

Prerequisites: BIOL 1102 or BIOL 1109 or ENVS 2201 (same as BIOL 1158 and CHEM 1105) or Placement in BIOL 2000 level.

Previous terms offered: Fall 2018.

**ENVS 2229 (a, INS, MCSR) Biology of Marine Organisms**

Every Fall. Enrollment limit: 35.

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. Students have the opportunity to take an optional field trip to the Bowdoin Scientific Station on Kent Island in the Bay of Fundy. (Same as: BIOL 2319)

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

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**ENVS 2231 (a, INS) Biological Oceanography**

Every Fall. Enrollment limit: 15.

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 2804 (same as Environmental Studies 2804) are co-requisites of this course. (Same as: BIOL 2501)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and MATH 1000 or higher.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**ENVS 2232 (a, INS, MCSR) Benthic Ecology**

Every Fall. Enrollment limit: 15.

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 2804 (same as Environmental Studies 2804) are co-requisites of this course. (Same as: BIOL 2232)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and MATH 1000 or higher.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**ENVS 2235 (a, INS, MCSR) Methods in Ocean Change Ecology**

Olaf Ellers; Amy Johnson; Steven Allen; Brittany Jellison.

Every Fall. Fall 2019. Enrollment limit: 12.

Explores how marine organisms, populations, communities, and ecosystems will respond to global ocean change. Concepts in ecology, behavior, physiology, and evolution will be highlighted to demonstrate how marine systems are affected by ocean change factors like warming, ocean acidification, hypoxia, habitat loss, and invasive species. Emphasizes in-depth discussion of key literature to exemplify the theory, study design, and analysis tools marine scientists employ to research current and projected ocean change. Also integrates laboratory, fieldwork, and computer activities to illustrate approaches to monitoring and predicting shifts in biological communities. A trip to Hawaii will allow students to get hands-on experience monitoring ecosystem health and change in a coral reef system. Taught in residence at Schiller Coastal Studies Center. Ocean change ecology is a course-module in the Bowdoin Marine Science Semester and is taught with three other co-requisite courses. module in the Bowdoin Marine Science Semester and is taught with three other co-requisite courses. (Same as: BIOL 2503)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and MATH 1000 or higher.

**ENVS 2250 (a, INS) Earth, Ocean, and Society**

Every Spring. Enrollment limit: 35.

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)

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

Previous terms offered: Spring 2019, Spring 2018, Spring 2017.

**ENVS 2251 (a) Marine Biogeochemistry**

Every Spring. Enrollment limit: 15.

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

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

Previous terms offered: Spring 2019, Spring 2017, Fall 2015.

**ENVS 2253 (a, INS, MCSR) Atmospheric and Ocean Dynamics**

Every Other Fall. Enrollment limit: 35.

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

Prerequisites: PHYS 1140.

Previous terms offered: Fall 2017, Fall 2015.

**ENVS 2255 (a, INS) Environmental Chemistry**

Every Other Spring. Enrollment limit: 35.

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

Prerequisites: CHEM 1092 or CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in CHEM 2000/1109.

Previous terms offered: Spring 2018, Spring 2016.

**ENVS 2270 (a) Geomorphology: Form and Process at the Earth's Surface**

Michelle Fame.

Every Other Fall. Fall 2019. Enrollment limit: 35.

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 rivers, hillslopes, and tectonic and climatic forcing. (Same as: EOS 2345)

Prerequisites: EOS 1105 or EOS 2005 (same as ENVS 2221) or ENVS 2221.

Previous terms offered: Fall 2018, Fall 2016.

**ENVS 2281 (a, INS) Forest Ecology and Conservation**

Every Other Fall. Enrollment limit: 15.

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)

Previous terms offered: Fall 2018, Fall 2016.

**ENVS 2282 (a, INS, MCSR) Ocean and Climate**

Non-Standard Rotation. Enrollment limit: 18.

The ocean covers more than 70 percent of Earth's surface. It has a vast capacity to modulate variations in global heat and carbon dioxide, thereby regulating climate and ultimately life on Earth. Beginning with an investigation of paleo-climate records preserved in deep-sea sediment cores and in Antarctic and Greenland glacial ice cores, the patterns of natural climate variations are explored with the goal of understanding historic climate change observations. Predictions of polar glacial and sea ice, sea level, ocean temperatures, and ocean acidity investigated through readings and discussions of scientific literature. Weekly laboratory sessions devoted to field trips, laboratory experiments, and computer-based data analysis and modeling to provide hands-on experiences for understanding the time and space scales of processes governing oceans, climate, and ecosystems. Laboratory exercises form the basis for student research projects. Mathematics 1700 is recommended. (Same as: EOS 2585)

Prerequisites: Two of: either EOS 1505 (same as ENVS 1102) or EOS 2005 (same as ENVS 2221) or either ENVS 1102 or ENVS 2221 and 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).

Previous terms offered: Fall 2018, Fall 2017.

**ENVS 2284 (a) Ecology of Rivers**

Every Other Fall. Enrollment limit: 12.

Explores the ecology of river systems. Rivers are linear features through watersheds and across the landscape where ecosystem influences are reflected, focused, and transported from hilltops to coastal estuaries, and sometimes back again. Considers the role of rivers as corridors connecting a wide range of ecosystems, as indicators of broader landscape ecology, and as ecosystems in their own right with particular focus on the interaction of geomorphology, hydrology, and biology in the development and function of these dynamic and essential ecosystems. (Same as: BIOL 2284)

Prerequisites: BIOL 2315 (same as ENVS 2224) or BIOL 2316 or BIOL 2319 (same as ENVS 2229) or BIOL 2325 (same as ENVS 2225) or BIOL 2330 (same as ENVS 2233) or ENVS 2224 or ENVS 2229 or ENVS 2225 or ENVS 2233.

Previous terms offered: Fall 2017.

**ENVS 2287 (a) Poles Apart: Exploration of Earth's High Latitudes**

Collin Roesler.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Compares and contrasts the tectonic evolution, geography, climate, glaciers and sea ice, ocean circulation and ocean biology of the Arctic and Antarctic regions. Emphasis on the Polar Regions' role in global climate regulation and the sensitivity of these regions to climate change. In addition to scientific readings (textbook chapters and journal articles), students read exploration journals and polar biographies focused on polar exploration from the turn of the twentieth century. Fulfills the within-department elective in the EOS major. Taught in collaboration with ANTH 2572 Contemporary Arctic Environmental and Cultural Issues in fall 2019 to encourage interdisciplinary Arctic learning at the 2000-level. Students registering for both courses need only fulfill prerequisites for one of the courses; permission of instructor will override missing prerequisites. (Same as: EOS 2530)

Prerequisites: EOS 1105 or EOS 1305 (same as ENVS 1104) or EOS 1505 (same as ENVS 1102) or EOS 2005 (same as ENVS 2221).

Previous terms offered: Spring 2017.

**ENVS 2301 (b, MCSR) Building Resilient Communities**

Every Year. Enrollment limit: 20.

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.

Previous terms offered: Fall 2016, Fall 2015.

**ENVS 2302 (b, MCSR) Environmental Economics and Policy**

Non-Standard Rotation. Enrollment limit: 35.

An exploration of environmental degradation and public policy responses in industrial economies. Market failures, property rights, and materialistic values are investigated as causes of pollution and deteriorating ecosystem functions. Guidelines for equitable and cost-effective environmental policy are explored, with an emphasis on the roles and limitations of cost-benefit analysis and techniques for estimating non-monetary values. Three core themes are the transition from "command and control" to incentive-based policies; the evolution from piecemeal regulation to comprehensive "green plans" (as in the Netherlands); and the connections among air pollution, energy systems, and global warming. (Same as: ECON 2218)

Prerequisites: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101 or Placement in ECON 2000 Level.

Previous terms offered: Fall 2017, Spring 2016.

**ENVS 2303 (b, MCSR) Natural Resource Economics and Policy**

Non-Standard Rotation. Enrollment limit: 35.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (such as minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political, and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as: ECON 2228)

Prerequisites: ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level.

Previous terms offered: Spring 2018, Spring 2017.

**ENVS 2304 (b) Environmental Law and Policy**

Conrad Schneider.

Every Other Fall. Fall 2019. Enrollment limit: 35.

Critical examination of some of the most important American environmental laws and their application to environmental problems that affect the United States and the world. Students learn what the law currently requires and how it is administered by federal and state agencies, and are encouraged to examine the effectiveness of current law and consider alternative approaches. (Same as: GOV 2915)

Previous terms offered: Fall 2017, Fall 2015.

**ENVS 2306 (b, IP) Comparative Environmental Politics**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**ENVS 2308 (b, IP) International Environmental Policy**

Non-Standard Rotation. Enrollment limit: 35.

Examines the political, legal, and institutional dimension of international efforts to protect the environment. Problems discussed include transboundary and marine pollution, maintaining biodiversity, and global climate change. (Same as: GOV 2615)

Previous terms offered: Spring 2017, Fall 2015.

**ENVS 2312 (b, ESD, IP) Contemporary Arctic Environmental and Cultural Issues**

Susan Kaplan.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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)

Prerequisites: Two of: either ANTH 1150 or ANTH 1101 or ANTH 1102 and ENVS 1101.

Previous terms offered: Fall 2016.

**ENVS 2313 (b, IP) Food, Environment, and Development**

Non-Standard Rotation. Enrollment limit: 35.

Explores the nexus of food, environment, and development in global environmental politics. Examines the interconnected challenges of governing across trans-boundary socio-ecological systems amidst competing demands on scarce natural resources—to sustain a global food system, foster economic development, and promote equity and justice. Prepares students to engage with interdisciplinary scholarship from political science, international development, public policy, and food studies. Draws on comparative cases from local to global scales, with an emphasis on Maine, the U.S., and Latin America. (Same as: GOV 2482, LAS 2513)

Prerequisites: ENVS 1101 or ENVS 2330 (same as GOV 2910).

Previous terms offered: Spring 2019.

**ENVS 2314 (b, ESD) Talking to Farmers and Fishermen: Social Science Field Methods for Environmental Policy Research**

Shana Starobin.

Every Fall. Fall 2019. Enrollment limit: 12.

Natural resource users—like farmers and fishermen—possess intimate knowledge of the complex socioecological systems where they live and work. How can researchers appropriately and ethically engage individual and community stakeholders as participants in environmental research? Through assignments, activities, and class excursions (lab), students will gain competence in collaborative field research skills, including the ethical conduct of research with human subjects, participant observation, conducting interviews and focus groups, writing up field notes, developing metadata, and establishing protocols for data management. Students will also practice preliminary data analysis—transcription and text analysis of field collected data, descriptive statistics, and identification of future research questions. (Same as: GOV 2902)

Prerequisites: ENVS 2330 (same as GOV 2910) or ENVS 2313 (same as GOV 2482 and LAS 2513).

Previous terms offered: Spring 2019.

**ENVS 2321 Troubled Waters: Fishing in the Gulf of Maine**

Non-Standard Rotation. Enrollment limit: 16.

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 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.

Previous terms offered: Spring 2019.

**ENVS 2330 (b, IP) Environmental Policy and Politics**

Shana Starobin.

Every Fall. Fall 2019. Enrollment limit: 35.

Explores the political, economic, legal, ethical, and institutional dimensions of the environmental policy-making process. Examines the formation and implementation of regulatory institutions and policies across a range of issues in the U.S. and internationally—including terrestrial, coastal and marine natural resources management, biodiversity, water and air pollution, sustainable development, and environmental justice. Prepares students to analyze historical cases as well as contrive and evaluate competing policy alternatives to emerging problems. (Same as: GOV 2910)

Prerequisites: ENVS 1101.

Previous terms offered: Fall 2018, Spring 2018, Fall 2017.

**ENVS 2331 (b, MCSR) The Nature of Data: Introduction to Environmental Analysis**

Every Spring. Enrollment limit: 20.

Examines emerging digital techniques in environmental management and analysis within government, academic and media sectors. Examines social science methods used in environmental inquiry including text analysis, spatial analysis, and social network analysis. Topics include collaborative resource management, leveraging the power of social networks, spatial analysis, social-ecological system management, the role of volunteered information and citizen science, and expanding capacities for adaptation and resilience. Labs as part of class time provide students exposure to standard software programs used in social science research including NVivo, ArcGIS, and Gephi and introduce the basics of R as a programming language for text analysis, spatial analysis, geotagging, and crowdsourcing. (Same as: DCS 2331)

Prerequisites: ENVS 1101 or DCS 1000 - 2969.

Previous terms offered: Spring 2018, Spring 2017, Spring 2016.



**ENVS 2333 (a, INS, MCSR) Benthic Ecology**

Olaf Ellers; Amy Johnson; Steven Allen; Brittany Jellison.  
Every Fall. Fall 2019. Enrollment limit: 15.

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 Schiller Coastal Studies Center. Benthic Ecology is a course-module in the Bowdoin Marine Science Semester and is taught with three other co-requisite courses. (Same as: BIOL 2333)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and MATH 1000 or higher.

**ENVS 2351 (b, MCSR) Institutional Approaches to Climate Change**

Every Other Fall. Enrollment limit: 35.

How do various public and private institutions, including governments, firms, and nonprofits, incorporate climate change into their decision-making? Explores how and why institutions set greenhouse gas mitigation goals, how they propose to achieve their goals, and the larger economic and social implications of institutional climate action plans. Further, questions how institutions at all levels are adapting or planning to adapt to climate change. Critiques the efficacy and efficiency of climate action plans. Topics explored include renewable energy credit and offset markets; energy markets; carbon markets and taxes; financing of climate action plans; incentivizing energy efficiency and other climate-friendly practices; technology adoption; the economics of technological change; employee, student, and citizen activism; shareholder activism; and corporate social responsibility. Introduction to basic economic modeling by working with graphs, tables, and schematics. Problem sets and written assignments used to assess learning. For a final project, students write a climate action plan for an institution of their choice. (Same as: ECON 2219)

Prerequisites: Two of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ENVS 1101.

Previous terms offered: Fall 2018.

**ENVS 2377 (b, IP) Arctic Politics**

Non-Standard Rotation. Enrollment limit: 35.

The Arctic looms in our political imagination as the region most directly affected by a changing global climate that threatens the displacement of northern communities and cultures. It is also a site of fierce competition for state control and economic development. This course investigates the Arctic as a political space that encapsulates elements of comparative politics and international relations. It examines cross-national variation in policies toward Arctic regions in states such as the United States, Canada, Russia, Iceland, and Norway. It also explores dynamic international engagement around the Arctic by state officials, corporations, indigenous communities, and activists. The course will address governance issues such as indigenous rights, economic development and natural resource exploitation, environmental issues and climate change, the potential militarization of the region, international law, and the role of the Arctic Council. (Same as: GOV 2577)

Previous terms offered: Spring 2019.

**ENVS 2403 (c, ESD) Environment and Culture in North American History**

Every Spring. Enrollment limit: 35.

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. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 2182)

Prerequisites: ENVS 1101.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ENVS 2416 (c, ESD) California Dreamin': A History of the Golden State**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Spring 2017.

**ENVS 2420 (c) The History of Energy**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Spring 2017.

**ENVS 2423 (c) Telling Environmental Stories**

Non-Standard Rotation. Enrollment limit: 12.

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)

Previous terms offered: Fall 2018, Fall 2016.

**ENVS 2425 (c, ESD, IP) Natives, Borderlands, and Empires in Early North America**

Non-Standard Rotation. Enrollment limit: 35.

Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent's three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent's diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture. Note: This course is part of the following field(s) of study: United States, Atlantic Worlds, Colonial Worlds, and Latin America. (Same as: HIST 2180, LAS 2180)

Previous terms offered: Spring 2016.

**ENVS 2431 (c, VPA) Modern Architecture: 1750 to 2000**

Non-Standard Rotation. Enrollment limit: 35.

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. (Same as: ARTH 2430)

Previous terms offered: Fall 2018, Spring 2016.

**ENVS 2432 (c, ESD) History of the American West**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**ENVS 2438 (c) Natural Supernaturalism**

David Collings.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Examines the Romantic attempt to blend aspects of the transcendental – such as the sublime, immortality, and divinity – with ordinary life, the forms of nature, and the resources of human consciousness. Discusses theories of the sublime, poetry of the English landscape, mountaintop experiences, tales of transfiguration, and evocations of intimacy with nature. Explores the difficulties of representing the transcendental in secular poetry and the consequences of natural supernaturalism for our own understanding of nature. Authors include Burke, Wordsworth, Coleridge, Kant, and Shelley. (Same as: ENGL 2352)

Previous terms offered: Spring 2018.

**ENVS 2444 (c) City, Anti-City, and Utopia: Building Urban America**

Non-Standard Rotation. Enrollment limit: 35.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. Semester-long research paper required. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 2006)

Previous terms offered: Spring 2019, Fall 2017, Fall 2015.

**ENVS 2445 (c, VPA) The Nature of Frank Lloyd Wright**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Spring 2017.

**ENVS 2446 (c) American Frontiers**

Non-Standard Rotation. Enrollment limit: 35.

Examines the cultural and political history of the American frontier from the nineteenth century through the present. What is it about the American wilderness that has so fascinated artists through the centuries? Why does the American frontier play such an important role in the nation's cultural history, even in the twentieth and twenty-first centuries? Explores literary representations of space, the intersections between literature and geopolitics, and environmental literary criticism. Includes texts by Henry David Thoreau, Ralph Waldo Emerson, Willa Cather, Gary Snyder, Cormac McCarthy, and Toni Morrison and films by John Ford and Quentin Tarantino. Note: Fulfills the literature of the Americas requirement for English majors. (Same as: ENGL 2546)

Previous terms offered: Fall 2015.

**ENVS 2447 (c) Maine: A Community and Environmental History**

Every Other Year. Enrollment limit: 16.

Seminar. Examines the evolution of various Maine social and ecological communities – inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 2607)

Previous terms offered: Spring 2019, Spring 2016.

**ENVS 2449 (c) History of Harpswell and the Coast of Maine**

Olaf Ellers; Amy Johnson; Sarah McMahon; Steven Allen; Brittany Jellison.

Non-Standard Rotation. Fall 2019. Enrollment limit: 12.

Examines the long history of Harpswell as part of the coast of Maine, and the research methodologies used to uncover and analyze that history from environmental, community, socioeconomic, political, racial and ethnic, and cultural perspectives. Topics include bonds and tensions in a peninsula and islands community; coastal agriculture and stone walls; inshore and deep-sea fisheries; shipbuilding and shipping; the Civil War; ethnic, religious, and cultural diversity; poverty and living on the margin; and the rise of tourism. Culminates with an individual research project prospectus for a projected essay on an aspect of that history. Taught in residence at the Schiller Coastal Studies Center. History 2129/ Environmental Studies 2449 is a course-module in the Bowdoin Marine Science Semester. Harpswell and Maine Coast History is a course-module in the Bowdoin Marine Science Semester and is taught with three other co-requisite courses. Note: This course is a part of the following field(s) of study: United States. (Same as: HIST 2129)

Previous terms offered: Fall 2017.

**ENVS 2451 Religion and Ecofeminism in India and Sri Lanka**

Every Other Fall. Enrollment limit: 35. .5 Credit

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

Previous terms offered: Fall 2015.

**ENVS 2452 (c, ESD) Placing Modernity**

Non-Standard Rotation. Enrollment limit: 35.

From Thoreau's cabin at Walden Pond to Annie Dillard's life at Tinker Creek, American literature has situated questions of national identity and environmental ethics in relation to an individual's intimacy with place. Focusing primarily on twentieth- and twenty-first-century literature, examines how experiences of human and non-human displacement at the heart of modernity reflect on the tradition of place-based writing. Explores how exile, migration, and other modes of dislocation impact literary representations of place, and how literature can make sensible the unequal distribution of environmental waste. Significant emphasis placed on environmental justice perspectives and the experience of dislocated peoples. Authors may include Gloria Anzaldúa, Rachel Carson, Teju Cole, Leslie Marmon Silko, and WC Williams. (Same as: ENGL 2552)

Previous terms offered: Fall 2017.

**ENVS 2459 (c) The Ethics of Climate Change**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**ENVS 2460 (c, IP) Nature and the Environment in Russian Culture**

Non-Standard Rotation. Enrollment limit: 35.

Introduces students to major works of Russian/Soviet/post-Soviet literature (by authors such as Pushkin, Turgenev, Chekhov, Solzhenitsyn, Alexievich, and others), supplemented by films and visual art, within the thematic context of a focus on nature and the environment in the Russian geographic and cultural space. Topics include the role of nature in the Russian Romantic sublime; artistic constructions of the exotic in Russia's borderlands (Georgia, Mongolia); representations of the peasant village; feminization of the land and related metaphors of violent conquest; testaments to the instrumentalization of nature (St. Petersburg, Belomor Canal, Gulag); and the cultural legacy of environmental decay and disaster (pollution, Chernobyl). (Same as: RUS 2447)

Previous terms offered: Fall 2018.

**ENVS 2470 (c, VPA) The Bauhaus and its Legacy: Designing the Modern World**

Non-Standard Rotation. Enrollment limit: 20.

The centennial of the Bauhaus—the school of modern design opened in 1919 in Weimar, Germany, and closed by the Nazis in 1933—is being celebrated around the world. More than just a school, the Bauhaus gave modernity a distinct physical form by connecting art to nature and industry in new ways. The Bauhaus also advanced the radical notion that modern design had a key social role to play: to improve the lives of all people. The course investigates the social mission, arts, vibrant way of life, and prominent figures at the Bauhaus, many leaders in fields of modern architecture, urbanism, and the arts of design. The course also explores the Bauhaus legacy that flourished throughout the twentieth century, focusing on US and Europe. The Bauhaus changed the world and even today we feel its impact, in the smallest of objects, our built environments, and the cities in which we live. Students will work closely with the Bauhaus exhibition that opens March 1, 2019, at the Bowdoin College Museum of Art and will carry out their own research projects. (Same as: ARTH 2470)

Previous terms offered: Spring 2019.

**ENVS 2475 (c, IP, VPA) Ecocinema: China's Ecological and Environmental Crisis**

Shu-chin Tsui.

Every Other Spring. Fall 2019. Enrollment limit: 35.

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)

Previous terms offered: Spring 2017.

**ENVS 2491 (c, IP) East Asian Environmental History, 1600-2000**

Every Other Spring. Enrollment limit: 16.

Seminar. The Anthropocene defines an epoch in which humans have become the dominant force in shaping their environment. Examines the role of East Asia in the emergence of this new era, from the seventeenth century to the present. In debating the narrative of ecological change in China, Japan, and Korea, readings and discussions focus on how successive regimes transformed their environments, and conversely, how those environments also structured modern human society. Questions what specific political, social, and economic changes triggered the Anthropocene in East Asia; how cultural, religious, and intellectual constructs have conditioned its arrival and acceleration. Weekly topics include: commodity frontiers, environmental sustainability, public health, industrial pollution, and nuclear technology. Note: This course is part of the following field(s) of study: East Asia. It fulfills the non euro/us requirement for history majors and minors. (Same as: HIST 2891, ASNS 2890)

Previous terms offered: Spring 2018, Spring 2016.

**ENVS 2504 (c) Animals in American History**

Every Other Year. Enrollment limit: 16.

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)

Previous terms offered: Fall 2018, Fall 2016.

**ENVS 2548 (c) American Wilderness**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**ENVS 2802 (c) Writing about the Coastal Environment**

Non-Standard Rotation. Enrollment limit: 12.

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)

Previous terms offered: Fall 2016, Fall 2015.

**ENVS 2804 (c) Maine Writers and the Environment**

Non-Standard Rotation. Enrollment limit: 12.

Explores the wild and diverse literary territories of the state of Maine – past and present – with a focus on coastal narratives and environmental writing. Considers Maine's multi-ethnic folkways, its austere modernisms, remorseless gothic landscapes, natural splendors and antagonisms, coastal rhapsodies and adversities, and contemporary environmental imperatives. Includes poetry, short stories, novels, memoirs, personal narratives, children's literature, nature writing, and environmental advocacy by such writers as Thoreau, Jewett, Robinson, Millay, Beston, Carson, McCloskey, King, Russo, Strout, and Bryan. Taught in residence at the Bowdoin College Schiller Coastal Studies Center. English 2804/ Environmental Studies 2804 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 Biology 2501 (same as Environmental Studies 2231) are co-requisites of this course. (Same as: ENGL 2804)

Previous terms offered: Fall 2018.

**ENVS 3280 (a, INS) Plant Responses to the Environment**

Non-Standard Rotation. Enrollment limit: 16.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the responses of plants to environmental factors such as light and temperature. Readings from the primary literature facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as: BIOL 3280)

Prerequisites: BIOL 2210 (same as ENVS 2223) or BIOL 2325 (same as ENVS 2225) or ENVS 2223 or ENVS 2225.

Previous terms offered: Spring 2018.

**ENVS 3308 (a, INS) Research in Ecology, Evolution, and Marine Biology**

Every Spring. Enrollment limit: 16.

Focuses on research methods in field biology, reading the primary literature, and training in scientific writing and presentation, careers in ecology, and next steps to pursuing those careers. Prepares students for productive future research experiences in areas of ecology, marine biology, animal behavior, and evolution. Students will focus on a research topic of their interest, for which they will read the primary literature, design experiments, produce a draft of a scientific paper, deepen their understanding of statistics and present their proposed research. Includes field excursions to marine and terrestrial environments. (Same as: BIOL 3308)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and either BIOL 2315 (same as ENVS 2224) or BIOL 2316 or BIOL 2319 (same as ENVS 2229) or BIOL 2325 (same as ENVS 2225) or BIOL 2330 (same as ENVS 2233) or BIOL 2210 (same as ENVS 2223).

Previous terms offered: Spring 2019, Spring 2018.

**ENVS 3391 (c, IP) Mapping Germany: Nature and Knowledge**

Non-Standard Rotation. Enrollment limit: 16.

Considers how German terrain and culture were mapped or charted through representations of nature and the wilderness in a diverse range of texts. Examinations of discourses about nature and landscape reveal how Germany constitutes itself as a nation with a particular relationship to the environment. A comparison of Austrian, German, and Swiss novels, short stories, films, and artworks emphasize the varied but powerful place of nature in the German imagination. Possible works, among others, by Kant, Goethe, Humboldt, Fanck, Ransmayr, Kehlmann, Jelinek, Richter. All materials and coursework in German. (Same as: GER 3391)

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Spring 2016.

**ENVS 3902 (a) Earth Climate History**

Every Spring. Enrollment limit: 16.

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)

Prerequisites: EOS 2005 (same as ENVS 2221) or ENVS 2221.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ENVS 3905 (a, INS) Environmental Fate of Organic Chemicals**

Non-Standard Rotation. Enrollment limit: 16.

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

Prerequisites: CHEM 2250.

Previous terms offered: Fall 2015.

**ENVS 3907 (b, IP) Food, Environment, and Development**

Every Spring. Enrollment limit: 16.

Examines the complex socio-economic and ecological challenges in the global governance of food and agriculture. Drawing on literature in political science, environmental politics, and public policy, students wrestle with key questions central to the study of the competing yet interconnected issues of food production, environmental protection, and economic development, such as: the seeming trade-offs between feeding the world and saving the planet; the socio-ecological dimensions of agricultural biotechnology (i.e., genetically modified plants and animals); and the governance of global value chains for food and natural resources. (Same as: GOV 3902)

Prerequisites: Two of: either ENVS 2330 (same as GOV 2910) or ENVS 2403 (same as HIST 2182) or ENVS 2302 or ENVS 2304 (same as GOV 2915) or GOV 2910 or HIST 2182 and ENVS 1101.

Previous terms offered: Spring 2018.

**ENVS 3908 (b, IP) Private Actors, Public Goods: Corporate Social Responsibility (CSR) in Comparative Perspective**

Every Year. Enrollment limit: 16.

From fair trade chocolate to Kimberly Process certified diamonds, voluntary sustainability initiatives increasingly "govern" complex trans-border trade – to minimize environmental damages and human rights abuses exacerbated by globalization, especially when states prove incapable or unwilling to do so. Intensive in reading, research, and discussion, adopts a commodity-centered lens to examine transnational trade in comparative perspective. Students explore how global value chains – like "fast fashion" from Bangladesh and cell phones from China – defy conventional notions of political, geographic, and ecological boundaries and prompt a shift from "government" to "governance." (Same as: GOV 3430)

Prerequisites: Two of: either ENVS 2302 or ENVS 2304 (same as GOV 2915) or ENVS 2330 (same as GOV 2910) or ENVS 2403 (same as HIST 2182) or GOV 2300 - 2599 and ENVS 1101.

Previous terms offered: Fall 2018.

**ENVS 3909 (b, MCSR) Building Resilient Communities**

Non-Standard Rotation. Enrollment limit: 16.

Explores approaches by communities and regions to build resilience in the face of changing environmental and social conditions. Examines the ways communities establish policies and collaborate with state, federal, private and nonprofit sectors towards strengthening local economies, safeguarding environmental values, protecting public health, addressing issues of economic and social justice, and implementing mitigation and adaptation strategies. Examines the role of big data in informing goal setting and measuring outcomes. Provides students with firsthand understanding of how digital and computational technologies including Geographic Information Systems (GIS) are playing an increasingly important role in understanding and informing effective approaches for expanding resilience at a community level to inform policy decision. Students learn GIS as part of the course. (Same as: DCS 3040)

Prerequisites: ENVS 1101.

Previous terms offered: Spring 2019.

**ENVS 3918 (b) Environmental and Natural Resource Economics**

Guillermo Herrera.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation. Permission of instructor required during add/drop for students who have credit for Economics 2218. (Same as: ECON 3518)

Prerequisites: Two of: ECON 2555 and ECON 2557.

Previous terms offered: Fall 2017, Spring 2016.

**ENVS 3921 (b) The Economics of Land Use, Ecosystem Services, and Biodiversity**

Non-Standard Rotation. Enrollment limit: 18.

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)

Prerequisites: Three of: either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level 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).

Previous terms offered: Spring 2019, Fall 2016, Fall 2015.

**ENVS 3930 (a, INS) Ecotoxicology**

Every Other Spring. Enrollment limit: 15.

Chemical exposure can strongly impact both ecological communities and human health, often in complex and unexpected ways. Examines pollution impacts on biological systems at the organismal, population, and community levels. Readings and class discussions focus on the value and limitations of traditionally conducted toxicity tests as well as emerging research areas, including evolutionary ecotoxicology and the potential synergy of multiple environmental stressors. A research paper based on primary and secondary sources explores the impacts of a specific chemical and how society might use available (often limited) data to protect ecological and human health from risks of exposure. Two field excursions outside of regular class meetings complement class discussions. (Same as: BIOL 3309)

Prerequisites: BIOL 2000 - 2969 or CHEM 2000 - 2969 or EOS 2000 - 2969 or ENVS 2201 (same as BIOL 1158 and CHEM 1105).

Previous terms offered: Spring 2019.

**ENVS 3938 (c, ESD) Consumed: The Nature of Consumerism**

Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: Two of: ENVS 1101 and ENVS 2403 (same as HIST 2182) or HIST 2182.

Previous terms offered: Fall 2016.

**ENVS 3963 (b, IP) Advanced Seminar in International Relations: Law, Politics, and the Search for Justice**

Non-Standard Rotation. Enrollment limit: 15.

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)

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**ENVS 3980 (c) The Nature of Health in the United States and the World**

Non-Standard Rotation. Enrollment limit: 16.

Explores relationships between humans, environment, and health in the United States and North America in their global context from the sixteenth century to the present day. Overall focus is on how the history of health and the environment in the US connects to global and transnational history. Topics may include the evolution of public health interventions, 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 in the United States; and the colonial and transnational 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. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 3180)

Previous terms offered: Fall 2018, Spring 2017.

**ENVS 3982 (c) The Beach: Nature and Culture at the Edge**

Non-Standard Rotation. Enrollment limit: 16.

Examines the development of the North American coastline, a place of dynamic environmental transformations and human interactions. Students consider physical changes on the coast, the coast as a zone for economic development and social conflict, and shifting perceptions of the shoreline. Topics may include: fisheries and whaling, conservation and political management, environmental disasters, resource extraction, industrialization and urbanization, tourism, beach and surfer culture, climate change and sea-level rise; and representations of the beach in art, literature, photography, film, and music. Students write a major research paper based on primary and secondary sources.

Prerequisites: ENVS 1101.

Previous terms offered: Fall 2017.

**ENVS 3994 (a) Ecological Recovery in Maine's Coastal Ecosystem**

Non-Standard Rotation. Enrollment limit: 15.

Maine's coastal ecosystems once supported prodigious abundances of wildlife that benefitted human communities for millennia before succumbing to multiple stresses during the industrial era. Today, it is possible to restore ecosystem structure and functionality for the benefit of wildlife and to regain some of the original ecological services for human benefit. Students examine Maine's coastal ecosystems as socioecological systems and apply ecological principles to understand how society could promote ecological recovery and maintain resilient ecosystems and ecosystem services over the long term. Interdisciplinary seminar with focus on ecology and environmental history. (Same as: BIOL 3394)

Prerequisites: ENVS 2201 (same as BIOL 1158 and CHEM 1105) or BIOL 1158 or CHEM 1105 or BIOL 2000 - 2969 or BIOL 3000 or higher or CHEM 2000 - 2969 or CHEM 3000 or higher or EOS 2000 - 2969 or EOS 3000 or higher or PHYS 2000 - 2969 or PHYS 3000 or higher.

Previous terms offered: Spring 2018, Spring 2017.

**ENVS 3998 (c) The City since 1960**

Every Other Fall. Enrollment limit: 16.

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.

Previous terms offered: Spring 2018, Fall 2016.

## Gender, Sexuality, and Women's Studies

### Overview & Learning Goals

#### Overview

The interdisciplinary Gender, Sexuality, and Women's Studies Program (GSWS) combines a variety of scholarly traditions to develop a culture of critical thinking about the intersections of gender, sexuality, race, and class. Drawing primarily on the humanities and the social sciences, courses in GSWS explore the social construction of identity and experience as well as how difference, marginalization, and resistance exist within and across cultures and historical periods. In its curriculum and its faculty research, GSWS explores the multiple directions that feminist and queer scholarship and activism take locally, nationally, and transnationally.

#### Learning Goals

##### Curriculum of the Bowdoin Major in Gender, Sexuality, and Women's Studies

The Bowdoin program in gender, sexuality, and women's Studies (GSWS) takes a theoretically broad and methodologically varied approach to the study of gender and sexuality and their intersections with race, class, ethnicity, nationality, and religion, across historical eras and transnational contexts. Courses at every level of the GSWS curriculum focus on reading, writing, speaking, collaborative learning, and the development of critical thinking skills. From first-year seminars and introductory courses (1000-level) to theory courses, intermediate seminars, and electives (2000-level), to advanced seminars, independent studies, and honors projects (3000- 4000-level courses), GSWS students gain competence and confidence in their ability to understand, interrogate, and contribute to this interdisciplinary field of study. In addition to core and elective courses taught by the permanent GSWS faculty, faculty from across the campus contribute classes from a wide range of departments and programs.

#### Learning Goals

- Understand and apply precepts: Students will explore the foundations of this field of study (1000-level), develop fluency in the ways in which gender and sexuality shape how individuals experience the world (2000-level), and apply their learning and critical thinking to questions of their choosing (3000- and 4000-level).
- Develop strengths in college-level intellectual engagement: Students will read texts closely, deliberate on their meanings on their own and

with others, and write and speak clearly and persuasively about them (all levels).

- Engage theoretically: Students will develop fluency in the theoretical constructs of feminist theory and/or queer theory, and then rigorously evaluate and apply those ways of thinking (2000-level).
- See the classroom as a space of growth: Students will explore the processes as well as the products of our learning, viewing differences among us and among the scholars whose work we engage as opportunities for intellectual and personal engagement and growth.
- Exercise a gendered imagination: Students will develop the competence and confidence to use their learning to further their intellectual lives, exercise leadership, and foster change beyond the Bowdoin classroom.

GSWS majors at Bowdoin become engaged, informed, and resourceful readers and writers, capable of critical thinking and cultural analysis.

Department/Program Website (<https://www.bowdoin.edu/gender-women>)

### Faculty

Jennifer Scanlon, *Program Director*  
Lori Larsson, *Program Administrator*

*Professor:* Jennifer Scanlon

*Assistant Professors:* Shenila Khoja-Moolji, Joseph Jay Sosa

*Contributing Faculty:* Todd Berzon, Margaret Boyle‡, Aviva Briefel, Judith S. Casselberry, David Collings, Sarah O'Brien Conly‡, Rachel Connelly, Sara A. Dickey‡, Pamela M. Fletcher, Guy Mark Foster, Alyssa Gillespie, David K. Hecht, Ann Louise Kibbie, Aaron W. Kitch, Matthew W. Klinge\*, Tracy McMullen, Kristi Olson, Elizabeth A. Pritchard, Marilyn Reizbaum, Nancy E. Riley, Meghan Roberts‡, Jill S. Smith, Rachel L. Sturman\*, Birgit Tautz, Shu-chin Tsui, Krista E. Van Vleet, Hanétha Vété-Congolo, Tricia Welsch

Faculty/Staff Website (<https://www.bowdoin.edu/gender-women/faculty-and-staff>)

### Requirements

#### Gender, Sexuality, and Women's Studies Major

The major consists of nine courses, including three required core courses.

Code	Title	Credits
GSWS 1101	Introduction to Gender, Sexuality, and Women's Studies	1
GSWS 2201 or GSWS 2001	Feminist Theory Queer Theory	1
Select a GSWS-designated, advanced-level capstone seminar		1
Select six courses chosen from the set of GSWS courses, or from a set of courses in other disciplines that have been approved by the Gender, Sexuality, and Women's Studies Program Committee to count toward the major. GSWS courses are numbered to indicate the level of course instruction.		6



## Gender, Sexuality, and Women's Studies Minor

The minor consists of five courses, including two required courses.

Code	Title	Credits
GSWS 1101	Introduction to Gender, Sexuality, and Women's Studies	1
GSWS 2201 or GSWS 2001	Feminist Theory Queer Theory	1
Select three additional courses		3

### Additional Information

### Additional Information and Program Policies

- One first-year seminar may count toward the major or minor.
- With prior approval, GSWS allows up to two transfer courses to count toward the major, one toward the minor. All core courses must be taken at the College.
- Courses count toward the major if grades of C- or better are earned. One course taken with the Credit/D/Fail grading option may count toward the major as long as a CR (credit) grade is earned for the course. No Credit/D/Fail courses may be counted for the minor.
- Only three of the six elective courses for the major may be from any single department outside of GSWS.
- Only two of the three elective courses for the minor may be from any single department outside of GSWS.
- The departmental affiliation of a course is considered the department of which the instructor is a member.
- No more than two independent study courses may count toward the major requirements, unless the student is pursuing an honors project, in which case the limit is three independent studies.
- Honors: during the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent study project. The honors project supervisor must be an affiliated faculty member with GSWS. If the student's chosen supervisor is not an affiliated faculty member, the student may appeal for permission from the GSWS Program Committee. Two semesters of advanced independent work (GSWS 4050 Honors Project in Gender, Sexuality, and Women's Studies and GSWS 4051 Honors Project in Gender, Sexuality and Women's Studies) are required for an honors project in GSWS.
- Departments that offer GSWS Classes include:
  - Africana Studies
  - Anthropology
  - Art
  - Asian Studies
  - Cinema Studies
  - Economics
  - Education
  - English
  - German
  - Government and Legal Studies
  - History
  - Music

- Philosophy
- Religion
- Romance Languages and Literatures
- Russian
- Sociology
- Theater and Dance

### Courses

**GSWS 1005 (c, FYS) Victorian Monstrosity**  
Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2015.

**GSWS 1009 (c, FYS) The Ravages of Love**  
David Collings.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Examines examples of overwhelming love in eighteenth and nineteenth century novels from England, France, and Germany. Through close reading and intensive writing, considers the intersection of love with the difficulties created by class and gender difference; the power of desire to challenge social convention and the terms of ordinary reality; the confrontations between love, egotism, and seduction; and the implications of love's attempt to dare all, even at the risk of death. Discusses the political overtones of these narratives of love and their place within the construction of gender, sexuality and subjectivity in Western culture. Authors may include Prevost, Goethe, Laclos, Hays, Austen, Bronte, and Flaubert. (Same as: ENGL 1009)

Previous terms offered: Fall 2017, Spring 2017.

**GSWS 1018 (c, FYS) Jane Eyre, Everywhere**  
Non-Standard Rotation. Enrollment limit: 16.

Charlotte Brontë's 1847 novel, "Jane Eyre," had a profound impact not only on subsequent nineteenth-century fiction, but also on twentieth- and twenty-first century literary representations of female experience. Begins with a close reading of Brontë's novel and then moves on to exploring modern literary rewritings of this narrative. Considers both how Brontë's themes are carried out through these various texts and why her narrative has been such a rich source of reinterpretation. In addition to Brontë, authors may include Du Maurier, James, Messud, Park, and Rhys. (Same as: ENGL 1018)

Previous terms offered: Fall 2018.

**GSWS 1021 (c, FYS) Bad Girls of the 1950s**

Jennifer Scanlon.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Explores the representation and life experiences of women who did not fit the cultural norm of suburban motherhood in 1950s America. Focuses on issues of class, race, sexuality, and gender in a decade shaped by fears about nuclear war and communism, and by social and political conformity. Topics include teenage pregnancy, women's grassroots political leadership, single womanhood, civil rights, emergent feminism, and, finally, the enduring cultural resonance of the apron-clad 1950s mom. Engages a variety of primary and secondary sources. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 1001)

Previous terms offered: Fall 2017.

**GSWS 1022 (c, FYS) "Bad" Women Make Great History: Gender, Identity, and Society in Modern Europe, 1789–1945**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016.

**GSWS 1025 (c, FYS) Jane Austen**

Ann Kibbie.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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

Previous terms offered: Fall 2016.

**GSWS 1026 (c, FYS) What We Talk about When We Talk about Love**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016.

**GSWS 1027 (c, FYS) From Flowers of Evil to Pretty Woman: Prostitutes in Modern Western Culture**

Non-Standard Rotation. Enrollment limit: 16.

Explores the myriad ways that prostitutes have been represented in modern Western culture from the middle of the nineteenth century to the present. By analyzing literary texts, visual artworks, and films from Europe and the United States, examines prostitution as a complex urban phenomenon and a vehicle through which artists and writers grapple with issues of labor, morality, sexuality, and gender roles. Introduces students to a variety of literary, artistic, musical, and filmic genres, as well as to different disciplinary approaches to the study of prostitution. Authors, artists, and film directors may include Baudelaire, Toulouse-Lautrec, Kirchner, Wedekind, Pabst, Marshall, Scorsese, Spielmann, and Sting. (Same as: GER 1027)

Previous terms offered: Fall 2018.

**GSWS 1029 (c, FYS) Comediennes, Historians, and Storytellers: Women Filmmakers in the German-Speaking Countries**

Non-Standard Rotation. Enrollment limit: 16.

Examines the work of women filmmakers in the German-speaking countries since the 1960s. Explores key interests of these directors: the telling of stories and (German, European, global) histories; the exploration of gender identity, sexuality, and various waves of feminism; the portrayal of women; the participation in the cinematic conventions of Hollywood as well as independent and avant-garde film; spectatorship. Analyzes a range of films and cinematic genres to include narrative cinema, biography, documentary, and comedy. Also introduces students to film criticism; includes weekly film screenings. No knowledge of German is required. Note: Fulfills the film theory requirement and the non-US cinema requirement for cinema studies minors. (Same as: GER 1029, CINE 1029)

Previous terms offered: Fall 2015.

**GSWS 1031 (c) Science, Sex, and Politics**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016.

**GSWS 1101 (b, ESD) Introduction to Gender, Sexuality, and Women's Studies**

Jennifer Scanlon.

Every Year. Fall 2019. Enrollment limit: 35.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**GSWS 1102 (c, ESD, VPA) Cultural Choreographies: An Introduction to Dance**

Every Other Year. Enrollment limit: 26.

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)

Previous terms offered: Fall 2018.

**GSWS 1104 (c) Introduction to Black Women's Literature**

Non-Standard Rotation. Enrollment limit: 50.

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

Previous terms offered: Spring 2019, Fall 2015.

**GSWS 1111 (c, ESD) Introduction to LGBTQ Fiction**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Spring 2017.

**GSWS 1301 (c, ESD) Black Women's Lives as the History of Africana Studies: Eighteenth and Nineteenth Century**

Tess Chakkalakal; Judith Casselberry.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

In conjunction with the fiftieth anniversary of Africana studies at Bowdoin, this yearlong, two-part course will address debates and issues of Africana studies through the lives of black women. In Part I, students will focus on early Africana studies texts, reading works by and about Phillis Wheatley, Sojourner Truth, Frances Harper, Ida B. Wells, and Anna Julia Cooper. We will take up differences and continuities between these thinkers to understand the politics of respectability, work, representation, sexuality, and family across multiple historical contexts. (Same as: AFRS 1109, ENGL 1301)

**GSWS 1321 (c, ESD) Philosophical Issues of Gender and Race**

Non-Standard Rotation. Enrollment limit: 50.

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)

Previous terms offered: Fall 2018, Fall 2016, Fall 2015.

**GSWS 1592 (c, ESD, VPA) Issues in Hip-Hop I**

Non-Standard Rotation. Enrollment limit: 50.

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: MUS 1292, AFRS 1592)

Previous terms offered: Fall 2018.

**GSWS 2001 (ESD) Queer Theory**

Non-Standard Rotation. Enrollment limit: 35.

Queer theory began as an activist intellectual movement in the 1990s that examined the lives, art, and politics of non-heterosexual and non-gender conforming persons. With promiscuous origins in psychoanalysis, literary criticism, political philosophy, feminist inquiry and urban sociology, queer theorists used multiple methodologies to imagine alternative practices of community, desire, intimacy, and gender expression. Studies the questions that arise from the experiences of people whose bodies don't fit social norms (gay, lesbian, trans, various abled, polluted, racially stigmatized bodies). Potential topics include: how we communicate our sex lives or gender identity through the use of "public secrets"; the codes of romantic melodrama that frame contemporary dilemmas of civic life; and how activists have mourned slow catastrophes (e.g., AIDS, but also ecocide and colonialism).

Prerequisites: GSWS 1000 - 2969 or GSWS 3000 or higher.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017.

**GSWS 2076 (c, IP) Fashion and Gender in China**

Non-Standard Rotation. Enrollment limit: 35.

Examines how the dress women wear and the fashion consumers pursuit reflect social-cultural identities and generate gender politics. Readings and discussions span historical periods, geographical locations, social-cultural groups, and identity categories. From bound feet to the Mao suit, and from qipao to wedding gowns, fashion styles and consumer trends inform a critical understanding of the nation, gender, body, class, and transnational flows. Topics include the intersections between foot-binding and femininity, qipao and the modern woman, the Mao suit and the invisible body, beauty and sexuality, oriental chic and re-oriental spectacle. With visual materials as primary source, and fashion theory the secondary, offers an opportunity to gain knowledge of visual literacy and to enhance analytical skills. (Same as: ASNS 2076)

Previous terms offered: Fall 2017, Spring 2016.

**GSWS 2111 (b, ESD) Viral Cultures: HIV/AIDS in Science, Policy, and Culture**

Non-Standard Rotation. Enrollment limit: 35.

In the thirty-plus years since its emergence, HIV/AIDS has dramatically altered the world's social, political, economic, scientific, and cultural landscape. From the early 1980s through the present, people living with HIV and AIDS, activists, artists, policymakers, and researchers have sought to understand the ways that HIV/AIDS is transforming how we live and die, how we think and create, and what we value. Brings students together to work across disciplines to address the complexities of HIV/AIDS on global, national, local, and individual scales. Students examine various aspects of the HIV/AIDS pandemic: activism, epidemiology, cultural history, medical treatment; the business, economics, and industry of disease, HIV and global health, law and public policy; and representations of HIV/AIDS in literature, archives, media, and the arts. Throughout, the intersections of HIV/AIDS with sexuality, gender, race, ability, culture, religion, nation, poverty, and other factors that crucially shape the lives and life chances of those living with HIV/AIDS are addressed. Critically engaging diverse materials and topics illuminates how contemporary societies have and continue to witness, frame, and make meaning of the ongoing HIV/AIDS pandemic.

Previous terms offered: Fall 2017.

**GSWS 2180 (c, IP, VPA) Gender in Japanese Art**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**GSWS 2201 (b, ESD) Feminist Theory**

Shenila Khoja-Moolji.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: GSWS 1000 - 2969 or GSWS 3000 or higher.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

**GSWS 2202 (c) Renaissance Sexualities**

Non-Standard Rotation. Enrollment limit: 35.

How do Renaissance authors represent sexual desires and dilemmas? What strategies do authors use to represent, for instance, drives that have not been codified and labeled according to modern epistemologies? Topics include the inarticulacy of homoeroticism and other forms of attachment as they shape Shakespearean comedy, minor epic, and tragicomic romance, with special attention to the poetics of same-sex desire and the erotics of theatrical performance by boy actors on the London stage. Authors include Shakespeare, Thomas Middleton, John Ford, Thomas Crashaw, and Margaret Cavendish, with secondary readings by Eve Sedgwick, Jonathan Goldberg, and Laurie Shannon, among others. Note: Fulfills the pre-1800 requirement for English majors. (Same as: ENGL 2202)

Previous terms offered: Spring 2017.

**GSWS 2207 (c, ESD, VPA) Black Women, Politics, Music, and the Divine**  
Every Fall. Enrollment limit: 16.

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)

Previous terms offered: Fall 2018, Fall 2016, Fall 2015.

**GSWS 2217 (c) Dostoevsky or Tolstoy?**  
Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Fall 2015.

**GSWS 2231 (c, ESD) Gender and Sexuality in Early Christianity**  
Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Spring 2016.

**GSWS 2236 (c, IP) The Fantastic and Demonic in Japanese Literature**  
Non-Standard Rotation. Enrollment limit: 35.

From possessing spirits and serpentine creatures to hungry ghosts and spectral visions, Japanese literary history is alive with supernatural beings. The focus of study ranges from the earliest times to modernity, examining these motifs in both historical and theoretical contexts. Readings pose the following broad questions: How do representations of the supernatural function in both creation myths of the ancient past and the rational narratives of the modern nation? What is the relationship between liminal beings and a society's notion of purity? How might the uncanny return of dead spirits in medieval Japanese drama be understood? How does the construction of demonic female sexuality vary between medieval and modern Japan? Draws on various genres of representation, from legends and novels to drama, paintings, and cinema. Students develop an appreciation of the hold that creatures from the other side maintain over cultural and social imagination. (Same as: ASNS 2270)

Previous terms offered: Spring 2016.

**GSWS 2237 (b, ESD, IP) Family, Gender, and Sexuality in Latin America**  
Krista Van Vleet.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous and natural gender ideologies, marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; compulsory heterosexuality; AIDS; and cross-cultural conceptions of homosexuality. Takes a comparative perspective and draws on a wide array of sources including ethnography, film, fiction, and historical narrative. (Same as: ANTH 2737, LAS 2737)

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Fall 2017.

**GSWS 2242 (c) Radicals, Feminists, Poets, Monsters, circa 1800**  
Non-Standard Rotation. Enrollment limit: 35.

Examines the rise of and reactions to radical literature in the wake of the French Revolution. Focuses on such topics as extravagant lyricism, anarchism, non-violent revolution, and the critique of marriage, family, male privilege, and patriarchal religious belief, as well as the defense of tradition and the depiction of revolution as monstrosity. Discusses radical rewritings of classical myth, the uses of fiction for political critique, and the intersections between sharp historical change and the emergence of the Gothic. Authors may include Burke, Blake, Wollstonecraft, Godwin, Percy Shelley, and Mary Shelley. (Same as: ENGL 2350)

Previous terms offered: Fall 2018, Spring 2017.

**GSWS 2247 (c) Modernism/Modernity**

Non-Standard Rotation. Enrollment limit: 35.

Examines the cruxes of the “modern,” and the term’s shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British and transatlantic works as a focus and includes fiction, poetry and visual art. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique, transnationalism. Readings of critical literature in conjunction with primary texts. Authors/directors/artists may include T. S. Eliot, James Joyce, Langston Hughes, Virginia Woolf, Katherine Mansfield, Zadie Smith, J. M. Coetzee, Roberto Bolaño, Man Ray, Stanley Kubrick. (Same as: ENGL 2451)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 1999 or GLS 1000 - 1049 or GLS 1100 - 1999 or GWS 1000 - 1049 or GWS 1100 - 1999.

Previous terms offered: Fall 2018, Fall 2015.

**GSWS 2248 (c, ESD) Family and Community in American History, 1600–1900**

Non-Standard Rotation. Enrollment limit: 35.

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. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 2128)

Previous terms offered: Fall 2016.

**GSWS 2249 (c, ESD, IP) Rebels, Workers, Mothers, Dreamers: Women in Russian Art and Literature since the Age of Revolution**

Non-Standard Rotation. Enrollment limit: 35.

Although the Russian cultural tradition has long been male-dominated, this paradigm began to shift with the advent of brilliant women writers and artists prior to the Russian Revolution. Since the collapse of the USSR, women have again emerged as leaders in the tumultuous post-Soviet cultural scene, even overshadowing their male counterparts. Explores the work of female Russian writers, artists, and filmmakers against a backdrop of revolutionary change, from the turn of the twentieth century to the present. Themes include representations of masculinity and femininity in extremis; artistic responses to social, political, and moral questions; and women’s artistry as cultural subversion. (Same as: RUS 2245)

Previous terms offered: Fall 2017.

**GSWS 2251 (c, ESD) Women in American History, 1600-1900**

Every Other Year. Enrollment limit: 35.

A social history of American women from the colonial period through the nineteenth century. Examines women’s changing roles in both public and private spheres; the circumstances of women’s lives as these were shaped by class, ethnic, and racial differences; the recurring conflict between the ideals of womanhood and the realities of women’s experience; and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women’s rights, and feminism. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 2126)

Previous terms offered: Spring 2019, Spring 2016.

**GSWS 2252 (c) Christian Sexual Ethics**

Non-Standard Rotation. Enrollment limit: 35.

An examination of the historical development, denominational variety (e.g. Catholic, Evangelical, Mormon), and contemporary relevance of Christian teachings and practices regarding sex and sexuality. The course is designed to acquaint students with the centrality of sex to Christian notions of sin and virtue as well as with the broader cultural impact of Christian sexual ethics on the understanding and regulation of gender, the rise of secularization and “family values,” and public policy regarding marriage, contraception, reproductive technologies, sex work, and welfare. In addition, students will have opportunities to construct and test moral frameworks that address sexual intimacy and assault, the stigmatization of bodies (with regard to race, class, size, sexuality and disability), and the commoditization of sex and persons. Materials are drawn from the Bible, Church dogmatics, legal cases, contemporary ethicists and documentary film. (Same as: REL 2257)

Previous terms offered: Spring 2018.

**GSWS 2256 (c, ESD) Gender, Body, and Religion**

Non-Standard Rotation. Enrollment limit: 35.

A significant portion of religious texts and practices is devoted to the disciplining and gendering of bodies. Examines these disciplines including ascetic practices, dietary restrictions, sexual and purity regulations, and boundary maintenance between human and divine, public and private, and clergy and lay. Topics include desire and hunger, abortion, women-led religious movements, the power of submission, and the related intersections of race and class. Materials are drawn from Christianity, Judaism, Neopaganism, Voudou, and Buddhism. (Same as: REL 2253)

Previous terms offered: Fall 2017.

**GSWS 2257 (c) White Negroes**

Non-Standard Rotation. Enrollment limit: 16.

Intermediate seminar. Close readings of literary and filmic texts that interrogate widespread beliefs in the fixity of racial categories and the broad assumptions these beliefs often engender. Investigates “whiteness” and “blackness” as unstable and fractured ideological constructs. These are constructs that, while socially and historically produced, are no less “real” in their tangible effects, whether internal or external. Includes works by Charles Chesnutt, Nella Larsen, Norman Mailer, Jack Kerouac, John Howard Griffin, Andrea Lee, Sandra Bernhard, and Warren Beatty. (Same as: ENGL 2004, AFRS 2654)

Previous terms offered: Spring 2018.

**GSWS 2258 (c, VPA) Women, Gender, And Sexuality in Western European and American Art, 1500 to Present**

Non-Standard Rotation. Enrollment limit: 35.

Provides an introduction to the history of women as creators, patrons, and audiences of art in Western Europe and the United States from the Renaissance to the present, and explores methods and approaches to visual art that focus on questions of gender and sexuality in an intersectional context. Artists considered may include Artemisia Gentileschi, Angelica Kauffman, Edmonia Lewis, Mary Cassatt, Georgia O'Keeffe, Claude Cahun, Frida Kahlo, Lee Krasner, Judy Chicago, Adrian Piper, Shirin Neshat, and Kara Walker. (Same as: ARTH 2560, GER 2251)

Prerequisites: ARTH 1100 or Placement in above ARTH 1100.

Previous terms offered: Fall 2018.

**GSWS 2259 (c, ESD, IP) Sexual Politics in Modern India**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Explores the politics of sexuality in India from the colonial era to the present day. Topics include sexual violence; arranged marriage; courtesanship and sex work; sexuality and colonialism; sexuality and nationalism, and the emergence of a contemporary lesbian/gay/queer movement. Note: This course is part of the following field(s) of study: South Asia and Colonial Worlds. It fulfills the non Euro/US requirement for history majors and minors. (Same as: HIST 2801, ASNS 2573)

Prerequisites: HIST 1000 or higher.

Previous terms offered: Spring 2016.

**GSWS 2260 (c) African American Fiction: (Re) Writing Black Masculinities**

Non-Standard Rotation. Enrollment limit: 35.

In 1845, Frederick Douglass told his white readers: "You have seen how a man was made a slave; you shall see how a slave was made a man." This simple statement effectively describes the enduring paradox of African American male identity: although black and white males share a genital sameness, until the nation elected its first African American president the former has inhabited a culturally subjugated gender identity in a society premised on both white supremacy and patriarchy. But Douglass's statement also suggests that black maleness is a discursive construction, i.e. that it changes over time. If this is so, how does it change? What are the modes of its production and how have black men over time operated as agents in reshaping their own masculinities? Reading a range of literary and cultural texts, both past and present, students examine the myriad ramifications of, and creative responses to, this ongoing challenge. (Same as: ENGL 2650, AFRS 2650)

Previous terms offered: Fall 2017.

**GSWS 2266 (c, ESD) The City as American History**

Every Other Year. Enrollment limit: 16.

Seminar. America is an urban nation today, yet Americans have had deeply ambivalent feelings toward the city over time. Explores the historical origins of that ambivalence by tracing several overarching themes in American urban history from the seventeenth century to the present. Topics include race and class relations, labor, design and planning, gender and sexual identity, immigration, politics and policy, scientific and technological systems, violence and crime, religion and sectarian disputes, and environmental protection. Discussions revolve around these broad themes, as well as regional distinctions between American cities. Students are required to write several short papers and one longer paper based upon primary and secondary sources. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 2660)

Previous terms offered: Spring 2019, Spring 2016.

**GSWS 2268 (b, IP) Saved By the Girl? Politics of Girlhood in International Development**

Every Other Fall. Enrollment limit: 35.

In recent decades, girls' education and empowerment has emerged as a key site for investment and advocacy. Girls are often represented as having the potential to solve wide-ranging societal issues, from poverty to terrorism. Interrogates the current focus on girls in international development by examining its cultural politics. What kinds of knowledges about people in the global south are produced in/through girl-focused campaigns? What is highlighted and what is erased? What are the consequences of such representations? Examinations lead to an exploration of the different theories of 'girl,' 'culture,' 'empowerment,' 'rights,' and 'citizenship' that are operative in this discourse. Situates girl-focused campaigns within the broader politics of humanitarianism and asks critical questions about conceptualizations of 'freedom' and the constitution of the 'human'. To provide a more nuanced understanding of the lives of girls in the global south, brings to bear ethnographic studies from Pakistan, Egypt, India, and Nepal. (Same as: ASNS 2610)

Previous terms offered: Fall 2018.

**GSWS 2270 (c, ESD) Spirit Come Down: Religion, Race, and Gender in America**

Every Spring. Enrollment limit: 35.

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)

Previous terms offered: Spring 2017, Spring 2016.

**GSWS 2271 (b, ESD, IP) The World's Most Dangerous Place?: Gender, Islam, and Politics in Contemporary Pakistan**

Shenila Khoja-Moolji.

Every Other Fall. Fall 2019. Enrollment limit: 35.

The January 2008 cover image of *The Economist* calls Pakistan "The world's most dangerous place." Indeed, Pakistan has been variously called a "terrorist state," a "failed state," and a "lawless frontier." This course engages in an academic study of the gender, religion, and politics in Pakistan to deepen students' understanding of the world's sixth-most populous country. We begin with accounts of the British colonization of South Asia and the nationalist movements that led to the creation of Pakistan. We then consider the myriad issues the nation has faced since 1947, focusing in particular on the debates surrounding gender and Islam, and Pakistan's entanglements with the US through the Cold War and the War on Terror. In addition to historical and ethnographic accounts, the course will center a number of primary texts (with English translations) including political autobiographies, novels, and terrorist propaganda materials. Students will write a research paper as the final product. (Same as: ASNS 2611)

**GSWS 2273 (c) The Woman's Film**

Every Other Year. Enrollment limit: 35.

Concentrating in large part on the classical Hollywood period, we will explore films that center on women's experiences and that are (or seem to be) intended for a female audience. We will examine the genres of melodrama, film noir, gothic, and comedy in relation to the performance of female identity; representations of gender, class, race, and sexuality; and theories of spectatorial identification. The last part of the class will consider ways in which contemporary women's films draw on and reconfigure the themes brought up by earlier narratives. Directors might include Arzner, Cukor, Haynes, Hitchcock, Mankiewicz, Varda, and Vidor. (Same as: CINE 2270)

Previous terms offered: Spring 2019.

**GSWS 2282 (c, ESD) Gender, Sexuality, and Schooling**

Non-Standard Rotation. Enrollment limit: 35.

Schools are sites where young people learn to do gender and sexuality through direct instruction, the hidden curriculum, and peer-to-peer learning. In schools, gender and sexuality are challenged, constrained, constructed, normalized, and performed. Explores instructional and curricular reforms that have attempted to address students and teachers sexual identities and behavior. Examines the effects of gender and sexual identity on students' experience of school, their academic achievement, and the work of teaching. Topics may include compulsory heterosexuality in the curriculum, the gender of the good student and good teacher, sex ed in an age of abstinence. (Same as: EDUC 2212)

Prerequisites: EDUC 1101 or GLS 2001 or GWS 1101 or GSWS 1101.

Previous terms offered: Fall 2017.

**GSWS 2283 (c) Interracial Narratives**

Guy Mark Foster.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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, AFRS 2653)

Previous terms offered: Fall 2016.

**GSWS 2289 (c, IP) Construction of Goddess and Deification of Women in Hindu Tradition**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**GSWS 2292 (c, ESD, IP) Gods, Goddesses, and Gurus: Gender and Power in South Asian Religions**

Non-Standard Rotation. Enrollment limit: 35.

Examines representations of gender, divinity, and power in cosmology, mythology, literature, and society in Hinduism and esoteric tantric traditions. Delving into India's philosophical tradition, we discuss prak#ti, the feminine principle or nature, and the male or pure spirit, puru#a. We analyze issues of authority and gender in Sanskrit epics, the R#am#ayana and the Mah#abharata, as they are retold in vernacular languages, songs, and animated films. We learn how K#ali, the most militant goddess in the Dev#i M#ah#atmyam, serves in the cause of nationalist politics and how she is "sweetened" and democratized over time. The course culminates in a role-playing game "A virtuous woman? The Abolition of Sati in India, 1829," which uses an innovative methodology called reacting to the past (RTTP). In RTTP, students research and articulate opinions of historical players through in-character writing and speaking assignments, learning to express themselves with clarity, precision, and force. (Same as: REL 2280, ASNS 2740)

Previous terms offered: Spring 2019.



**GSWS 2294 (c) Issues in Hip-Hop II**

Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: MUS 1292 (same as AFRS 1592 and GWS 1592).

Previous terms offered: Spring 2019, Fall 2015.

**GSWS 2300 Religion and Ecofeminism in India and Sri Lanka**

Every Other Fall. Enrollment limit: 35. .5 Credit

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

Previous terms offered: Fall 2015.

**GSWS 2315 (c, IP) Love, Sex, and Desire in Russian Literature and Culture**

Reed Johnson.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Russian culture is rich with depictions of the fundamental human experiences of love, sex, and desire. And while these depictions have often been subject to various forms of censorship, they have just as often served as expressions of dissent against rigid social, political, and artistic norms. This course explores the ideological and aesthetic significance of such themes as romance, lust, yearning, sexual violence, adultery, prostitution, religious passion, poetic inspiration, unrequited love, celibacy, gender identity, sexuality, masturbation, pornography, body image, sexual frustration, castration, and witchcraft in Russian literature and the arts from medieval times to the present day. Not only do the works studied inscribe "difference" on the bodies of their subjects, but Russia also functions as a social "other" against which students examine their own cultural assumptions. Authors may include Avvakum, Bulgakov, Chekhov, Dostoevsky, Gogol, Nabokov, Pushkin, Tolstoy, Tsvetaeva, Turgenyev, and Zamyatin. Taught in English. (Same as: RUS 2315)

**GSWS 2345 (b, IP) Carnival and Control: Race, Gender, and Sexuality in Brazil**

Non-Standard Rotation. Enrollment limit: 35.

Every year, Brazilians pour onto the street to celebrate carnival, with its festive traditions of gender ambiguity, sexual libertinism, and inversion of social hierarchies. Questions how this image of diversity and freedom is squared with Brazil's practices of social control: high rates of economic inequality and police violence, as well as limited reproductive rights. Using carnival and control as frameworks, examines how contemporary Brazilian society articulates gender roles and sexual identities, as well as racial and class hierarchies. While course content focuses on Brazil, topics addressed are relevant to students seeking to understand how institutions of intimacy, propriety, and power are worked out through interpersonal relations. (Same as: ANTH 2345, LAS 2345)

Previous terms offered: Fall 2017.

**GSWS 2355 (c, IP) The Buddhist Tradition and Women**

Non-Standard Rotation. Enrollment limit: 35.

Explores and explains the position of women in Buddhist canonical texts and women in Buddhist society. Analysis and discussion focuses on the complex "separate interdependence" between the family on the one hand, and the life of the renouncer on the other. This tension lies at the heart of the Buddhist position on women. Special attention given to selected narratives of women encountering the Buddha: Patacara and Kisagotami, the two women in deep sorrow from loss in the family, and Maha-Pajapati, the first fully ordained nun in Buddhism. Considers implications for the economic roles, access to education, and religious freedom for women in contemporary (Thai) Buddhist society. (Same as: REL 2287, ASNS 2760)

Previous terms offered: Spring 2017.

**GSWS 2410 (c, ESD, VPA) Post-Soviet Russian Cinema**

Non-Standard Rotation. Enrollment limit: 35.

Newly freed from censorship, Russian filmmakers in the quarter-century between 1990 and 2015 created compelling portraits of a society in transition. Their films reassess traumatic periods in Soviet history; grapple with formerly taboo social problems such as alcoholism, anti-Semitism, and sexual violence; explore the breakdown of the Soviet system; and critique the darker aspects of today's Russia, often through the lens of gender or sexuality—specifically addressing subjects such as machismo, absent fathers, rape, cross-dressing, and birthing. Central are the rapid evolution of post-Soviet Russian society, the emergence of new types of social differences and disparities and the reinvention of old ones, and the changing nature of social roles within the post-Soviet social fabric. Taught in English. (Same as: RUS 2410, CINE 2602)

Previous terms offered: Spring 2019, Spring 2017.

**GSWS 2426 (c) The Horror Film in Context**

Aviva Briefel.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 1999 or FILM 1101 or FILM 2201 or FILM 2202 or GWS 1000 - 1049 or GWS 1100 - 1999 or CINE 1101 or CINE 2201 or CINE 2202.

Previous terms offered: Fall 2017, Fall 2015.

**GSWS 2450 (c, ESD, IP) Sex, Scandal, and Celebrity in Early Modern Europe**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Uses major scandals and cults of celebrity to illuminate the cultural history of early modern Europe. Questions include: What behaviors were acceptable in private but inexcusable in public? Why are people fascinated by scandals and celebrities, and how have those categories evolved over time? How have the politics of personal reputation changed with the rise of new media and new political cultures? Topics include gossip, urban spaces, gender, sex, crime, and religion. Uses a variety of materials, such as cartoons, newspaper articles, trial transcripts, memoirs, and novels, to explore the many meanings of scandal in early modern Europe, especially France and England. Note: This course is part of the following field(s) of study: Europe. It also fulfills the pre-modern requirement for history majors and minors. (Same as: HIST 2540)

Previous terms offered: Spring 2017.

**GSWS 2454 (c) The Modern Novel**

Non-Standard Rotation. Enrollment limit: 35.

A study of the modern impulse in the novel genre in English. Considers origins of the modern novel and developments such as modernism, postmodernism, realism, formalism, impressionism, the rise of short fiction. Focuses on individual or groups of authors and takes into account theories of the novel, narrative theory, critical contexts. Topics shift and may include Philip Roth, Henry Roth, Virginia Woolf, James Joyce, Rebecca West, Dorothy Richardson, Lorrie Moore, Ford Madox Ford, J. M. Coetzee, W. G. Sebald, F. Scott Fitzgerald, John Banville, Ian Watt, Peter Brook, and Franco Moretti. (Same as: ENGL 2454)

Previous terms offered: Spring 2016.

**GSWS 2504 (c, ESD) American Queen: Drag in Contemporary Art and Performance**

Non-Standard Rotation. Enrollment limit: 18.

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

Previous terms offered: Spring 2016.

**GSWS 2505 (c, ESD, VPA) Geographies of the Sexiness: Dance and Politics of (Dis)Respectability Across the Americas**

Every Spring. Enrollment limit: 16.

Dance—an art form whose medium is the body—and ethnography—the study of people and their cultures—are great tools for addressing some of the ways different dancing bodies have been historically policed for “dancing sex(y).” Other tools, such as critical dance and black theories, in addition to queer and feminist approaches, will also be utilized to comprehend the uneven ways these bodies are further racialized, sexualized, and gendered within the Americas. In particular, students will learn about various dances (such as the Brazilian samba to the Cuban rumba, Jamaican Dancehall, and the Trinidadian wine) through readings, lectures, and actual in-studio dancing. Ultimately, the intention here is to understand dancing as both a meaning-making activity and a way of understanding the world. In turn, it is an important lens for critically thinking, talking, researching, and writing about politics of identity (especially regarding nationality, gender, race, and sexuality). (Same as: DANC 2505, AFRS 2292)

Previous terms offered: Spring 2019.

**GSWS 2548 (c) American Wilderness**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**GSWS 2600 (b, IP) Gender and Sexuality in Contemporary Eastern Europe**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Examines the current scholarship on gender and sexuality in modern Eastern Europe: the countries of the former Soviet Union, the successor states of Yugoslavia, Poland, Hungary, Romania, The Czech Republic, Slovakia, Bulgaria, and Albania. Focusing on research produced by academics based in the region, examines the dialogue and interchange of ideas between East and West, and how knowledge about the region is dialectically produced by both Western feminists and East European gender studies scholars. Topics include the women question before 1989; nationalism, fertility, and population decline; patterns and expectations for family formation; the politics of EU gender mainstreaming; visual representations in television and film; social movements; work; romance and intimacy; spirituality; and the status of academic gender studies in the region.

Prerequisites: GSWS 1101.

Previous terms offered: Spring 2017.

**GSWS 2601 (c) History of Women's Voices in America**

Every Other Year. Enrollment limit: 16.

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. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 2609)

Previous terms offered: Spring 2017.

**GSWS 2602 (c) Science and Art of the Sex Photograph**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Spring 2017, Fall 2015.

**GSWS 2605 (c, IP) Gendered Bodies: Toward a Women's Art in Contemporary China**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**GSWS 2606 (b) Radical Politics, Radical Families**

Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Fall 2016.

**GSWS 2610 (b) Sex and State Power**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Examines sexual politics of the law, policing, public health, and state surveillance and explores feminist and queer responses to the relationship between sex and power from a variety of disciplines and traditions. Focuses on two major trends in the regulation of sex in the twentieth and twenty-first centuries: (1) how policy making has shifted from defining sexual morality to managing populations, and (2) the reinvigorated politics of the family as governments scale back their social welfare programs. Additional topics may include reproductive rights, sex work, marriage, hate crimes, surveillance, militarism, and prisons. Students learn main trends in the politics of sexuality and conduct a research project on the topic of their choice. (Same as: ANTH 2610)

Previous terms offered: Fall 2018, Fall 2016.

**GSWS 2651 (c, ESD) Queer Race**

Non-Standard Rotation. Enrollment limit: 35.

How does the concept of queerness signify in cultural texts that are ostensibly about the struggle for racial equality? And vice versa, how does the concept of racialization signify in cultural texts that are ostensibly about the struggle for LGBT recognition and justice? While some of this work tends to reduce queer to traditional sexual minorities like lesbian and trans folk while downplaying racial considerations, others tend to limit the category race to people of color like blacks while downplaying questions about sexuality. Such critical and creative gestures often place queer and race in opposition rather than as intersecting phenomena. Students examine the theoretical and cultural assumptions of such gestures, and their implications, through close readings of selected works in both the LGBT and African American literary traditions. (Same as: ENGL 2651, AFRS 2651)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 1999 or AFRS 1000 - 1049 or AFRS 1100 - 1999 or GLS 1000 - 1049 or GLS 1100 - 1999.

Previous terms offered: Spring 2018.

**GSWS 2660 (c) Romantic Sexualities**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Spring 2019, Fall 2016.

**GSWS 2745 (c, IP) The Tigress' Snare: Gender, Yoga, and Monasticism in South and Southeast Asia**

Non-Standard Rotation. Enrollment limit: 35.

There is no dearth of stories regarding the dangers of women and sexuality for Hindu, Buddhist, Jain, and Nath yogis and ascetics. Texts after texts written on ancient, classical, and early modern Asian monasticism point to the evil of women and the dangers they pose to those attempting to live monastic lives. Women, however, have historically been and continue to be involved in these religious traditions. This class will examine the highly gendered worldview found within South and Southeast Asian yogic and monastic texts. Primarily reading Hindu, Nath yogi, Jain, and Buddhist canonical teachings, the class will discuss the manner in which women have historically been viewed within these religious traditions. It will then shift to look at the manner in which women have been and continue to take part in these communities in their everyday life. Through the use of both academic readings and multimedia texts, the class will examine how women navigate their roles within these male-dominated communities, their reasons for joining these communities, and the differences that exist for women within the different monastic and yogic communities. (Same as: ASNS 2745, REL 2745)

Previous terms offered: Spring 2019.

**GSWS 3015 (c) James Baldwin**

Non-Standard Rotation. Enrollment limit: 15.

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. (Same as: ENGL 3015, AFRS 3015)

Prerequisites: ENGL 2000 - 2969 or AFRS 2000 - 2969 or GLS 2000 - 2969 or GSWS 2000 - 2969.

Previous terms offered: Spring 2017.

**GSWS 3103 (c) Gender, Sexuality, and Popular Music**

Every Other Year. Enrollment limit: 15.

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)

Previous terms offered: Spring 2018, Spring 2016.

**GSWS 3211 (c) Bringing the Female Maroon to Memory: Female Marronage and Douboutism in French Caribbean Literature**

Non-Standard Rotation. Enrollment limit: 16.

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 doubtism, 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, AFRS 3211, LAS 3211)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2016.

**GSWS 3230 (c) Colonial Seductions in Spanish America**

Non-Standard Rotation. Enrollment limit: 16.

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)

Prerequisites: 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.

Previous terms offered: Fall 2016.

**GSWS 3231 (c, IP) Sor Juana and María de Zayas: Early Modern Feminisms**

Every Other Year. Enrollment limit: 16.

Did feminism exist in the early modern period? Examines key women authors from the early Hispanic World, considering the representation of gender, sexuality, race, and identity in distinct political and social contexts. Focuses on Mexican author Sor Juana Inés de la Cruz (1651-1695) and Spanish author María de Zayas (1590-1661), alongside other prominent women writers from the period. Students read short stories, essays, poems, and personal letters. Conducted in Spanish. (Same as: HISP 3231, LAS 3231)

Prerequisites: HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410).

Previous terms offered: Spring 2019.

**GSWS 3301 (b) Doing Gender Studies: Gender Across Ethnography and Archive**

Every Spring. Enrollment limit: 12.

Gender and sexuality are constituted in social relations and lived experience. You can't hold gender in your hand or point out sexuality in a crowd. Examines how scholars discover gender in their research materials, with special attention to ethnographic and archival research. Students consider how interviews, surveys, oral history, archival research, participant observation, and discourse analysis produce different kinds of evidence about gender. Moreover, addresses feminist research ethics around representation, power relations, social position, and intimacy with research subjects.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017.

**GSWS 3302 (b) The Economics of the Family**

Rachel Connelly.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

Seminar. Microeconomic analysis of the family, gender roles, and related institutions. Topics include marriage, fertility, married women's labor supply, divorce, and the family as an economic organization. (Same as: ECON 3531)

Prerequisites: Two of: ECON 2555 and ECON 2557.

Previous terms offered: Spring 2017, Spring 2016.

**GSWS 3310 (c) Gay and Lesbian Cinema**

Tricia Welsch.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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

Prerequisites: CINE 1000 or higher.

Previous terms offered: Spring 2016.

**GSWS 3320 (c) Victorian Epics**

Non-Standard Rotation. Enrollment limit: 16.

Advanced seminar. Examines one of the foremost literary forms of the Victorian period: the long novel. By focusing on a few central texts, investigates the ways in which narrative length shapes stories about wide-ranging issues related to nationalism, science, technology, and empire, as well as allegedly local issues regarding domesticity, familial relations, personal adornment, and romance. Authors may include Charles Dickens, George Eliot, William Thackeray, and Anthony Trollope. (Same as: ENGL 3024)

Prerequisites: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GSWS 3000) or higher.

Previous terms offered: Spring 2018.

**GSWS 3323 (c) Voices of Women, Voices of the People**

Non-Standard Rotation. Enrollment limit: 16.

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

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2017.

**GSWS 3326 (c) A Body "of One's Own": Latina and Caribbean Women Writers**

Non-Standard Rotation. Enrollment limit: 16.

What kind of stories do bodies tell or conceal? How are those stories affected by living in a gendered body/subject? How do embodied stories relate to history and social realities? These are some of the questions addressed in this study of contemporary writing by women from the Hispanic Caribbean and the United States Latina/Chicana communities. Films and popular culture dialogue with literary works and feminist theory to enhance the examination of the relation of bodies and sexuality to social power, and the role of this relation in the shaping of both personal and national identities. Authors include Julia Álvarez, Fanny Buitrago, Judith Ortiz Cofer, Magali García Ramis, and Mayra Santos-Febres, among others. Taught in Spanish with readings in Spanish and English.. (Same as: HISP 3226, LAS 3226)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2017.

**GSWS 3350 (c, ESD) Desire and Difference: Exploring Gender, Sexuality, and Race in Ancient and Medieval Art**

Non-Standard Rotation. Enrollment limit: 12.

Gender, sexuality, race, and other aspects of identity have come to play a huge role in our public and private lives, and these same issues can be key to understanding how people lived and understood their lives in the past. Through in-class discussion and individual research projects, students in this seminar examine intersections of these concerns with the visual arts produced in the ancient Mediterranean region and medieval Europe (c. 500 BCE–c. 1500 CE), gaining a deeper and richer understanding of how people in the past described themselves and their lives and made sense of individual identities. Specific topics covered will include representations of women and minorities, the roles played by women as makers and patrons of art, and the usefulness of modern categories of sexuality and gender in the context of ancient and medieval art. (Same as: ARTH 3350)

Prerequisites: ARTH 1100 or Placement in above ARTH 1100 or ARTH 2000 - 2969 or GSWS 1000 - 2969 or GSWS 3000 or higher.

Previous terms offered: Spring 2019.

**GSWS 3900 (c, IP, VPA) Women, Performance, and Activism in the Americas**

Irina Popescu.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Explores when, why, and how women organize collectively to challenge political, economic, and social injustice in the late twentieth century. This course investigates how civil rights and labor movements, the rise and fall of dictatorships, and neoliberalism impacted and continues to impact female cultural production and activism in the Americas. In our investigation, we will turn to the intersection between art and activism as we look at a wide range of artistic practices, from literature and film to site-specific performance art and interventionist art. Throughout the semester, we will revisit the following questions as we consider the development of female activism in the Americas: 1) what is the relationship between feminism and activism, 2) can literature and performance be placed at the service of activism, and 3) how does looking at the Americas as a whole enable us to better understand the shared injustices across the North/South divide? (Same as: LAS 3900)

## German

### Overview & Learning Goals

#### Overview

The German department offers courses in the language, literature, and culture of the German-speaking countries of Europe. The program is designed for students who wish to become literate in the language and culture, comprehend the relationship between the language and culture, and gain a better understanding of their own culture in a global context. The major is a valuable asset in a wide variety of postgraduate endeavors including business, science, and international careers; and in law and graduate school.

#### Learning Goals

Our major enables students to become literate in German and competent in the cultures of Germany, Austria, and Switzerland through critical engagement with texts, cultural objects, and practices.

In the process, students acquire fundamental knowledge of major literary, social, and political developments and become able to communicate the historical significance and transnational impact of the German-speaking world.

Upon completion of the German major, students will be able to converse in German on a wide range of topics, including academic topics, to comprehend and analyze German texts, and to write critically. They can effectively articulate and carry out research.

All courses place equal importance on the acquisition of linguistic and cultural knowledge, with increasing complexity and sophistication.

**German 1101/1102:**

Communication: Recognize and reproduce patterns of vocabulary and grammatical structure; paraphrase in order to demonstrate understanding; produce simple declarative statements, describe people and places, transition to narrative comprehension (identify key passages and vocabulary structures when reading a text) and narrative production.

Cultural Competency: Discover and explore historical and cultural facts.

**German 2203/2204/2205:**

Communication and cultural competency become increasingly integrated: students recognize, differentiate, and produce texts of different genres, identify and apply linguistic nuance, and differentiate language use. They demonstrate knowledge via oral presentations and short papers and analyses; they engage in critical discussion with peers. Students deepen their cultural knowledge by exploring key themes such as Europeanization, visual culture, and youth culture in their historical context. These courses prepare students to study in the language at German-speaking universities.

**German 3308/3310:**

Students become increasingly cognizant of German studies as a discipline that is defined by the exploration of texts and cultural objects in context. They define, compare, and interpret literary genres of different time periods and recognize, research, and analyze how context creates cultural products and vice versa. They refine their oral and written German skills through analysis, interpretation, and presentation.

**German 331x:**

Students identify historical coherence and importance of time periods as a mode of cultural inquiry and analysis. They categorize and arrange knowledge. They apply concepts and methodology, while refining their German language and analytical skills by identifying key passages in literary texts, conducting close readings of texts and objects, and creating historical connections between them. Students demonstrate these skills in oral presentations and writing of different formats and lengths. These courses complement rather than precede courses in the 339x category.

**German 339x:**

Students identify thematic coherence and conceptual formation as a mode of cultural inquiry, analysis, and production. They categorize and arrange knowledge across time, national contexts, and artistic modes or genres. They engage with abstract concepts and may integrate different methods through work with theoretical models and their application. As they do in the 331x-courses, students refine their German language and analytical skills by identifying key passages in literary texts, conducting close readings of texts and objects, and creating cross-disciplinary modes of presentation in speech and writing.

**Other:**

Students in German 2262/3362 acquire cultural competence through specialized linguistic and interpretive skills and appropriate techniques of translation. They evaluate language use and apply theories of translation, while building specialized German language skills in vocabulary, style, and syntax. They create cross-curricular connections allowing them to integrate knowledge from other disciplines with their study of German. The dual-level course fosters collaboration and cooperation between students of differing linguistic abilities; at the 3362-level, students carry out a research project involving presentation, simulation, and translation.

Study abroad enables students to apply and expand upon the linguistic and cultural knowledge acquired at Bowdoin in their interaction with native speakers. Their daily immersion in the native culture, in turn, fosters comparative perspectives and allows them to relate different course contents from German-speaking universities back to their German courses at Bowdoin.

## Independent Studies/Honors Program

These student-driven and faculty-guided research courses allow students to plan, design, and execute independent research, with the possibility of completing an honors thesis. The thesis demonstrates critical acumen, and intellectual and methodological rigor.

The department complements its major program with interdisciplinary courses in English—in so doing strengthening Bowdoin's liberal arts mission and opening its course offerings to majors, minors, and students from all disciplines.

Department/Program Website (<https://www.bowdoin.edu/german>)

## Faculty

Birgit Tautz, *Department Chair*

Kate Flaherty, *Department Coordinator*

*Professor:* Birgit Tautz

*Associate Professor:* Jill S. Smith‡

*Assistant Professor:* Jens Elias Klenner

*Visiting Faculty:* Andrew B.B. Hamilton

*Teaching Fellow:* Sabrina Becker

Faculty/Staff Website (<https://www.bowdoin.edu/german/faculty-and-staff>)

## Requirements German Major

The major consists of eight courses.

Code	Title	Credits
GER 2204	Intermediate German II: German History through Visual Culture (or the equivalent)	1

Select seven additional courses. Of those: 7

One course taught in English may be taken from German 1000–1049 or German 1151–1159 or German 2251–2551; or a course taught by German faculty in other programs may be substituted for this requirement upon prior approval.

The other courses (or all of the seven courses) must be taken from German 2205–4052.

All majors are required to do coursework with the department in their senior year; the configuration of this senior work must be determined in

direct consultation with the department. This consultation takes place prior to registering for the fall semester of the senior year, which for some students means before they depart for study away. Normally, senior work includes two courses at the 33xx-level. Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study away. Majors are encouraged to consider a number of study-away programs with different calendars and formats.

## German Minor

Code	Title	Credits
<b>Required Courses</b>		
GER 1102	Elementary German II	1
Select any four courses.		4
two courses in the language (German 2203–2289 and German 3300–3999)		
up to two may be taught in English (German 1000–1049, German 1151–1159, or German 2251–2551)		

With advance departmental approval of the transfer credit, any number of courses from another college or university may count toward the major or minor.

## Additional Information Additional Information and Department Policies

- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail) and earn a course grade of C- or better.
- First-year seminars taught by German department faculty count toward the major and minor.
- Students may engage in independent study at the intermediate (2970–2979) or advanced (4000–4051) level. Independent studies, including honors projects, may count toward the major.
- Advanced Placement/International Baccalaureate (AP/IB): Students who received a minimum score of four on the German Advanced Placement exam receive a general credit toward their degree, normally no credit to the major or minor, after completion of a 3000-level German course with a minimum grade of B-. Students who took the German IB exam should consult the department regarding credit. Regardless of earned scores, all students are expected to take the placement exam. In order to receive credit for AP/IB work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

## Courses

### GER 1027 (c, FYS) From Flowers of Evil to Pretty Woman: Prostitutes in Modern Western Culture

Non-Standard Rotation. Enrollment limit: 16.

Explores the myriad ways that prostitutes have been represented in modern Western culture from the middle of the nineteenth century to the present. By analyzing literary texts, visual artworks, and films from Europe and the United States, examines prostitution as a complex urban phenomenon and a vehicle through which artists and writers grapple with issues of labor, morality, sexuality, and gender roles. Introduces students to a variety of literary, artistic, musical, and filmic genres, as well as to different disciplinary approaches to the study of prostitution. Authors, artists, and film directors may include Baudelaire, Toulouse-Lautrec, Kirchner, Wedekind, Pabst, Marshall, Scorsese, Spielmann, and Sting. (Same as: GSWS 1027)

Previous terms offered: Fall 2018.

### GER 1029 (c, FYS) Comediennes, Historians, and Storytellers: Women Filmmakers in the German-Speaking Countries

Non-Standard Rotation. Enrollment limit: 16.

Examines the work of women filmmakers in the German-speaking countries since the 1960s. Explores key interests of these directors: the telling of stories and (German, European, global) histories; the exploration of gender identity, sexuality, and various waves of feminism; the portrayal of women; the participation in the cinematic conventions of Hollywood as well as independent and avant-garde film; spectatorship. Analyzes a range of films and cinematic genres to include narrative cinema, biography, documentary, and comedy. Also introduces students to film criticism; includes weekly film screenings. No knowledge of German is required. Note: Fulfills the film theory requirement and the non-US cinema requirement for cinema studies minors. (Same as: CINE 1029, GSWS 1029)

Previous terms offered: Fall 2015.

### GER 1101 (c) Elementary German I

Andrew Hamilton.

Every Fall. Fall 2019. Enrollment limit: 18.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

### GER 1102 (c) Elementary German II

Every Spring. Enrollment limit: 18.

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

Prerequisites: GER 1101 or Placement in GER 1102.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.



**GER 1152 (c, IP, VPA) Berlin: Sin City, Divided City, City of the Future**  
Non-Standard Rotation. Enrollment limit: 50.

An examination of literary, artistic, and cinematic representations of the city of Berlin during three distinct time periods: the "Roaring 20s," the Cold War, and the post-Wall period. Explores the dramatic cultural, political, and physical transformations that Berlin underwent during the twentieth century and thereby illustrates the central role that Berlin played, and continues to play, in European history and culture, as well as in the American cultural imagination. For each time period studied, compares Anglo-American representations of Berlin with those produced by German artists and writers, and investigates how, why, and to what extent Berlin has retained its status as one of the most quintessentially modern cities in the world. No knowledge of German is required. Note: Fulfills the non-US cinema requirement for cinema studies minors. (Same as: CINE 1152)

Previous terms offered: Spring 2019.

**GER 1155 (c, IP) Into the Wild**

Jens Klenner.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

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)

Previous terms offered: Fall 2016.

**GER 1157 (c, IP) Technology and Its Discontents**

Non-Standard Rotation. Enrollment limit: 50.

An exploration of German literary history focused on the two-sided reaction that accompanies the arrival of modern technology: on the one hand, the praise of progress and the promise of improvement; on the other, anxiety about the dangers posed by change. Takes the history of German thought as a starting point to examine broad philosophical and moral questions about the ever-expanding reach of technology into individual lives, and into mankind's collective capacity for both good and evil. Students will read literary, philosophical, and historical texts from antiquity to the present day, and from a number of countries and traditions, with a focus on the nineteenth and twentieth centuries in Germany, Europe, and the United States.

Previous terms offered: Spring 2018.

**GER 2052 (c, IP) Karl Marx: Texts, Ideas, Impact**

Non-Standard Rotation. Enrollment limit: 16.

Explores key texts by Karl Marx in depth, not only for the force of their ideas, but in pursuit of insight into Marx's critical method. How does Marx make the intangible idea of political economy tangible through rhetorical style? Examines Marx's own writing style and encourages students to reflect on rhetorical methods as they read and write about his works themselves. Demonstrates Marx's impact through carefully chosen examples of theoretical texts that apply Marx's theories to literary and cultural analysis. Emphasizes writing as a multistep process. Texts include The Communist Manifesto, The Eighteenth Brumaire of Louis Bonaparte, and selections from Das Kapital. Taught in English.

Previous terms offered: Spring 2019.

**GER 2203 (c) Intermediate German I: Germany within Europe**

Jens Klenner.

Every Fall. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: GER 1102 or Placement in GER 2203.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**GER 2204 (c) Intermediate German II: German History through Visual Culture**

Every Spring. Enrollment limit: 18.

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

Prerequisites: GER 2203 or Placement in GER 2204.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**GER 2205 (c, IP) Advanced German Texts and Contexts**

Birgit Tautz.

Every Fall. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: GER 2204 or Placement in GER 2205.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**GER 2251 (c, ESD, IP) Making Sex a Science: Sexology and its Cultural Representation from Krafft-Ebing to Kinsey**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Fall 2017, Spring 2016.

**GER 2252 (c, IP, VPA) Terrorists and Spies, Borders and Bridges: Highlights of German Cinema since 1980**

Non-Standard Rotation. Enrollment limit: 35.

Examines the particular ways in which, in the aftermath of New German Cinema (NGC), the cinematic medium constructs protagonists of mass appeal (terrorists, spies, slackers, etc.) while moving beyond the limits and possibilities of a national cinematic tradition and toward a European (and global) cinematic language. Pays special attention to historical advancement, over the past four decades, of material conditions of film production, distribution, and reception as well as to the development of cinematic genres, techniques, and effects that cinema has on other art forms. Filmmakers/films may include von Trotta ("Marianne and Juliane"), Petersen ("Das Boot," "The Neverending Story"), von Donnermarck ("Lives of Others"), Wolf ("Solo Sunny"), Schlöndorff ("The Legend of Rita"), Misselwitz ("Winter adé"), Edel ("Baader-Meinhof Complex"), Hirschbiegel ("Downfall"), Ade ("Forest for the Trees," "Toni Erdmann"), Link ("Nowhere in Africa"), Petzold ("Yella," "Barbara"), Tykwer ("Run Lola Run," "Three"), Schmid ("Distant Lights"), Dresen ("Stopped on Track"), Dörrie ("Men," "Nobody Loves Me"), Ruzowitsky ("Counterfeiters"), Maccarone ("Veiled"), Akin ("Edge of Heaven," "The Cut"), Gerster ("A Coffee in Berlin"), Schipper ("Victoria"). Fulfills international requirement for cinema studies. Taught in English. (Same as: CINE 2900)

Previous terms offered: Spring 2017.

**GER 2262 (c, IP) Not Lost in Translation: German Across the Disciplines**

Non-Standard Rotation. Enrollment limit: 08.

Designed to explore aspects of contemporary German language and culture beyond literature and film, such as in the contexts of business, politics and law, environmental policy and science. Students acquire cultural competence through specialized linguistic and interpretive skills and appropriate techniques of translation. Focus on discipline-specific genres and discourses (report, prospectus, analysis and briefing papers, etc.) and across media (columns, blogs, television, news, statistics). Combines in-class forms of assessment (quizzes, presentations) with writing assignments and one discipline-specific translation project. All readings, writing, and discussion in German. Meets with German 3362. German 2205 is recommended. Equivalent of German 2204 is required.

Prerequisites: GER 2204 - 2969 or Placement in GER 2204.

Previous terms offered: Spring 2018, Spring 2016.

**GER 3308 (c, IP) Introduction to German Literature and Culture**

Every Other Spring. Enrollment limit: 15.

Designed to be an introduction to the critical reading of texts by genre (e.g., prose fiction and nonfiction, lyric poetry, drama, opera, film) in the context of German intellectual, political, and social history. Focuses on various themes and periods. Develops students' sensitivity to generic structures and introduces terminology for describing and analyzing texts in historical and cross-cultural contexts. Weekly individual sessions with the teaching fellow from the Johannes-Gutenberg-Universität-Mainz. All materials and coursework in German.

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Spring 2018, Spring 2016.

**GER 3310 (c, IP) German Culture Studies: Made in Germany**

Every Other Spring. Enrollment limit: 15.

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.

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Spring 2019, Spring 2017.

**GER 3313 (c, IP) 18th century German Literature and Culture: Love, Theft, Travel**

Non-Standard Rotation. Enrollment limit: 15.

Focus on the mid-to late eighteenth century as an age of contradictory impulses (e.g., the youthful revolt of Storm and Stress against the Age of Reason). Examines manifestations of such impulses in the works of major (e.g., Goethe, Schiller, Humboldt) and less well-known (e.g., Karsch, Forster) and anonymous authors and translators. Beginning with discussions of transparency, the course investigates constellations that began to define the century: "Love" as a then new, very modern idea that organized families and human relationships, "theft" as a shortcut to discuss issues of property (e.g., proprietary ideas, property of goods) and "travel," expressing then dominant activities of exploration as well as exploitation. These terms serve as key concepts throughout the course, as we combine traditional reading and discussion with methods of Digital Humanities. The result will be an investigation of texts in their broader cultural context with appropriate theory and illustrated through film and drama on video, statistical data, developments in eighteenth-century dance, music, and legal discourse." All materials and coursework in German.

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Fall 2017.

**GER 3315 (c, IP) Realism and Revolution in Nineteenth-Century German Literature and Culture**

Non-Standard Rotation. Enrollment limit: 16.

What is revolution? What forms has it taken within German-speaking society and culture? Examines a variety of literary, cultural, and social texts from 1830 to 1900 in their broader cultural, artistic, philosophical, and political contexts. Beyond discussing the effects (both positive and negative) of the Industrial Revolution, discusses three other forms of revolution that emerge in nineteenth-century German discourse: (1) political revolution (the formation of German national identity; the rise of the socialist movement); (2) artistic revolution (the search for an artistic direction at the end of the Age of Goethe; the tensions between social realism and romanticism); (3) sexual revolution (scientific interest in normal versus abnormal sexual behavior; the advent of the women's movement and the questioning of gender roles). Authors/artists may include Heine, Büchner, Hebbel, Hauptmann, Andreas-Salomé, Fontane, Wagner, Marx and Engels, Bebel, Simmel, Kollwitz, Krafft-Ebing.

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Fall 2018, Fall 2015.

**GER 3316 (c, IP) German Modernism -- Urbanity, Interiority, Sexuality**

Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Fall 2016.

**GER 3317 (c, IP) German Literature and Culture since 1945**

Non-Standard Rotation. Enrollment limit: 15.

An exploration of how successive generations have expressed their relationship to the catastrophe of the Nazi past. Examines representative texts of East and West German writers/filmmakers in Cold War and post-unification contexts. A discussion of German identity from several critical perspectives, including Vergangenheitsbewältigung, the political and cultural influence of the United States and the Soviet Union, gender in the two Germanys, and the politics of migration and citizenship. Authors may include Grass, Böll, Borchert, Brussig, Özdamar, Schlink, and Wolf. Films by Fassbinder, von Trotta, Schlöndorff, Akin, and Levy.

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Fall 2018.

**GER 3362 (c, IP) Not Lost in Translation: German Across the Disciplines**

Non-Standard Rotation. Enrollment limit: 07.

Designed to explore aspects of contemporary German language and culture beyond literature and film, such as in the contexts of business, politics and law, environmental policy and science. Students acquire cultural competence through specialized linguistic and interpretive skills and appropriate techniques of translation. Focus on discipline-specific genres and discourses (report, prospectus, analysis and briefing papers, etc.) and across media (columns, blogs, television, news, statistics). Combines forms of in-class assessment (quizzes, presentations) with concise papers of different genres, discipline-specific translation, and individual and/or group research projects. Meets with German 2262. One previous 3000-level course in German recommended. Equivalent of German 2204 is required.

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Spring 2018, Spring 2016.

**GER 3390 (c, IP) Literature and Culture of the Great War and the Weimar**

Non-Standard Rotation. Enrollment limit: 15.

A study of the First World War and the Weimar Republic in German history and culture with a focus on artistic representations of this tumultuous era. Traces key movements in literature as well as visual art and film, with attention to the way artists responded to social, political, and cultural shifts in early twentieth-century Germany. Readings thematize issues of art and politics, nationalism and militarism, gender and sexuality, and practices of memorialization. Authors may include Remarque, Jünger, Benn, Lasker-Schüler, Trakl, Toller, Brecht, Döblin, Luxemburg, and Keun. Explores contemporary popular media representations of the era such as the TV series Babylon Berlin. All materials and coursework in German.

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Spring 2019.

**GER 3391 (c, IP) Mapping Germany: Nature and Knowledge**

Non-Standard Rotation. Enrollment limit: 16.

Considers how German terrain and culture were mapped or charted through representations of nature and the wilderness in a diverse range of texts. Examinations of discourses about nature and landscape reveal how Germany constitutes itself as a nation with a particular relationship to the environment. A comparison of Austrian, German, and Swiss novels, short stories, films, and artworks emphasize the varied but powerful place of nature in the German imagination. Possible works, among others, by Kant, Goethe, Humboldt, Fanck, Ransmayr, Kehlmann, Jelinek, Richter. All materials and coursework in German. (Same as: ENVS 3391)

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Spring 2016.

**GER 3393 (c, IP) Literary History of Destruction**

Andrew Hamilton.

Non-Standard Rotation. Fall 2019. Enrollment limit: 15.

Examines literary and artistic responses to the technological innovations and historical upheavals that characterized the twentieth century: science seemed to enable mass destruction and murder on an unprecedented scale, and two world wars, the Holocaust, and the threat of nuclear annihilation gave rise to a deep ambivalence about the power of technology in modern society and its reach into daily life. German-speaking Europe was a driving force behind these developments, and German and Austrian authors and artists articulated how technology changes the world, for better and for worse. Authors include, but are not limited to, Franz Kafka, Robert Musil, Stefan Zweig, Friedrich Dürrenmatt, Paul Celan, and Franz Fühmann. Considers film and visual art. Discussion and coursework in German.

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Fall 2017.

**GER 3397 (c, IP) Global Germany?**

Non-Standard Rotation. Enrollment limit: 15.

The fall of the Berlin Wall and the concomitant end of the Cold War ushered in what many cultural critics call the era of globalization. An exploration of how contemporary German culture (1990-present) grapples with both the possibilities and uncertainties presented by globalization. Examines a myriad of cultural texts – films, audio plays, dramas, short fiction, novels, photographs, websites – as well as mass events (i.e., the Love Parade, the 2006 World Cup) within their political, social, and economic contexts to show how Germany's troubled past continues to affect the role it plays on the global stage and how its changing demographics – increased urbanization and ethnic diversity – have altered its cultural and literary landscape. Critically considers issues such as migration, terrorism and genocide, sex tourism, the formation of the European Union, and the supposed decline of the nation-state. Frequent short writings, participation in debates, and a final research project based upon a relevant topic of individual interest are required. All materials and course work in German. (Same as: CINE 3395)

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Spring 2018.

**GER 3398 (c, IP) Colors: Signs of Ethnic Difference 1800/1900/2000**

Birgit Tautz.

Non-Standard Rotation. Fall 2019. Enrollment limit: 15.

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.

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Fall 2016.

**GER 3399 (c, IP) Narrating Crisis and Catastrophe**

Non-Standard Rotation. Enrollment limit: 18.

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.

Prerequisites: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level.

Previous terms offered: Spring 2017.

## Government and Legal Studies

### Overview & Learning Goals

#### Overview

The major in government provides a broad introduction to the art, and science, of politics—that is, of the mechanisms by which human beings pursue the common good. The subfields of contemporary political science are encompassed by courses in American politics, political theory, international relations, and comparative politics (with regional coverage of much of the globe); these may include offerings in political institutions and behavior, US and international law, public policy (including environmental politics), political economy, and the qualitative and quantitative methods used in the discipline. Students take courses in each of the subfields, choosing to concentrate in one – study that may culminate in an optional, substantial honors project. Government students go on to pursue a variety of careers after they

graduate, including teaching, law, politics and administration, journalism, and business.

Courses within the department are divided into three levels:

### Level A Courses (Government 1000–1999)

First-Year Seminars (1000–1049)

All first-year seminars offered by the department are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills. Registration is limited to sixteen first-year students in each seminar.

Introductory Lectures

GOV 1100 Introduction to American Government, GOV 1400 Introduction to Comparative Government, and GOV 1600 Introduction to International Relations are large lecture courses, limited to fifty students in each, and designed to provide a substantive introduction to American politics, comparative politics, or international relations, respectively. These courses are intended for first-year students and sophomores. Others may take them only with the permission of the instructor.

### Level B Courses (Government 2000–2999)

Courses are designed to introduce students to or extend their knowledge of a particular aspect of government and legal studies. Courses range from the more introductory to the more advanced. Registration is limited to thirty-five students in each course. Students should consult the individual course descriptions regarding any prerequisites.

### Level C Courses (Government 3000–3999)

Courses provide seniors and juniors, with appropriate background, the opportunity to do advanced work within a specific subfield. Registration is limited to fifteen students in each seminar. These courses are not open to first-year students. Students should consult the individual course descriptions regarding any prerequisites.

### Subfields

Courses within the department are further divided into four subfields:

- **American Politics:** GOV 1000–1009, 1037–1039, 1100, 2000–2199, 2700–2799, 3000–3199, and 3700–3799
- **Comparative Politics:** GOV 1017–1029, 1400, 2300–2599, and 3300–3599
- **Political Theory:** GOV 1007–1019, 1040–1045, 2100–2399, 2800–2899, 3100–3399, and 3800–3899
- **International Relations:** GOV 1025–1045, 1600, 2500–2899, and 3500–3899

## Learning Goals

Our goal is to prepare our students to be informed citizens and knowledgeable leaders in their communities and professions.

We outline each of the four subfields in government as follows:

#### American Politics

Topics of study include the major governing institutions and actors—Congress, the presidency, the courts, public bureaucracies, state and local governments, political parties, the media, and interest groups—and

the primary modes of political participation, including lobbying, social movements, elections, public opinion, and voting.

Institutional studies focus on how rules and enduring governing structures shape political processes and outcomes. Behavioral analyses examine how individuals—from activists to the general public—think about and engage in political activity. We adopt no single methodological approach to the study of American politics. Some courses focus on the historical development of American institutions and policy; a number of courses document the jurisprudence surrounding key questions and controversies; other courses focus on statistical relationships between variables and the predictive and explanatory power of these models.

#### Political Theory

Political theory courses at Bowdoin explore the fundamental issues of political life—human nature, justice, authority, virtue, freedom, equality, natural rights, democracy, and history—through a careful examination of what the greatest minds have thought about these issues.

The courses range from broad surveys (Classical Political Philosophy, Modern Political Philosophy, Contemporary Political Philosophy, and American Political Thought) to thematic courses (Liberalism and Its Critics, Religion and Politics, and Eros and Politics) to advanced seminars on individual thinkers (Jefferson, Nietzsche, Rousseau, and Tocqueville). The courses are designed to provide students not only with a deeper understanding of the history of political thought from Plato to Rawls, but also with the ability to read complex philosophical texts and write rigorous analyses of them.

#### Comparative Politics

Comparative politics is a field of study and a methodology within political science. The subfield of comparative politics focuses on power and decision-making within national boundaries: the rules and institutions that govern states and the social groups they comprise. Some scholars focus on politics in a single country, others specialize regionally, while others investigate variation in patterns of authority cross-nationally. As a method, comparative political science strives to make propositions that can be tested empirically, through qualitative or quantitative analysis, and that hold validity across all systems or within well-defined limits. Topics central to the field include the origins of democracy and dictatorship, reasons for economic growth and stagnation, sources of social conflict, and avenues for participation and representation.

#### International Relations

International relations is the study of relationships in the international political world, including matters of war and peace, global economic development or crisis, and transnational issues such as terrorism or environmental degradation.

Traditional areas of study include international law, international institutions, security studies, states and non-state actors, nuclear weapons, cyber warfare, international political economy, international cooperation, foreign policy, eras of warfare, and conflict resolution.

To the benefit of both subfields, topics in international relations often interconnect with areas in comparative politics, with comparative politics bringing nuance to issues like war and development, while international relations can paint a “big picture” of politics across state borders and between diverse populations.

## Learning Goals

### Substantive Knowledge of Government and Politics

Students should gain an understanding of essential concepts and theories in all of the four major subfields of the discipline (American politics, political theory, comparative politics, and international relations) and be able to employ these concepts and theories independently in analyzing empirical events.

In that sense, we seek to graduate students who can describe in analytical terms the actions undertaken by political actors in the domestic and international arenas. We expect our students to concentrate in one of these subfields, however, and to therefore be more proficient in questions derived from that study.

A capstone seminar in their concentrated subfield will be the principal course used to assess the degree to which this disciplinary learning objective has been met. (Students can also meet this requirement with an advanced independent study or by completing an honors project.)

### Critical Analysis and Argumentation

Students should be able to critically analyze readings in government and politics. They should additionally be able to formulate clear oral and written arguments that address issues in dispute in the discipline of political science and defend their arguments with adequate evidence.

### Effective Writing

We seek to graduate students who can write clearly and effectively. Specifically, we want students to be able to articulate a clear thesis, to support it with logic and evidence, and to present it in clear, grammatically correct prose. It is also important that students understand and make use of appropriate citation.

### Analytical Thinking

We seek to expose students to a variety of perspectives on politics and approaches to political science designed to foster their ability to assess and evaluate competing viewpoints.

### Critical Reading

We seek to help students learn how to read and evaluate a text. Specifically, we want students to be able to identify the main thesis question or hypothesis and to evaluate the author's use of evidence and logic in support of the thesis or hypothesis.

### Library and Research Skills

We seek to have students learn how to locate and to utilize effectively the rich array of paper and electronic resources available to them.

Department/Program Website (<https://www.bowdoin.edu/government>)

## Faculty

Andrew C. Rudalevige, *Department Chair*

Lynne P. Atkinson, *Department Coordinator*

*Professors:* Paul N. Franco‡, Michael M. Franz, Laura A. Henry, Janet M. Martin, Christian P. Potholm, Andrew C. Rudalevige, Allen L. Springer, Jean M. Yarbrough

*Associate Professors:* Ericka A. Albaugh, Christopher Heurlin‡ (Asian Studies), Henry C. W. Laurence (Asian Studies), Jeffrey S. Selinger

*Assistant Professors:* Barbara Elias, Chryl N. Laird, Maron W. Sorenson‡, Shana M. Starobin (Environmental Studies)

*Visiting Faculty:* Michael C. Hawley, George S. Isaacson, Aki Nakai

Faculty/Staff Website (<https://www.bowdoin.edu/government/faculty-and-staff>)

## Requirements

### Government and Legal Studies Major

The major consists of nine courses.

- no more than two courses taken at Level A, no more than one of these a first-year seminar
- a field of concentration, selected from the list of subfields, in which at least four courses including one Level C course and no more than one Level A course are taken
- at least one course taken in each of the three subfields outside the field of concentration

### Government and Legal Studies Minor

The minor consists of five courses from at least three of the departmental subfields.

- no more than two courses taken at Level A, no more than one of these a first-year seminar

## Additional Information

### Additional Information and Department Policies

- To fulfill major or minor requirements, a grade of C- or better must be earned in a course. Courses used to fulfill major or minor requirements must be taken for regular letter grades (not Credit/D/Fail).
- A total of two credits from outside Bowdoin can normally be applied to the government major or minor. Only one credit can be applied (as a Level B course) to the four-course major concentration requirement. The Level C concentration requirement must be completed at Bowdoin.
- The following courses, while not fulfilling the requirement for any of the four fields of concentration, may be counted toward the total number of courses required for the major or minor: Government 1046–1049, 2900–2969, 2990–2999, 3900–3999, 4020–4029.
- Students who received a minimum score of four on the US Government AP exam or the Comparative Government AP exam are eligible to receive up to one general credit toward the degree after completing a Level B course in government and legal studies in the same subfield as the AP exam and earning a minimum grade of B-. If a student has scores for more than one exam, only one total credit will be awarded. In order to receive credit for AP work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

### Honors Projects and Independent Study

Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of advanced independent study work, and have that paper approved by the department.

Only one semester of independent study work, at any level (intermediate or advanced), may count toward the major or minor. Therefore, graduation with honors normally requires a student to complete at least ten courses in the department. An advanced independent study or honors project may be used to fulfill the Level C major concentration requirement.

## Courses

**GOV 1000 (b, FYS) Citizenship and Representation in American Politics**  
Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2015.

**GOV 1001 (b, FYS) Representation, Participation, and Power in American Politics**  
Janet Martin.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

**GOV 1002 (b, FYS) Political Leadership**  
Andrew Rudalevige.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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

Previous terms offered: Fall 2018, Fall 2015.

**GOV 1003 (b, FYS) Political Science and the American Founding**  
Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Fall 2016.

**GOV 1004 (b, FYS) The Supreme Court and Social Change**  
Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Fall 2017, Fall 2016.

**GOV 1005 (b, FYS) Women of Color in Politics**  
Chryl Laird.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Explores the significant roles that women of color have played in American politics and around the world. Begins with the US context, starting in the antebellum era and moving forward by reading biographies/autobiographies that provide voice to the experiences faced by women of color in both traditional and non-traditional political spaces. These include women of color as close confidants to male political figures (first ladies, wives, and mistresses) and as politicians, judges, activists, and revolutionaries. Then shifts to a more global context considering the perspectives of women of color in countries where they have championed gender equality and feminism, and where they have become powerful political actors. (Same as: AFRS 1005)

Previous terms offered: Fall 2018, Fall 2017.

**GOV 1010 (c, FYS) Becoming Modern**

Non-Standard Rotation. Enrollment limit: 16.

An examination of early modernity from 1500 to 1800. Topics include modern doubt and skepticism; the quest for certainty; the rise of science; the emergence of individuality and its impact on ethics, politics, and religion; the Reformation; the Enlightenment; and the beginnings of Romanticism. Authors may include Montaigne, Shakespeare, Descartes, Bacon, Milton, Hobbes, Locke, Defoe, Rousseau, and Mary Shelley. Taught in association with another first-year seminar, English 1019. Both classes share a common syllabus and occasionally meet together for film viewings.

Previous terms offered: Fall 2015.

**GOV 1011 (b, FYS) Fundamental Questions: Exercises in Political Theory**

Jean Yarbrough.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**GOV 1012 (b, FYS) Human Being and Citizen**

Michael Hawley.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

**GOV 1025 (b, FYS) NGOs in Politics**

Non-Standard Rotation. Enrollment limit: 16.

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?

Previous terms offered: Fall 2016, Fall 2015.

**GOV 1026 (b, FYS) Global Media and Politics**

Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2017, Fall 2015.

**GOV 1027 (b, FYS) The Politics of Climate Change**

Laura Henry.

Every Other Fall. Fall 2019. Enrollment limit: 16.

Provides an overview of the major venues for climate politics and which actors are involved. Examines the politics of climate change at multiple levels—from the individual to global governance—and reviews climate policy in different countries. Pays particular attention to cases where active policy making or public mobilization around climate is occurring, asking why we see initiative and innovation in climate policy in these cities, states, and international venues and not elsewhere. Considers themes such as how climate policy is developed in democracies and authoritarian regimes, how climate policy may affect economic development, the role of non-state actors such as NGOs and business groups in climate politics, and the ethical implications of different climate policy options. (Same as: ENVS 1027)

**GOV 1028 (b, FYS) The Daughters of Mars: Women at War**

Christian Potholm.

Every Fall. Fall 2019. Enrollment limit: 16.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.



**GOV 1029 (b, FYS) Buried Treasure, Hidden Curse? Politics of Natural Resource Extraction in Africa**

Non-Standard Rotation. Enrollment limit: 16.

Oil, diamonds, gold. . . riches in the midst of poverty. How can Africa boast so many natural resources and yet remain the poorest continent on earth? What is the "resource curse?" Begins by putting Africa in the context of global resource extraction, oil in particular. Establishes Africa's long pre-colonial experience with trade in iron, gold, salt, and slaves. The colonial period deepened the reliance of many territories on specific resources, a pattern that continues to the present. Uses Burkina Faso as a specific example of gold extraction, contrasting industrial and artisanal mining. Modern streams of prospectors throughout West Africa echo the California gold rush, but with important distinctions. An introduction to political science, the interplay between national and foreign governments, international and domestic firms, and local and migrant prospectors as they vie for access to valuable resources are highlighted. (Same as: AFRS 1029)

Previous terms offered: Fall 2018, Fall 2017.

**GOV 1030 (b, FYS) The Pursuit of Peace**

Allen Springer.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**GOV 1031 (b, FYS) Weapons of the Weak**

Barbara Elias.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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

Previous terms offered: Fall 2018, Fall 2015.

**GOV 1100 (b) Introduction to American Government**

Michael Franz.

Every Year. Fall 2019. Enrollment limit: 50.

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. Not open to students who have credit for or are concurrently taking Government 1001.

Previous terms offered: Spring 2019, Fall 2017, Spring 2017, Spring 2016.

**GOV 1400 (b) Introduction to Comparative Government**

Every Year. Enrollment limit: 50.

Provides a broad introduction to key concepts in comparative politics. Most generally, asks why states are governed differently, both historically and in contemporary politics. 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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Fall 2016, Spring 2016.

**GOV 1600 (b) Introduction to International Relations**

Barbara Elias.

Every Year. Fall 2019. Enrollment limit: 50.

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.

Previous terms offered: Spring 2019, Fall 2017, Spring 2017, Fall 2016, Fall 2015.

**GOV 2001 (b) Watergate and American Politics**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2016.

**GOV 2002 (b) Judicial Politics**

Non-Standard Rotation. Enrollment limit: 35.

Introduces students to the study of judicial politics and judicial decision-making. Approaches large topics including how the nomination and confirmation process impact the federal courts; if elected politicians and unelected actors alter the court's decision-making; factors the court considers when choosing which cases to hear; and actions the Supreme Court takes to ensure the public and lower courts comply with its rulings. Students explore different stages of the legal system (i.e. agenda-setting, decision-making, etc.) and assess their relative importance. Imparts the ability to define and apply social scientific theories to judicial decision-making and to the legal process as a whole.

Previous terms offered: Spring 2018, Spring 2017.

**GOV 2005 (b) The American Presidency**

Andrew Rudalevige.

Every Year. Fall 2019. Enrollment limit: 35.

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. As part of their final class project, students will be expected to attend a film event—see comments for further information. 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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Spring 2017, Fall 2015.

**GOV 2010 (b) United States Congress**

Janet Martin.

Non-Standard Rotation. Fall 2019. Enrollment limit: 20.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Spring 2016.

**GOV 2015 (b) Public Administration**

Non-Standard Rotation. Enrollment limit: 35.

We deal with public organizations every day – nearly 15 percent of the United States workforce operates within one – addressing concerns ranging from playground safety to the prevention of international terrorism. Explores how and why this vital part of government works the way it does in the American political context. What do public organizations do? How well do they do it? How are they (and how might they be) managed? How do they distribute resources, and under what constraints? How are they similar to or different from their private sector counterparts? Is red tape always a bad thing? Considering these questions, examines a variety of real-world cases; these might include the Cuban Missile Crisis, the response to Hurricane Katrina, or the implementation of No Child Left Behind. Underlying discussion will be the perpetual difficulty in reconciling organizational efficiency with democratic accountability.

Previous terms offered: Spring 2018.

**GOV 2020 (b) Constitutional Law I**

George Isaacson.

Every Fall. Fall 2019. Enrollment limit: 35.

Examines the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**GOV 2021 (b) Constitutional Law II: Civil Rights and Liberties**

Every Spring. Enrollment limit: 35.

Examines questions arising under the First and Fourteenth Amendments.

Prerequisites: GOV 2020.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**GOV 2024 (b) Education and Law**

Non-Standard Rotation. Enrollment limit: 19.

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)

Previous terms offered: Spring 2019.

**GOV 2030 (b) Political Science and Policy History in the United States**

Jeffrey Selinger.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

How have the institutions of government crafted by the American founders shaped the basic contours of the policy process? How has the policy process changed as the structure of the American political system itself has changed over time? Addresses these questions, introducing students to concepts and tools that political scientists use as they try to untangle complex patterns of policy development. Assigned readings trace the historical lineage of policies affecting health care, retirement, immigration, and other critical areas of public concern. Through analysis of these substantive policy matters, examines how and to what extent policy choices made in the past have shaped the horizon of options available to policymakers today.

**GOV 2035 (b) Maine Politics**

Christian Potholm.

Every Fall. Fall 2019. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**GOV 2039 (b) Urban Politics**

Non-Standard Rotation. Enrollment limit: 35.

Examines politics in American cities. Whereas public attention tends to focus on national and international levels of politics, highlights the importance of local and urban institutions and behavior. Considers competition between cities and suburbs, the internal environment of suburban politics, state-city and federal-city relations, racial conflict and urban governance, and the impact of private power on local decision-making. Focuses on the various individuals and institutions that shape the foundation of urban government including politicians, municipal bureaucracies, parties, political machines, interest

Previous terms offered: Spring 2018.

**GOV 2050 (b) Public Opinion and Voting Behavior**

Non-Standard Rotation. Enrollment limit: 35.

Examines the political behavior of ordinary citizens. Begins with a broad focus on the importance of citizen participation in a democracy, and the debate over how much or how little participation is best. Examines the reasons for citizen (non)participation, and focuses on the effects of campaigns and social capital on different forms of participation.

Previous terms offered: Fall 2018, Fall 2017, Fall 2015.

**GOV 2052 (b, ESD) Race, Ethnicity, and Politics**

Chryl Laird.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Examines the impact of race and ethnicity on American politics. Key topics include the development of group identity and the mobilization of political activism. Also covers voting rights and representation, as well as impacts on education and criminal justice. Groups addressed include Native Americans, black Americans, Latinos, Asian Americans, and white Americans. (Same as: AFRS 2052)

Previous terms offered: Spring 2018, Fall 2017.

**GOV 2053 (b, ESD) Black Politics**

Non-Standard Rotation. Enrollment limit: 35.

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

Previous terms offered: Fall 2015.

**GOV 2055 (b) Political Parties in the United States**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Fall 2016.

**GOV 2060 (b) Campaigns and Elections**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Fall 2016.

**GOV 2080 (b, MCSR) Quantitative Analysis in Political Science**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Spring 2018, Spring 2017, Spring 2016.

**GOV 2090 (b) Political Economy of the United States from Revolution to Reconstruction**

Non-Standard Rotation. Enrollment limit: 50.

An interdisciplinary study of the first hundred years of the United States. Explores a range of topics through the lenses of economics, politics, and history: the formation of the American system of governance, the implications of a growing market economy and the territory it encompassed, the politics and economics of slavery, notions of civic inclusion and exclusion, and the shifting intellectual bases of American economic and political life. Note: This course is part of the following field(s) of study: United States. (Same as: HIST 2143, ECON 2143)

Prerequisites: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101.

Previous terms offered: Fall 2015.

**GOV 2200 (b) Classical Political Philosophy**

Jean Yarbrough.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**GOV 2210 (b) Modern Political Philosophy**

Every Spring. Enrollment limit: 35.

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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**GOV 2220 (b) Liberalism and Its Critics**

Michael Hawley.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

An examination of liberal democratic doctrine and of religious, cultural, and radical criticisms of it in the eighteenth and nineteenth centuries. Authors may include Locke, Kant, Burke, Tocqueville, Mill, Marx, and Nietzsche.

Previous terms offered: Fall 2017, Fall 2015.

**GOV 2230 (b) American Political Thought**

Every Spring. Enrollment limit: 35.

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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**GOV 2245 (c) Shakespeare and Politics**

Non-Standard Rotation. Enrollment limit: 40.

Considers Shakespeare as a political thinker whose plays both absorb classical political philosophy and respond to pressing political matters of his day (and beyond). This team-taught course encourages open-ended debate and argumentation in order to foster informed and critical conversation between Shakespeare and Plato, Machiavelli, More, and Montaigne, among others. Beginning with philosophical questions about human nature, citizenship, and the rights of kings that appear in Shakespeare's histories and tragedies, we turn in the second half of the course toward the politics of religion, ethnicity, and gender in the comedies and romances. Note: This class fulfills the pre-1800 literature requirement for English majors. (Same as: ENGL 2203)

Previous terms offered: Spring 2018.

**GOV 2250 (b) Politics and Culture**

Non-Standard Rotation. Enrollment limit: 35.

In light of current debates about "culture wars," "multiculturalism," and the "clash of civilizations," examines the relationship between culture and politics, primarily by looking at philosophical reflection on the subject over the last two centuries. Investigates many questions, including: What is culture? Why does it matter to politics? How has it been affected by democracy, capitalism, and technology? Is there a crisis of modern culture? If so, is there any way that it can be rectified? Authors may include: Schiller, Tocqueville, Carlyle, Ruskin, Mill, Arnold, Whitman, Nietzsche, Eliot, Horkheimer, Adorno, Raymond Williams, Allan Bloom, Clifford Geertz, and Charles Taylor.

Prerequisites: 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.

Previous terms offered: Spring 2016.

**GOV 2260 (b) Contemporary Political Philosophy**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: 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.

Previous terms offered: Fall 2016.

**GOV 2270 (b) Religion and Politics**

Non-Standard Rotation. Enrollment limit: 35.

Examines the relationship between religion and politics – the so-called theological-political question – primarily in modern Europe and America. Focuses first on the tension between and eventual separation of church and state in the early modern period; then considers the implications and complications of this historic separation, looking at recent Supreme Court cases, as well as contemporary discussion of the relationship between religion and politics. Comparisons with the treatment of this issue in the Islamic world are made. Authors include Machiavelli, Luther, Calvin, Spinoza, Locke, Jefferson, Madison, Tocqueville, as well as a variety of contemporary and Islamic writers.

Previous terms offered: Fall 2018.

**GOV 2275 (b) The Crescent and the Cross: Islamic and Christian Political Philosophy in the Medieval World**

Non-Standard Rotation. Enrollment limit: 35.

An exercise in comparative political theory, this course considers the medieval political philosophy of the Christian and Islamic worlds. It explores how Muslim and Christian thinkers responded differently to the tension between philosophy and religious authority. It examines how these two traditions of thought adopted and adapted classical philosophy in a new monotheistic context. Authors may include Augustine, Al-Farabi, Aquinas, Averroes, Dante, and Ibn Khaldun.

Previous terms offered: Spring 2019.

**GOV 2280 (b) Eros and Politics**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: 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 4005 - 4009.

Previous terms offered: Spring 2017.

**GOV 2400 (b, IP) West European Politics**

Laura Henry.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Analyzes the dynamics of West European political systems, including the varieties of parliamentary and electoral systems and the formation of governments and lawmaking. Addresses contemporary political challenges in Britain, France, Germany, Italy, and other states, considering topics such as institutional reform, welfare state policies, economic growth and unemployment, immigration, relations with the United States, and other foreign policy concerns. The European Union is not examined, as it is a separate course, Government 2500: The Politics of the European Union.

Previous terms offered: Fall 2017.

**GOV 2405 (b, IP) British Politics and Society**

Non-Standard Rotation. Enrollment limit: 35.

Comprehensive overview of modern British politics in historical, social and cultural context. Considers the historical formation of the United Kingdom and the development of the modern democratic state, but focuses on political developments after 1945. Analyzes party politics, the Welfare State, Thatcherism, and the contemporary political scene. Explores policy issues including healthcare, education, economic policy, and the role of the media.

Previous terms offered: Spring 2019, Spring 2018.

**GOV 2410 (b, IP) Post-Communist Russian Politics and Society**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Spring 2017.

**GOV 2440 (b, IP) Contemporary Chinese Politics**

Non-Standard Rotation. Enrollment limit: 35.

Examines the history and politics of China in the context of a prolonged revolution. Begins by examining the end of imperial rule, the development of Modern China, socialist transformations and the establishment of the PRC. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. Topics include political participation and civil society, urban and rural China, gender in China, and the effects of post-Mao economic reform. (Same as: ASNS 2060)

Previous terms offered: Fall 2018, Spring 2016.

**GOV 2444 (b, IP) Political and Economic Development in East Asia**

Aki Nakai.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Provides an introduction to diversity and development in East Asia. The course first focuses on the rise and decline of a China- and a Japan-centric order before WWII and discusses their historical impacts on today's domestic politics and international relations. The course then traces the postwar political economic developments. It examines the economic miracles in Asian countries and discusses their democratization. It also presents the process of Chinese economic reform and its impacts on the regional order. The course finishes with an examination of the Asian financial crisis and its impacts on regional politics. (Same as: ASNS 2920)

**GOV 2445 (b, IP) Asian Communism: The Politics of China, Vietnam, North Korea, and Mongolia**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**GOV 2446 (b, IP) Global Media and Politics**

Non-Standard Rotation. Enrollment limit: 35.

Examines the interconnections between media, politics and society in cross-national perspective. Explores national differences in issues such as free speech policy; privacy rights; censorship and self-censorship; news production and consumption; and the role of public broadcasters such as the BBC and NHK. Also considers the role of pop culture in shaping national identities and creating diplomatic "soft power." Cases drawn primarily but not exclusively from the UK, Japan and the USA. (Same as: ASNS 2321)

Previous terms offered: Fall 2018.

**GOV 2450 (b, ESD, IP) Japanese Politics and Society**

Henry Laurence.

Every Fall. Fall 2019. Enrollment limit: 35.

Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media. (Same as: ASNS 2320)

Previous terms offered: Fall 2018, Fall 2017, Fall 2015.

**GOV 2480 (b, IP) Comparative Constitutional Law**

Every Other Fall. Enrollment limit: 19.

A comparative examination of constitutional principles and constitutional processes in democratic and non-democratic countries. Explores the roles that constitutions play in shaping civil society and defining the relationship between governments and the people they govern. Compares American constitutional law with that of other nations to scrutinize alternative models of governance, and to gain new perspectives regarding the legal foundations for the protection of individual rights. Special attention given to the constitutions of Canada, India, Germany, South Africa, Israel, and the People's Republic of China, along with that of the United States. Structural issues include consideration of executive-legislative separation of powers, constitutional courts, federalism, and church-state relations. Discusses arguments in favor of and against a written Bill of Rights, as well as such specific issues as emergency powers, political dissent, hate speech, religious belief, reproductive choice, racial and gender discrimination, public welfare, privacy, and police investigative authority.

Previous terms offered: Fall 2018, Spring 2017, Fall 2015.

**GOV 2482 (b, IP) Food, Environment, and Development**

Non-Standard Rotation. Enrollment limit: 35.

Explores the nexus of food, environment, and development in global environmental politics. Examines the interconnected challenges of governing across trans-boundary socio-ecological systems amidst competing demands on scarce natural resources—to sustain a global food system, foster economic development, and promote equity and justice. Prepares students to engage with interdisciplinary scholarship from political science, international development, public policy, and food studies. Draws on comparative cases from local to global scales, with an emphasis on Maine, the U.S., and Latin America. (Same as: ENVS 2313, LAS 2513)

Prerequisites: ENVS 1101 or ENVS 2330 (same as GOV 2910).

Previous terms offered: Spring 2019.

**GOV 2484 (b, IP) Comparative Environmental Politics**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**GOV 2486 (b, IP) The Politics of Dictatorship: Authoritarian Resilience and Democratization**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

**GOV 2488 (b, IP) Comparative Political Economy**

Non-Standard Rotation. Enrollment limit: 35.

Introduces core concepts, theories, and debates within comparative political economy. Considers the origins and emergence of market economies, their spread, and contemporary political challenges. Explores key figures in political economic thought including Smith, Marx, Polanyi, and Hayek, among others. Examines major research and thought traditions in political economy including liberalism, Keynesianism, neoliberalism, and critical political economy. Investigates substantive topics including regulation, economic crises, property rights, development, the welfare state, and resource governance. Cases from the United Kingdom, United States, Scandinavia, Central Asia, Latin America, and sub-Saharan Africa. Presumes no prior knowledge of economics.

Previous terms offered: Fall 2018.

**GOV 2500 (b, IP) The Politics of the European Union**

Non-Standard Rotation. Enrollment limit: 35.

Explores the historical foundations, scope, and consequences of European political and economic integration since 1951. Examines how the European Union's supranational political institutions, law, and policies have developed and how they affect the domestic politics of member states. Considers challenges faced by the European Union: enlargement to include Eastern European members, the loss of national sovereignty and the "democratic deficit," the creation of a European identity, and the development of a coordinated foreign policy.

Previous terms offered: Spring 2019, Spring 2016.

**GOV 2515 (b, IP) The Politics of East Central Europe**

Non-Standard Rotation. Enrollment limit: 35.

Surveys political developments in East Central Europe from the interwar period to the present. How did these states become part of the Soviet bloc? Why did they experience democratization in the late 1980s? How can we explain divergent political and economic outcomes in the post-Communist period? How has participation in the European Union affected new member states and their relations with non-members to the East and South? Students are encouraged to investigate these questions by engaging in comparative research.

Previous terms offered: Fall 2015.

**GOV 2530 (b, IP) Politics and Societies in Africa**

Ericka Albaugh.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Surveys societies and politics in sub-Saharan Africa, seeking to understand the sources of current conditions and the prospects for political stability and economic growth. Looks briefly at pre-colonial society and colonial influence on state-construction in Africa, and concentrates on three broad phases in Africa's contemporary political development: (1) independence and consolidation of authoritarian rule; (2) economic decline and challenges to authoritarianism; (3) democratization and civil conflict. Presumes no prior knowledge of the region. (Same as: AFRS 2530)

Previous terms offered: Spring 2018, Fall 2015.

**GOV 2540 (b, IP) U.S. - China Relations**

Non-Standard Rotation. Enrollment limit: 35.

Examines the development of United States relations with China. Begins with a brief historical examination of the Opium War, then examines United States policy towards the Nationalists and the Communists during the Chinese Civil War. In the aftermath of the civil war and subsequent revolution, the role of China in the Cold War will be discussed. Then focuses on more contemporary issues in United States-China relations, drawing links between the domestic politics of both countries and how they influence the formulation of foreign policy. Contemporary issues addressed include human rights, trade, the Taiwanese independence movement, nationalism, and China's growing economic influence in the world. (Same as: ASNS 2061)

Previous terms offered: Fall 2017.

**GOV 2550 (b, IP) The Two Koreas and Geopolitics of Northeast Asia**

Non-Standard Rotation. Enrollment limit: 35.

Examines the tumultuous developments on the Korean peninsula over the past century and their significance from historical, security, economic, and geopolitical perspectives. The challenges and choices facing the Korean people, their governments, neighboring countries, and the United States are assessed to understand how conditions have evolved to the high-stakes tensions that exist today, and what forces are shaping the future of both Koreas and Northeast Asia. The first half of the course considers the history of both Koreas and the conditions that underlie the modern political environment. The second half focuses on political developments of the last twenty-five years. (Same as: ASNS 2872)

Previous terms offered: Spring 2019, Spring 2018.

**GOV 2570 (b, IP) The Politics of Development: Poverty, Prosperity, and Political Change**

Ericka Albaugh.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Examines the meaning of development from economic and political perspectives. Considers various theories and practices of development that have been applied to newly independent states in Asia, Latin America, and Africa. Investigates why trajectories of economic growth and political stability have been so uneven in different regions of the world. Incorporates views from both external and internal actors on issues such as foreign aid, multilateral institutions, good governance, and democratic participation.

Previous terms offered: Fall 2017, Fall 2015.

**GOV 2572 (b, ESD, IP) The Politics of Ethnicity: Construction and Mobilization of Ethnic Identity Claims**

Non-Standard Rotation. Enrollment limit: 35.

Ethnicity is a crucial dividing line in most societies. Examines what ethnicity is, when it is mobilized peacefully and when it ignites violence, and what political tools exist to moderate these conflicts. Explores first the various definitions of ethnicity and theories of ethnic identity formation; then studies the different explanations for why ethnic divisions inspire conflict within societies and evaluates possible means of mitigating violence. Draws on case studies from around the world, particularly those in Africa and Asia.

Previous terms offered: Spring 2019, Spring 2016.

**GOV 2573 (b, IP) States of Languages and Languages of States**

Non-Standard Rotation. Enrollment limit: 35.

Examines the role of language in politics. Governments historically have tried to spread a single language within their populations through education and military conscription. What are the roots of this motivation? Does language standardization deepen the possibility for citizen participation and democracy? How have minority language groups responded? As the right to language has become a global norm, what effects will this have on the cohesiveness of existing states? Will globalization bring with it linguistic fragmentation or the worldwide spread of a few languages such as English, Arabic, and Chinese? Looks at the language question in the United States as well as in cases drawn from Europe, Asia, and Africa. Students choose a country in which to evaluate the historical and present state of languages and language(s) of state. Topics touched by language include democracy, state-building, colonization, violence, education, human rights, and globalization.

Previous terms offered: Fall 2018.

**GOV 2574 (b, IP) Rioters, Rebels, and Revolutionaries: Contentious Politics**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Spring 2017.

**GOV 2577 (b, IP) Arctic Politics**

Non-Standard Rotation. Enrollment limit: 35.

The Arctic looms in our political imagination as the region most directly affected by a changing global climate that threatens the displacement of northern communities and cultures. It is also a site of fierce competition for state control and economic development. This course investigates the Arctic as a political space that encapsulates elements of comparative politics and international relations. It examines cross-national variation in policies toward Arctic regions in states such as the United States, Canada, Russia, Iceland, and Norway. It also explores dynamic international engagement around the Arctic by state officials, corporations, indigenous communities, and activists. The course will address governance issues such as indigenous rights, economic development and natural resource exploitation, environmental issues and climate change, the potential militarization of the region, international law, and the role of the Arctic Council. (Same as: ENVS 2377)

Previous terms offered: Spring 2019.

**GOV 2580 (b, IP) Advanced Comparative Politics: Government, War, and Society**

Every Spring. Enrollment limit: 35.

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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**GOV 2600 (b, IP) International Law**

Allen Springer.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**GOV 2615 (b, IP) International Environmental Policy**

Non-Standard Rotation. Enrollment limit: 35.

Examines the political, legal, and institutional dimension of international efforts to protect the environment. Problems discussed include transboundary and marine pollution, maintaining biodiversity, and global climate change. (Same as: ENVS 2308)

Previous terms offered: Spring 2017, Fall 2015.

**GOV 2621 (b, IP) The Politics of Nuclear Proliferation and Nonproliferation**

Non-Standard Rotation. Enrollment limit: 35.

Nuclear weapons have had a constant impact on international relations since their advent in 1945. The initial US monopoly on nuclear weapons gave way to bilateral competition with the Soviet Union, followed by the post-Cold War period in which proliferation concerns have grown to include so-called rogue states and non-state actors. Exposes students to the history and theory of nuclear weapons proliferation and encourages engagement in current debates on the topic. Addresses the following topics: technology necessary for developing a nuclear weapons program, why states proliferate, and policies available to address nuclear proliferation.

Previous terms offered: Spring 2018, Spring 2017.

**GOV 2670 (b) United States Foreign Policy**

Non-Standard Rotation. Enrollment limit: 35.

Examines the development and conduct of United States foreign policy. Analyzes the impact of intragovernmental rivalries, the media, public opinion, and interest groups on the policy-making process, and provides case studies of contemporary foreign policy issues.

Previous terms offered: Spring 2018, Spring 2016.

**GOV 2680 (b, IP) International Security**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: GOV 1600.

Previous terms offered: Spring 2019, Fall 2017, Fall 2016.

**GOV 2690 (b, IP) Islam and Politics**

Non-Standard Rotation. Enrollment limit: 35.

Analyzing the intersection of politics and multiple expressions of Islam in both state governments and transnational movements, studies Islam as a social, ethical, and political force in the modern era. Offers a basic introduction to Muslim history and the Islamic religion, explores various Islamic social and political movements, analyzes contending understandings of the interaction between politics and Islam, as well as investigating the tensions between the Islamic and western political traditions, including democracy and Islam. Relying on texts from influential revolutionaries such as Qutb and Khomeini as well as perspectives on political Islam from academic scholars, explores the heart of politics, society, and religion in the modern Muslim world.

Previous terms offered: Fall 2018, Spring 2016.



**GOV 2694 (b, IP) International Relations in East Asia**

Aki Nakai.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Analyzes relations between the various states in East Asia and between those states and countries outside the region, including the United States. The course addresses empirical and theoretical questions, including: What are the threats to peace and prosperity in the region, and how are the different countries responding? What explains the foreign policy strategies of different countries, including China and Japan, and how have they changed over time? How can broader theories of international relations inform, and be informed by, the nature of foreign policy choices in this region? Is East Asia headed toward greater cooperation or conflict? (Same as: ASNS 2921)

**GOV 2902 (b, ESD) Talking to Farmers and Fishermen: Social Science Field Methods for Environmental Policy Research**

Shana Starobin.

Every Fall. Fall 2019. Enrollment limit: 12.

Natural resource users—like farmers and fishermen—possess intimate knowledge of the complex socioecological systems where they live and work. How can researchers appropriately and ethically engage individual and community stakeholders as participants in environmental research? Through assignments, activities, and class excursions (lab), students will gain competence in collaborative field research skills, including the ethical conduct of research with human subjects, participant observation, conducting interviews and focus groups, writing up field notes, developing metadata, and establishing protocols for data management. Students will also practice preliminary data analysis—transcription and text analysis of field collected data, descriptive statistics, and identification of future research questions. (Same as: ENVS 2314)

Prerequisites: ENVS 2330 (same as GOV 2910) or ENVS 2313 (same as GOV 2482 and LAS 2513).

Previous terms offered: Spring 2019.

**GOV 2910 (b, IP) Environmental Policy and Politics**

Shana Starobin.

Every Fall. Fall 2019. Enrollment limit: 35.

Explores the political, economic, legal, ethical, and institutional dimensions of the environmental policy-making process. Examines the formation and implementation of regulatory institutions and policies across a range of issues in the U.S. and internationally—including terrestrial, coastal and marine natural resources management, biodiversity, water and air pollution, sustainable development, and environmental justice. Prepares students to analyze historical cases as well as contrive and evaluate competing policy alternatives to emerging problems. (Same as: ENVS 2330)

Prerequisites: ENVS 1101.

Previous terms offered: Fall 2018, Spring 2018, Fall 2017.

**GOV 2915 (b) Environmental Law and Policy**

Conrad Schneider.

Every Other Fall. Fall 2019. Enrollment limit: 35.

Critical examination of some of the most important American environmental laws and their application to environmental problems that affect the United States and the world. Students learn what the law currently requires and how it is administered by federal and state agencies, and are encouraged to examine the effectiveness of current law and consider alternative approaches. (Same as: ENVS 2304)

Previous terms offered: Fall 2017, Fall 2015.

**GOV 3010 (b) Advanced Seminar in American Politics: Presidential-Congressional Relations**

Non-Standard Rotation. Enrollment limit: 15.

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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017.

**GOV 3020 (b) Money and Politics**

Michael Franz.

Non-Standard Rotation. Fall 2019. Enrollment limit: 15.

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.

Previous terms offered: Spring 2018, Spring 2017, Spring 2016.

**GOV 3022 (b) United States Supreme Court Simulation**

Non-Standard Rotation. Enrollment limit: 15.

The decisions issued by the United States Supreme Court have enormous implications for the litigants in the case, lower courts, government, and society as a whole. Thus, it is important to analyze and understand the process by which the court makes its decisions and policies. Investigates the processes by which cases get to the Supreme Court, are accepted or denied, and are decided. The means for investigating this process entails a semester-long simulation. Students assume the roles of the justices, the solicitor general, litigants, and other actors in the judicial system. In order to inform the simulation, students also complete focused studies of court procedures, judicial process, and judicial decision-making.

Prerequisites: GOV 2002 or GOV 2020 or GOV 2021 or GOV 2600 or GOV 2940 (same as EDUC 2250).

Previous terms offered: Fall 2018.

**GOV 3025 (b) The Politics of Policy Implementation**

Non-Standard Rotation. Enrollment limit: 16.

What happens after a bill becomes a law? During implementation, the separated system of American governance comes into sharp relief across the branches of government and across three (or more) levels of government as well. Examines how the wide range of institutional players involved – from legislators to regulators to chief executives to judges to front-line service providers – act and interact. Case studies (e.g., entitlement reform, education policy, intelligence reorganization, health care) used to evaluate competing theoretical frameworks.

Prerequisites: GOV 1100 or GOV 2000 - 2099.

Previous terms offered: Spring 2019.

**GOV 3030 (b) American Political Development**

Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Spring 2017, Fall 2015.

**GOV 3035 (b) Presidential Power and the Law**

Non-Standard Rotation. Enrollment limit: 15.

Grapples with current and historical questions of presidential power. Article II of the US Constitution is brief, and vague; the executive power is nowhere defined. How do presidents gain traction against the legislative and judicial (and even the executive) branches? Case studies include a variety of claims made by presidents about their unilateral administrative tools and in the contemporary "war on terror" (with regard to detention, interrogation, surveillance, due process, etc.), as well as the reaction they have provoked from other branches of government, such as Congress and the Supreme Court.

Prerequisites: GOV 1100 or GOV 2000 - 2099.

Previous terms offered: Fall 2017, Spring 2016.

**GOV 3200 (b) Advanced Seminar in Political Theory: Tocqueville**

Non-Standard Rotation. Enrollment limit: 15.

More than 150 years after its publication, "Democracy in America" remains the most powerful sympathetic critique of modern liberal democracy ever written. Careful reading of the text and selected secondary sources leads to examination of Tocqueville's analysis of the defects to which the democratic passion for equality gives rise and consideration of possible solutions that, in contrast to the Marxist and Nietzschean critiques, aim at preserving the liberal democratic way of life.

Previous terms offered: Spring 2018, Spring 2016.

**GOV 3210 (b) Advanced Seminar in Political Theory: Jean-Jacques Rousseau**

Non-Standard Rotation. Enrollment limit: 15.

An examination of the multifaceted and revolutionary thought of Jean-Jacques Rousseau, including his critique of the Enlightenment, his rejection of classical liberalism, his defense of democracy, his relationship to the French Revolution, his contribution to Romanticism, and his views on freedom, equality, education, religion, art, economics, the family, love, and the self.

Prerequisites: 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.

Previous terms offered: Spring 2019.

**GOV 3220 (b) Nietzsche**

Non-Standard Rotation. Enrollment limit: 15.

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.

Prerequisites: 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.

Previous terms offered: Spring 2017.

**GOV 3400 (b, IP) Advanced Seminar in Japanese Politics**

Every Other Spring. Enrollment limit: 15.

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)

Prerequisites: ASNS 2320 (same as GOV 2450) or GOV 2450.

Previous terms offered: Spring 2019, Spring 2016.

**GOV 3410 (b, IP) Capitalism and State Power in China**

Non-Standard Rotation. Enrollment limit: 15.

Seminar. Explores the paradoxes of contemporary China, a communist regime that boasts economic growth rates that are the envy of the world. While communism failed in Eastern Europe decades ago, the Chinese Communist Party has been surprisingly successful and leads one of the oldest dictatorships in the world. Explores how capitalism and state power actually work in China. Topics include ethnic conflict, patronage and corruption, elite politics, popular protest, elections, and civil society. Students develop and write a research paper on contemporary Chinese politics. Previous coursework in Chinese politics is not necessary. (Same as: ASNS 3060)

Prerequisites: GOV 1000 - 2969 or GOV 3000 or higher or ASNS 1000 - 2969 or ASNS 3000 or higher.

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**GOV 3420 (b, IP) Governments Morals and Markets: Topics in Comparative Public Policy**

Non-Standard Rotation. Enrollment limit: 15.

Studies the relationship between governments and markets in policy areas such as health care, social welfare, education, media and the environment. Explores the moral and political dimensions of policy questions such as: What should or should not be for sale (e.g. drugs, healthcare, votes, pornography etc.) What justifies regulation of commercial activities? Under what circumstances, if any, should benefits such as flood insurance or tax relief for mortgages be provided with public funds? Should the government protect people from the consequences of their own choices? Cross-national case studies from the United Kingdom, USA, Japan and Europe.

Prerequisites: Two of: either GOV 1020 - 1029 or GOV 1400 or GOV 2400 - 2599 or GOV 3400 - 3599 and either GOV 1020 - 1029 or GOV 1400 or GOV 2400 - 2599 or GOV 3400 - 3599.

Previous terms offered: Spring 2018.

**GOV 3430 (b, IP) Private Actors, Public Goods: Corporate Social Responsibility (CSR) in Comparative Perspective**

Every Year. Enrollment limit: 16.

From fair trade chocolate to Kimberly Process certified diamonds, voluntary sustainability initiatives increasingly "govern" complex trans-border trade – to minimize environmental damages and human rights abuses exacerbated by globalization, especially when states prove incapable or unwilling to do so. Intensive in reading, research, and discussion, adopts a commodity-centered lens to examine transnational trade in comparative perspective. Students explore how global value chains – like "fast fashion" from Bangladesh and cell phones from China – defy conventional notions of political, geographic, and ecological boundaries and prompt a shift from "government" to "governance." (Same as: ENVS 3908)

Prerequisites: Two of: either ENVS 2302 or ENVS 2304 (same as GOV 2915) or ENVS 2330 (same as GOV 2910) or ENVS 2403 (same as HIST 2182) or GOV 2300 - 2599 and ENVS 1101.

Previous terms offered: Fall 2018.

**GOV 3500 (b, IP) Social Protest and Political Change**

Non-Standard Rotation. Enrollment limit: 15.

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.

Previous terms offered: Fall 2018, Spring 2017, Spring 2016.

**GOV 3520 (b, IP) State-Building in Comparative Perspective**

Non-Standard Rotation. Enrollment limit: 15.

States form the foundation of modern politics. Comparative government explores their variation; international relations examine their interaction. States can be instruments of oppression or engines of progress, and recent scholarship has focused on their strength, weakness, and failure. This capstone course explores the processes that produced the early modern state in Europe, then looks at more recent attempts to replicate state development in Latin America, Asia, the Middle East, and Africa. The role of war in state formation and the subject of citizenship receive particular attention. (Same as: AFRS 3520)

Previous terms offered: Spring 2018, Spring 2016.

**GOV 3570 (b, IP) Advanced Seminar in African Politics**

Non-Standard Rotation. Enrollment limit: 16.

The continent of Africa boasts some of the most rapidly growing economies in the world, but the proportion of people living in poverty remains higher than in any other region. Nearly all African states experimented with democratic reform in the last two decades, but many leaders have become adept at using political institutions to entrench their power. Most large-scale civil wars have ended, but violence remains. Explores the economic, political, and security challenges of this continent of contrasts. Topics include poverty and economic growth, the "resource curse," democratic institutions, civil society, ethnic relations, state failure, foreign assistance, and intervention. (Same as: AFRS 3570)

Prerequisites: GOV 2530 (same as AFRS 2530) or AFRS 2530 or HIST 2364 (same as AFRS 2364) or AFRS 2364 (same as HIST 2364) or HIST 2822 (same as AFRS 2822).

Previous terms offered: Spring 2019.

**GOV 3600 (b, IP) Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution**

Every Spring. Enrollment limit: 15.

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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**GOV 3610 (b, IP) Advanced Seminar in International Relations: Law, Politics, and the Search for Justice**

Non-Standard Rotation. Enrollment limit: 15.

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)

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**GOV 3620 (b, IP) Advanced Seminar in International Relations: Counterinsurgencies**

Non-Standard Rotation. Enrollment limit: 15.

Counterinsurgency warfare – the political and military struggle to obstruct insurrection – is complex, variable, and arduous. As one US Special Forces officer in Iraq noted, counterinsurgency is not just thinking man's warfare, it is the graduate level of war. How do we make sense of the intricate, violent contest between insurgent and counterinsurgent? Why have the United States' wars in Vietnam, Iraq, and Afghanistan been exceedingly drawn out, irregular, and destructive? Connecting classic and critical military texts such as Clausewitz and US Army/Marine Corps operational manuals, with case studies from Vietnam, Iraq, and Afghanistan (contrasting the US and Soviet interventions), entwines political/military theory with battlefield history to deepen understandings of thinking man's warfare.

Previous terms offered: Spring 2019, Spring 2018, Spring 2016.

**GOV 3630 (b, IP) America's Place in the World, 1945 to the Present**

Non-Standard Rotation. Enrollment limit: 16.

Following World War II, the United States was left with unrivaled material power in the international system. Focuses on how the US attempted to translate its unprecedented power into a particular global order. Begins by engaging with the academic debate over the character of US leadership through this period. During the Cold War, questions whether the US was an equal to the Soviet Union in a bipolar order, a hegemonic power, or a seeker of informal empire. Also considers what it has meant to be a unipolar power in the post-Cold War period. Then focuses on the ways in which the US has sought to create a particular political and economic order within the international system since 1945. Explores the specific tools of order creation to include establishing multilateral institutions and formal alliances, providing economic incentives, and exercising military power. Concludes by examining the contentious topic of American decline. Explores various theories about America's future role in the world and considers in particular how the US is addressing China's rise.

Previous terms offered: Spring 2018.

**GOV 3902 (b, IP) Food, Environment, and Development**

Every Spring. Enrollment limit: 16.

Examines the complex socio-economic and ecological challenges in the global governance of food and agriculture. Drawing on literature in political science, environmental politics, and public policy, students wrestle with key questions central to the study of the competing yet interconnected issues of food production, environmental protection, and economic development, such as: the seeming trade-offs between feeding the world and saving the planet; the socio-ecological dimensions of agricultural biotechnology (i.e., genetically modified plants and animals); and the governance of global value chains for food and natural resources. (Same as: ENVS 3907)

Prerequisites: Two of: either ENVS 2330 (same as GOV 2910) or ENVS 2403 (same as HIST 2182) or ENVS 2302 or ENVS 2304 (same as GOV 2915) or GOV 2910 or HIST 2182 and ENVS 1101.

Previous terms offered: Spring 2018.

# History

## Overview & Learning Goals

### Learning Goals

#### Statement of Philosophy:

History is the study of the past. Historians explore the causes and consequences of continuity and change in society, politics, culture, and economics. Historians study and write history to understand the past on its own terms, not simply as a reflection of our own experience, even as they challenge existing scholarship in light of their own concerns.

History is a foundational part of the liberal arts: a pursuit of knowledge that borrows techniques and ideas from all corners of the academy to address topics from diverse places and eras. Courses in history analyze connections between arguments and evidence. Students ask tough, thoughtful questions about events, people, and values outside of their cultures and experiences. History addresses the relationships between cause and effect, and the consequences of human actions. Students in history courses develop critical skills through the analysis of documents and other primary sources, the appreciation of disciplinary debates, the development of historical research questions, and the communication of findings in clear and persuasive language.

Courses require students to think independently and creatively, stand apart from their assumptions and preconceptions, and to view the world critically and analytically. Our goal is to develop thoughtful individuals who are prepared to pursue graduate education or employment in any field or profession.

#### First-Year Seminars:

First-year seminars introduce students to the study of history. They do not assume that students have a background in the period or the area of the particular seminar topic. They introduce students to historical methods through the examination of particular historical questions. Students develop the analytical skills needed to read sources critically and write about them clearly. First-year seminars require extensive reading, class discussion, and the writing of multiple short critical essays.

#### 1000-Level Lecture Courses:

Like first-year seminars, 1000-level courses introduce students new to the study and methodology of history. Students begin to develop the skill to read, interpret, and write about historical sources.

#### 2000-Level Lecture Courses:

2000-level lecture courses constitute the core of the history curriculum. These intermediate courses focus on topics and themes that span the globe and cut across time. They introduce students to important historiographical debates. Students may enter the history major at this level, as these courses do not require prior work in history. The courses begin or continue to develop a student's facility with historical methods, as they continue to hone their critical and analytical skills in reading and writing. The thirty-five-student limit allows for more opportunity for writing and discussion than in 1000-level lecture courses.

#### 2000-Level Seminars:

2000-level seminars offer the opportunity for more intensive work in critical reading and discussion, analytical writing, library or archival research, and thematic study than is possible in the intermediate 2000-level lecture courses. They assume some background in the discipline.

and may require previous work in history or the permission of the instructor

### 3000-Level Capstone Seminars:

A 3000-level capstone seminar engages students in the close investigation of historical problems. Seminars begin with an intensive reading and discussion of representative primary and secondary sources, including of methodology and interpretation. Each student develops and pursues their own research topic related to the central problem of the course which culminates in an analytical essay of substantial length. As a capstone course, it builds and refines all skills learned in prior courses in the major.

Department/Faculty Website (<https://www.bowdoin.edu/history>)

## Faculty

David M. Gordon, *Department Chair*  
Rebecca Banks, *Department Coordinator*

*Professors:* Connie Y. Chiang (Environmental Studies), Dallas G. Denery II, David M. Gordon, Patrick J. Rael

*Associate Professors:* David K. Hecht, K. Page Herrlinger, Matthew W. Klinge\* (Environmental Studies), Sarah F. McMahon, Brian Purnell‡ (Africana Studies), Meghan K. Roberts, Rachel Sturman\*\* (Asian Studies), Ya (Leah) Zuo (Asian Studies)

*Assistant Professors:* Sakura Christmas\* (Asian Studies), Javier Cikota, Salar Mohandesi, Strother Roberts‡

*Visiting Faculty:* Idriss Jebari

Faculty/Staff Website (<https://www.bowdoin.edu/history/faculty-and-staff>)

## Requirements

### History Major

History offers courses in the following fields of study: Africa, East Asia, Europe, Latin America, South Asia, the United States, Atlantic Worlds, and Colonial Worlds. Multi-field courses fall into more than one of these fields of study.

Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history. In consultation with a faculty advisor in the department, a student should plan a program that begins at either the introductory or the intermediate level and progresses to the advanced level.

The major consists of ten courses, with the following stipulations and required courses:

- no more than two courses below the intermediate level (numbered below 2000) may count toward the major, and these must be taken prior to the junior year;
- no more than six courses in a single field of study may count toward the major;
- a multi-field course may count toward any one of its designated fields;
- three non-Euro/US courses;
- one pre-modern course (These courses are designated by professors and noted in the course descriptions.); and
- three courses numbered 2500 or higher. (This includes intermediate seminars (2500–2969), intermediate independent studies (2970–

2999), advanced research seminars (3000s), and advanced independent studies, or honors (4000s).)

- One of the three upper-level seminars must be a 3000-level capstone seminar. In consultation with a faculty advisor, a major may fulfill this requirement with an honors project.

## History Minor

The minor consists of five courses, with the following stipulations and required courses:

- a maximum of one course below the intermediate level (numbered below 2000), which must be taken prior to the junior year;
- a maximum of one course may be taken at another institution (may not count as an intermediate seminar or higher);
- one course must be taken at the level of intermediate seminar or above (course must be taken at Bowdoin); and
- one course must be non-Euro/US.

## Additional Information

### Additional Information and Department Policies

- **Grades:** Students must obtain a minimum course grade of C- to receive credit toward the major or minor. Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- **Study Away:** In their sophomore year, students anticipating study away from Bowdoin should discuss with the departmental advisor a plan for the history major that includes work at Bowdoin and elsewhere. Students participating in approved off-campus study may count one history course per semester toward the history major or minor. In exceptional cases, students may petition to receive credit for more than one course per semester toward the history major. In all cases, a maximum of three history courses taken away from Bowdoin may count toward the history major, pending review.
- **Honors:** To be eligible to register for honors, a student must have the equivalent of a B+ average in courses taken in the department and the approval of a thesis advisor. All history majors seeking departmental honors must research and write an honors thesis.
- **Languages:** History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.
- **Advanced Placement/International Baccalaureate (AP/IB):** Students who received a four or higher on the World History AP exam, US History AP exam, or European History AP exam—or a five or higher on the History IB exam—must complete a history course at the 2000 level or above with a minimum grade of B in order to receive a college credit for the exam. AP/IB credits do not count toward the history major or any college requirements; credits from AP/IB exams only count toward total credits needed for graduation. If a student has scores for more than one AP/IB History exam, only one total credit is awarded. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

## Curriculum

- First-year seminars (1000–1049) introduce students to college-level writing through the study of history as a discipline. Registration is limited to sixteen students in each seminar. First-year seminars numbered 1028–1049 fulfill the non-Euro/US requirement for history majors.
- Introductory courses (1100–1999) introduce students to the methods and skills of history as a humanities and social science discipline. (Generally closed to seniors.) Introductory 1000–level courses numbered 1370–1999 fulfill the non-Euro/US requirement for history majors.
- Core courses (2000–2499) survey historical themes and problems and offer opportunities to deepen skills in historical thinking and writing. (Open to all students, including first-year students.) Core courses numbered 2270–2499 fulfill the non-Euro/US requirement for history majors.
- Intermediate seminars (2500–2999) offer the opportunity for more intensive work in critical reading and discussion, analytical writing, library or archival research, and methodology. (Not open to first-year students without instructor's permission; some background in the discipline assumed.) Seminars numbered 2740–2899 fulfill the non-Euro/US requirement for history majors.
- Advanced seminars (3000–3999) expect students to build on prior coursework by developing a substantial piece of historical research. (Not open to first-year students without instructor's permission.) Seminars numbered 3270–3999 fulfill the non-Euro/US requirements for history majors.

## Courses

### HIST 1001 (c, FYS) **Bad Girls of the 1950s**

Jennifer Scanlon.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Explores the representation and life experiences of women who did not fit the cultural norm of suburban motherhood in 1950s America. Focuses on issues of class, race, sexuality, and gender in a decade shaped by fears about nuclear war and communism, and by social and political conformity. Topics include teenage pregnancy, women's grassroots political leadership, single womanhood, civil rights, emergent feminism, and, finally, the enduring cultural resonance of the apron-clad 1950s mom. Engages a variety of primary and secondary sources. Note: This course is part of the following field(s) of study: United States. (Same as: GSWS 1021)

Previous terms offered: Fall 2017.

### HIST 1009 (c, FYS) **Reacting to the Past**

Non-Standard Rotation. Enrollment limit: 16.

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 and minors.

Previous terms offered: Fall 2016.

### HIST 1011 (c, FYS) **Health Histories**

Non-Standard Rotation. Enrollment limit: 16.

Examines the histories—cultural, political, and scientific—through which what constitutes healthy individuals and healthy societies have come to be understood. These definitions are by no means obvious, and they emerge only after protracted struggle. Considers a wide variety of such debates, all set in the post-World War II United States. Possible case studies include scientific investigation into the health risks of nuclear fallout; the evolution of abortion rights before and after *Roe v. Wade*; the development of federal nutrition standards; artistic representation of the AIDS crisis through Tony Kushner's "Angels in America"; and the politics of whether or not gun violence can be considered a health issue. Course writing gives students the opportunity to engage with primary sources, perform independent research, and explore the concept of public health as it exists beyond doctor's offices and hospitals. This course is part of the following field(s) of study: United States.

Previous terms offered: Fall 2018.

### HIST 1012 (c, FYS) **"Bad" Women Make Great History: Gender, Identity, and Society in Modern Europe, 1789–1945**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016.

### HIST 1014 (c, FYS) **Utopia: Intentional Communities in America, 1630-1997**

Non-Standard Rotation. Enrollment limit: 16.

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

Previous terms offered: Fall 2018, Fall 2016.

**HIST 1018 (c, FYS) Memoirs and Memory in American History**

Non-Standard Rotation. Enrollment limit: 16.

Examines the ways in which Americans have remembered the past and documented their experiences in individual memoirs. Considers the tensions between memory and history, the value of memoirs as historical documents, and the extent to which memories deepen, complicate, and even convolute understanding of twentieth-century United States history. The topical focus of the seminar varies from year to year and may include immigration, labor, gender and race relations, and war. Writing-intensive, including several short papers and a family history research paper. This course is part of the following field(s) of study: United States.

Previous terms offered: Fall 2015.

**HIST 1022 (c, FYS) Science on Trial**

David Hecht.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Examines moments of scientific controversy in modern United States history. From teaching evolution to legalizing abortion to accepting climate change, science has been at the center of some of our most persistent political debates. But science is neither as objective nor as detached from society as we commonly assume; it is inextricably bound to cultural, social, and even moral norms. This course uses moments of legal and political tension to explore the complexities of how scientific knowledge is produced, disseminated, and accepted (or rejected). Case studies include the Scopes Trial, the eugenics-era decision in *Buck v. Bell*, lawsuits against the tobacco industry, and *Roe v. Wade*—as well as the making of environmental policy on questions of pesticide use and radiation exposure. Course writing gives students the opportunity to engage with a range of historical sources in science, law, policy, and media. Note: This course is part of the following field(s) of study: US.

**HIST 1023 (c) Science, Sex, and Politics**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016.

**HIST 1024 (c, FYS) Serious Games: Critical Play for History**

Patrick Rael.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Did you know that Monopoly began life a game that criticized modern capitalism? Have you ever wondered what sense it makes that in *Sid Meier’s Civilization*, Abraham Lincoln can found the American tribe in 4,000 BCE? This course explores how commercial video and board games can help us understand the past. In return, understanding something about how the discipline of history works will help us think about games as representations of the past. Games to be studied and played may include: *Catan*, *Diplomacy*, *Monopoly*, *Sid Meier’s Civilization V*, *Spirit Island*, and *Twilight Struggle*. Students should expect to complete four structured writing assignments and several shorter writing assignments. The course includes a weekly evening game lab. Note: This course is part of the following field(s) of study: US. (Same as: DCS 1024)

**HIST 1026 (c, FYS) Revolutions in the Twentieth Century**

Salar Mohandesi.

Every Other Fall. Fall 2019. Enrollment limit: 16.

The twentieth century was the great age of revolt. Dramatic social, political, and economic changes sparked revolutions across the globe. Examines revolution as a historical process, political event, and theoretical concept, exploring such questions as: why revolutions started; who participated; what participants wanted; and if these revolutions succeeded. To address these questions, investigates some of the major revolutions of the last century. Cases may include the Bolshevik Revolution, the Spanish Civil War, the Algerian War of Independence, the Great Proletarian Cultural Revolution in China, and the Islamic Revolution in Iran. Concludes by reflecting on the utility of “revolution” as a category of historical analysis. Note: This course is part of the following field(s) of study: Europe.

Previous terms offered: Fall 2018.

**HIST 1037 (c, FYS) Food and Foodways in China: A Cultural History**  
Non-Standard Rotation. Enrollment limit: 16.

A cultural history of what, when, why, and how people eat in China. Explores a history of Chinese food, and more importantly, a history of China through its food. Structured around four historical periods (antiquity, middle period, late imperial, and modern), studies the connections between food and agriculture, politics, religion, health, technology, and literature. From one perspective, examines foodways in China as cultural constructs and introduces topics such as the human adaptation, experimentation, knowledge formation, technological development, cultural appropriation, and value judgment of food. From another, discusses the material aspects of a culinary history, e.g., the biological facts, ecological sensitivities, environmental adaptation, and historical evolution of foodstuffs. In correspondence with the four historical periods, provides opportunities to prepare and eat four meals, each of them designed to convey a broader sense of historical context. The meals include: Han aristocrat's feast (ancient), Song literati party (middle period), Hubei peasant meal (late imperial), and American Chinese takeout (modern). Meals are scheduled on Friday afternoons throughout the semester (not on regular class-meeting days). Attendance at these meals is not mandatory, but provide additional context and experience. Taken together, students are encouraged to reflect both on what food tells us about Chinese history, and how it causes us to reflect on our own everyday lives. Note: This course is part of the following field(s) of study: East Asia. It fulfills the non Euro/US requirement for history majors and minors.. (Same as: ASNS 1007)

Previous terms offered: Fall 2017.

**HIST 1039 (c, FYS) Commodity Life: Objects and Histories of India**  
Every Fall. Enrollment limit: 16.

What kinds of meanings and histories are held within objects? Uses the lens of four objects in the Indian subcontinent—rice, textiles, yoga, and photography—to trace histories of knowledge and skill, of commodification and global circulation, of power relations, and of personal attachments that these objects have generated. Central is thinking through the creative but also power-laden processes of making, using, and interpreting. This approach to the creative potential of analysis infuses class writing, revision, and discussion. Note: This course is part of the following field(s) of study: South Asia. It fulfills the non Euro/US requirement for history majors and minors. (Same as: ASNS 1036)

Previous terms offered: Fall 2017.

**HIST 1041 (c, FYS) Congo in Word and Image**  
Non-Standard Rotation. Enrollment limit: 16.

Introduces Congo as part of a global discussion about humanity through text, film, music, and art. Studies novels that condemned colonial and post-colonial exploitation of Congolese resources, appreciates staggering Congo art that inspired European artists, and analyzes Congo politics that produced liberators and dictators. Considers ongoing humanitarian interventions in Congo against child soldiering, genocide, and rape. By placing words and images developed by outsiders alongside those of Congolese peoples, explores both the Congo and how the Congo has been conjured as a subject of a global imagination. Note: This course is part of the following field(s) of study: Africa. It fulfills the non Euro/US requirements for history majors and minors. (Same as: AFRS 1041)

Previous terms offered: Fall 2015.

**HIST 1046 (c, FYS) 'Deviant' Lives in Latin America**  
Javier Cikota.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Explores the lives of particular Latin American people who found themselves being "boxed in," and the ways in which they have sought to remain outside, or even in-between, categories. We will consider issues of personal identity, social belonging, and state power through the lives and stories—some well-known, and some surprisingly obscure—of Latin Americans, from the 1500s to the present. Course writing gives students the opportunity to engage with primary sources, perform independent research, and explore how personal identities have been created, maintained, and challenged over the centuries. This course aims to improve students' skills in close reading, critical thinking, and analytical writing, while the relationships between these skills are closely considered. In addition to discussing the texts in class, students will write responses to them in a variety of forms, from close analysis, to creative projects, to a final research paper. Note: This course is part of the following field(s) of study: Latin America. It fulfills the non Euro/US requirement for History majors and minors. (Same as: LAS 1046)

**HIST 1111 (c, ESD, IP) History of Ancient Greece: From Homer to Alexander the Great**

Robert Sobak.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

Surveys the history of Greek-speaking peoples from the Bronze Age (ca. 3000-1100 B.C.E) to the death of Alexander the Great in 323 B.C.E. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world. Topics include the institution of the polis (city-state); hoplite warfare; Greek colonization; the origins of Greek science; philosophy and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources – literary, epigraphical, archaeological – are presented, and students learn how to use them as historical documents. Note: This course is part of the following field(s) of study: Europe. It fulfills the pre-modern requirement for history majors and minors. (Same as: CLAS 1111)

Previous terms offered: Fall 2015.

**HIST 1112 (c, ESD, IP) History of Ancient Rome: From Romulus to Justinian**

Non-Standard Rotation. Enrollment limit: 50.

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 fulfills the pre-modern requirement for history majors and minors. (Same as: CLAS 1112)

Previous terms offered: Fall 2016.



**HIST 1140 (c, ESD, IP) Medieval, Renaissance, and Reformation Europe**  
Non-Standard Rotation. Enrollment limit: 50.

Introductory-level lecture. A wide-ranging introduction to pre-modern European history beginning with the reign of the Roman Emperor Constantine (c. 306–337) and concluding with the Council of Trent (1545–1563). Particular attention is paid to the varying relations between church and state, the birth of urban culture and economy, institutional and popular religious movements, and the early formation of nation states. Not open to students who have credit for History 2049 (Early Modern Europe) or 2048 (Medieval Europe). Note: This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement for history majors and minors.

Previous terms offered: Fall 2015.

**HIST 1240 (c, ESD, IP) War and Society**

Patrick Rael.

Every Other Year. Fall 2019. Enrollment limit: 50.

Explores the nature of warfare from the fifteenth century to the present. The central premise is that war is a reflection of the societies and cultures that wage it. This notion is tested by examining the development of war-making in Europe and the Americas from the period before the emergence of modern states, through the great period of state formation and nation building, to the present era, when the power of states to wage war in the traditional manner seems seriously undermined. Throughout, emphasis is placed on contact between European and non-European peoples. Students are required to view films every week outside of class. Note: This course is part of the following field(s) of study: Europe; United States.

Previous terms offered: Spring 2016.

**HIST 1241 (c, ESD) The Civil War Era**

Every Other Fall. Enrollment limit: 50.

Examines the coming of the Civil War and the war itself in all its aspects. Considers the impact of changes in American society, the sectional crisis and breakdown of the party system, the practice of Civil War warfare, and social ramifications of the conflict. Includes readings of novels and viewing of films. Students are expected to enter with a basic knowledge of American history, and a commitment to participating in large class discussions. Note: This course is part of the following field(s) of study: United States. (Same as: AFRS 1241)

Previous terms offered: Fall 2018.

**HIST 1320 (c) Racial and Ethnic Conflict in American Cities**

Every Other Year. Enrollment limit: 50.

American cities have been historic cauldrons of racial and ethnic conflict. Concentrates on urban violence in American cities since 1898. Students study moments of conflict during the early republic and the nineteenth century. Topics examined include the post-Reconstruction pogroms that overturned interracial democracy; the Red Summer and its historical memory; the ways race and ethnicity shaped urban residential space; the effects of immigration on urban political economy and society, and the conflicts over space, labor, and social relations that arose; and the waves of urban violence that spread across the country in the mid-1960s. Note: This course is part of the following field(s) of study: United States. (Same as: AFRS 1320)

Previous terms offered: Spring 2016.

**HIST 1340 (c, ESD) America and the Origins of Globalization**

Every Other Year. Enrollment limit: 50.

From the fifteenth century through the early nineteenth, global economic forces integrated the lands, ecosystems, and communities of North America into an increasingly tightly-knit network of commerce, migration, and ideas. Topics covered while exploring these early global networks include: the spread of peoples, crops, and diseases; the role of colonial conquest in creating modern capital and commodity markets; the importance of addictive substances (like sugar and tobacco) in the development of the transatlantic slave trade; and how a drought in Bangladesh sparked the American Revolution. Note: This course is part of the following field(s) of study: United States, Atlantic Worlds. It fulfills the pre-modern requirement for history majors and minors.

Previous terms offered: Spring 2019, Spring 2017.

**HIST 1440 (c, IP) Merchants, Mughals, Mendicants: India and the Early Modern World**

Rachel Sturman.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

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 non Euro/US and pre-modern requirements for history majors and minors. (Same as: ASNS 1560)

Previous terms offered: Fall 2016.

**HIST 1460 (c, ESD, IP) Apartheid's Voices: South African History, 1948 to 1994**

Every Other Fall. Enrollment limit: 35.

The study of apartheid in South Africa, the system of racial and ethnic segregation that began in 1948 and ended with the first democratic election of Nelson Mandela in 1994. Explores the many different aspects of apartheid: how and why it emerged; its social and economic impacts; its relationship to other forms of segregation and racial-based governance; and how people lived under, resisted, and collaborated with apartheid. The readings, lectures, and class discussions focus on personal South African voices and explore their diverse gendered, ethnic, and racial perspectives. NOTE: This course is part of the following field(s) of study: Africa and Atlantic Worlds. It fulfills the non Euro/US requirement for history majors and minors. (Same as: AFRS 1460)

Previous terms offered: Fall 2017, Fall 2015.

**HIST 2006 (c) City, Anti-City, and Utopia: Building Urban America**

Non-Standard Rotation. Enrollment limit: 35.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. Semester-long research paper required. Note: This course is part of the following field(s) of study: United States. (Same as: ENV5 2444)

Previous terms offered: Spring 2019, Fall 2017, Fall 2015.

**HIST 2008 (c, IP) The Republic of Rome and the Evolution of Executive Power**

Non-Standard Rotation. Enrollment limit: 35.

Examines in depth the approaches to leadership within the governmental system that enabled a small, Italian city-state to take eventual control of the Mediterranean world and how this state was affected by its unprecedented military, economic, and territorial growth. Investigates and re-imagines the political maneuverings of the most famous pre-Imperial Romans, such as Scipio Africanus, the Gracchi, and Cicero, and how political institutions such as the Roman Senate and assemblies reacted to and dealt with military, economic, and revolutionary crises. Looks at the relationship of the Roman state to class warfare, the nature of electoral politics, and the power of precedent and tradition. While examining whether the ultimate fall precipitated by Caesar's ambition and vision was inevitable, also reveals what lessons, if any, modern politicians can learn about statesmanship from the transformation of the hyper-competitive atmosphere of the Republic into the monarchical principate of Augustus. All sources, such as Livy's history of Rome, Plutarch's "Lives," letters and speeches of Cicero, and Caesar's "Civil War," are in English, and no prior knowledge of Roman antiquity is required. Note: This course fulfills the pre-modern requirement for history majors and minors. (Same as: CLAS 2214)

Previous terms offered: Spring 2019, Spring 2017.

**HIST 2009 (c, ESD, IP) Egypt at the Margins**

Non-Standard Rotation. Enrollment limit: 35.

Considers marginal people and places in Egypt from the time of Alexander the Great until the Arab Conquest. Provides a broad-stroke account of the history of Greco-Roman Egypt, but readings and discussion focus on groups at the margins of society (bandits, fugitives, and strikers), groups marginalized by society (slaves, women, and religious minorities), and marginal places (frontier zones, deserts, and the Delta marshes). These topics are evaluated using theoretical work written by social historians alongside primary sources from Egypt. Special attention given to Egypt's rural/urban divide; its intersecting religions, legal codes, and social norms; and parallels to modern, globalized societies. Examines the unique insights Egypt's papyri offer historians studying these issues by comparing documentary and literary sources. All readings are in English. Note: This course fulfills the pre-modern requirement for history majors and minors. (Same as: CLAS 2233)

Previous terms offered: Spring 2016.

**HIST 2017 (c, IP) Postwar Europe: 1945 to the Present**

Every Other Fall. Enrollment limit: 35.

When the Second World War finally came to a close in 1945, an estimated 36.5 million Europeans lay dead, many of Europe's cities were burned out, economies were left in disarray, and refugee camps brimmed with displaced persons. How did Europe rebuild after this unprecedented cataclysm? Explores the history of Europe—from Great Britain to the Soviet Union, Greece to Scandinavia—from the end of the war to the present. Investigates such themes as the origins of the Cold War, the construction of socialism in the East, the reconstruction of capitalism in the West, decolonization, the postwar economic "miracle," the social struggles of the 1960s and 1970s, the rise of neoliberalism, the collapse of the Soviet Bloc, the emergence of the European Union, and the contemporary political conjuncture. Note: This course is part of the following field(s) of study: Europe.

Previous terms offered: Fall 2018, Fall 2017.

**HIST 2018 (c, ESD, IP) North American Indian History, c. 1450-1814**

Every Other Year. Enrollment limit: 35.

The indigenous peoples of North America have long and diverse histories stretching back over 15,000 years. Since the uniting of the world's two hemispheres at the turn of the sixteenth century, native communities have faced numerous challenges and fallen victim to often unimaginable hardship. Native cultures showed considerable adaptability in the face of these challenges. Through centuries of imperial oppression, American Indians proved determined in fighting for their rights and insisting on their proper place in an evolving environmental, political, and social landscape. These shared struggles led to a dawning sense of a pan-Indian racial and cultural identity in the early nineteenth century. Note: This course is part of the following field(s) of study: United States. Note: It fulfills the pre-modern requirement for history majors and minors.

Previous terms offered: Fall 2017, Fall 2015.

**HIST 2019 (c, ESD, IP) The Transatlantic Sixties and Seventies**

Every Other Spring. Enrollment limit: 35.

From Berkeley to Berlin, social movements in the 1960s and 1970s pushed democracy in new directions, overturned social roles, and redefined the meaning of politics. Investigates that wave of transatlantic social, political, and cultural contestation, exploring such themes as youth protest, anti-racism, anti-imperialism, feminism, and the counterculture. Taking a transnational approach, considers not only how these decades unfolded in different countries, but also unearths the many flows—of ideas, objects, and people that wove diverse movements together. Focuses on developments in North America and Europe and situates them in a fully global context. Note: This course is part of the following field(s) of study: Europe, United States, and Atlantic Worlds.

Previous terms offered: Spring 2019, Spring 2018.

**HIST 2020 (c, IP) The Global Cold War**

Salar Mohandes.

Every Other Fall. Fall 2019. Enrollment limit: 35.

The Cold War was not simply a rivalry between two superpowers but a fully global competition between different models of social, political, and economic development. After reviewing the consolidation of fascism, welfare capitalism, and Stalinism in the 1930s, we study how the precarious alliance between American capitalism and Soviet communism devolved into open conflict after WWII. Since this competition unfolded on a planetary level, with each side struggling to convince the world that its model was superior, this course takes a global approach, surveying such events as the division of Europe, decolonization in Asia and Africa, the wars in Korea and Afghanistan, the Cuban and Iranian revolutions, the civil war in Angola, the rise of Reagan and Gorbachev, and the collapse of the Soviet Bloc. In so doing, this course explores such themes as imperialism, revolution, modernization, democratization, nation-building, internationalism, non-alignment, human rights, and neoliberalism.

**HIST 2040 (c) Science, Magic, and Religion**

Dallas Denery.

Every Other Year. Fall 2019. Enrollment limit: 35.

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 for history majors and minors.. (Same as: REL 2204)

Prerequisites: HIST 1140.

Previous terms offered: Spring 2017.

**HIST 2042 (c) The Good Life: From Plato to the Present**

Every Other Year. Enrollment limit: 35.

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, and Albert Camus. Note: This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement for history majors and minors.

Previous terms offered: Spring 2018, Fall 2016.

**HIST 2049 (c) Early Modern Europe**

Non-Standard Rotation. Enrollment limit: 35.

A survey of European culture and society from the later Middle Ages to the origins of the Enlightenment. Topics include the Renaissance, Reformation, and Scientific Revolution. Note: This course fulfills the pre-modern requirement for history majors and minors.

Previous terms offered: Fall 2017.

**HIST 2060 (c, ESD, IP) The French Revolution**

Every Other Year. Enrollment limit: 35.

In just a few short decades, France ricocheted from a monarchy to a republic and back to a monarchy again, all while living through a cataclysmic revolution that changed the world. Questions studied include: Why did France have a revolution? Why did the revolution become radical? What were the global consequences of events in France? 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 and minors.

Previous terms offered: Spring 2019, Spring 2017.

**HIST 2061 (c, ESD, IP) Culture Wars in the Age of Enlightenment**

Every Other Spring. Enrollment limit: 35.

Examines a series of intellectual, political, and cultural feuds in seventeenth- and eighteenth-century Europe, the so-called Age of Enlightenment. Thinkers aspired to implement sweeping changes in politics and society, but disagreed fiercely over what and how to change. Topics include atheism, science, political philosophy, sex and gender, and race. In addition to lectures and discussions, devotes several course sessions to an immersive role-playing game. Note: This course is part of the following field(s) of study: Europe. It also fulfills the pre-modern requirement for history majors and minors.

Previous terms offered: Spring 2018, Spring 2016.

**HIST 2062 (c, IP) Europe's Age of Expansion, 1607-1789**

Non-Standard Rotation. Enrollment limit: 35.

The practice of European politics changed dramatically during the seventeenth and eighteenth centuries. National governments became more centralized and more powerful. At the same time, Europeans attempted to found empires that stretched around the globe. Focuses on Britain, France, and Spain; specific topics include 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 premodern requirement for history majors.

Previous terms offered: Fall 2016.

**HIST 2063 (c, ESD, IP) Challenging the Catholic Church, 1529-1633**

Non-Standard Rotation. Enrollment limit: 35.

Immerses students in the religious, political, and scientific culture of early modern Europe through the study of two key moments: the trial of Galileo Galilei for heresy and the efforts of King Henry VIII to divorce his wife and assume control of the Church of England. These episodes famously pitted these individuals against the Catholic Church, allowing consideration of how religion shaped the history of ideas and politics in this volatile period. Employs well-developed classroom simulations in which students take on roles of historical personae, allowing them to think through the broad forces shaping history as well as the potential for individual actors to affect change. Note: This course is part of the following field(s) of study: Europe. It also fulfills the pre-modern requirement for history majors and minors.

Previous terms offered: Fall 2018.

**HIST 2105 (c, ESD, IP) The Making of Modern Europe, 1815 to 1918**

Every Other Spring. Enrollment limit: 35.

Survey course of the nineteenth century in Europe, from 1815 to the end of the First World War, with an emphasis on the social, cultural, and political impact of industrial and technological progress. Explores the way people lived and thought about the world around them as Europe industrialized, as well as the ambivalence that many Europeans came to attach to modernity by the end of the Great War in 1918. This course is part of the following field(s) of study: Europe.

Previous terms offered: Spring 2018, Spring 2016.

**HIST 2107 (c, ESD) The Red World: Living the Russian Revolution, 1917-1936**

Non-Standard Rotation. Enrollment limit: 35.

In celebration of the centennial of the Russian Revolutions of 1917, this course offers an overview of the revolutionary experience and an in-depth exploration of Soviet efforts to transform society and culture along socialist lines. With an emphasis on the tensions between the utopian and the "real", and between official and "popular" culture, we will draw heavily on visual sources (art, posters, film, photography) and contemporary literature to examine the impact of socialist thought and practice on different aspects of everyday life, including work and education, family and gender roles, religion, science and technology, housing and urban planning, fashion, the arts, and leisure. Note: This course is part of the following field(s) of study: Europe.

Previous terms offered: Spring 2017.

**HIST 2108 (c, ESD, IP) The History of Russia, 1725-1924**

Every Other Fall. Enrollment limit: 35.

Explores Russian society, culture, and politics during three dramatically different phases of the modern period: the Old Regime under the Tsars in the eighteenth and nineteenth centuries; the violent, revolutionary transformations of 1905 and 1917; and the founding years of socialist rule under Lenin and the Bolsheviks. Readings draw from a diverse range of primary sources (including petitions, letters, memoirs, official proclamations, ethnographic accounts) as well as secondary works written by leading scholars. Also draws widely on contemporary visual culture (including, but not limited to painting, photography, and film). Note: This course fulfills the non Euro/US requirement for history majors and minors.

Previous terms offered: Fall 2017, Fall 2015.

**HIST 2109 (c, ESD, IP) Russia's Twentieth Century: Revolution and Beyond**

Page Herrlinger.

Every Other Fall. Fall 2019. Enrollment limit: 35.

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.

Previous terms offered: Fall 2016.

**HIST 2121 (c, ESD) Colonial America and the Atlantic World, 1607-1763**

Every Other Spring. Enrollment limit: 35.

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. Note: This course is part of the following field(s) of study: United States, Colonial Worlds. It fulfills the pre-modern requirement for history majors and minors.

Previous terms offered: Spring 2017.

**HIST 2123 (c, ESD) American Society in the New Nation, 1763-1840**

Non-Standard Rotation. Enrollment limit: 35.

A social history of the United States from the Revolution to the Age of Jackson. Topics include the various social, economic, political, cultural, and ideological roots of the movement for American independence; the struggle to determine the scope of the Constitution and the political shape of the new republic; the emergence of and contest over a new social and cultural order and the nature of American "identity"; and the diverging social, economic, and political histories of regions (North, South, and trans-Appalachian West) and peoples in the early to mid-nineteenth century. Topics include urbanization, industrialization, and the development of new forms of social organization in the North; religion and the Second Great Awakening; the westward expansion of the nation into areas already occupied; the southern plantation economy and slave communities; and the growth of the reform impulse in Jacksonian America. Note: This course is part of the following field(s) of study: United States.

Previous terms offered: Fall 2018, Fall 2015.

**HIST 2126 (c, ESD) Women in American History, 1600-1900**

Every Other Year. Enrollment limit: 35.

A social history of American women from the colonial period through the nineteenth century. Examines women's changing roles in both public and private spheres; the circumstances of women's lives as these were shaped by class, ethnic, and racial differences; the recurring conflict between the ideals of womanhood and the realities of women's experience; and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women's rights, and feminism. Note: This course is part of the following field(s) of study: United States. (Same as: GSWS 2251)

Previous terms offered: Spring 2019, Spring 2016.

**HIST 2128 (c, ESD) Family and Community in American History, 1600–1900**

Non-Standard Rotation. Enrollment limit: 35.

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. Note: This course is part of the following field(s) of study: United States. (Same as: GSWS 2248)

Previous terms offered: Fall 2016.

**HIST 2129 (c) History of Harpswell and the Coast of Maine**

Olaf Ellers; Amy Johnson; Sarah McMahon; Steven Allen; Brittany Jellison.

Non-Standard Rotation. Fall 2019. Enrollment limit: 12.

Examines the long history of Harpswell as part of the coast of Maine, and the research methodologies used to uncover and analyze that history from environmental, community, socioeconomic, political, racial and ethnic, and cultural perspectives. Topics include bonds and tensions in a peninsula and islands community; coastal agriculture and stone walls; inshore and deep-sea fisheries; shipbuilding and shipping; the Civil War; ethnic, religious, and cultural diversity; poverty and living on the margin; and the rise of tourism. Culminates with an individual research project prospectus for a projected essay on an aspect of that history. Taught in residence at the Schiller Coastal Studies Center. History 2129/ Environmental Studies 2449 is a course-module in the Bowdoin Marine Science Semester. Harpswell and Maine Coast History is a course-module in the Bowdoin Marine Science Semester and is taught with three other co-requisite courses. Note: This course is a part of the following field(s) of study: United States. (Same as: ENVS 2449)

Previous terms offered: Fall 2017.

**HIST 2140 (c, ESD) The History of African Americans, 1619-1865**

Every Other Year. Enrollment limit: 35.

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. Note: This course is part of the following field(s) of study: United States. (Same as: AFRS 2140)

Previous terms offered: Spring 2018.

**HIST 2141 (c, ESD) The History of African Americans from 1865 to the Present**

Every Other Spring. Enrollment limit: 35.

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

Previous terms offered: Spring 2019, Spring 2016.

**HIST 2143 (b) Political Economy of the United States from Revolution to Reconstruction**

Non-Standard Rotation. Enrollment limit: 50.

An interdisciplinary study of the first hundred years of the United States. Explores a range of topics through the lenses of economics, politics, and history: the formation of the American system of governance, the implications of a growing market economy and the territory it encompassed, the politics and economics of slavery, notions of civic inclusion and exclusion, and the shifting intellectual bases of American economic and political life. Note: This course is part of the following field(s) of study: United States. (Same as: ECON 2143, GOV 2090)

Prerequisites: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101.

Previous terms offered: Fall 2015.

**HIST 2144 (c) Reacting to Democracy**

Non-Standard Rotation. Enrollment limit: 28.

Explores the nature of democracy in two distinct historical eras: ancient Greece and the founding of the United States. Employs well-developed classroom simulations. The first half of the semester runs "The Threshold of Democracy: Athens in 403 BCE"; the second, "America's Founding: The Constitutional Convention of 1787." Students take on roles of historical personae in both of these simulations, which permit them to explore critical events and ideas in novel ways. Pairing games that explore the foundations of democracy in both ancient and modern times permits exploration of this important topic across time and space. (Same as: CLAS 2210)

Previous terms offered: Fall 2017.

**HIST 2160 (c, ESD) History of the American West**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**HIST 2161 (c, ESD) Asian American History, 1850 to the Present**

Non-Standard Rotation. Enrollment limit: 35.

Surveys the history of Asian Americans from the mid-nineteenth century to the present. Explores the changing experiences of Asian immigrants and Asian Americans within the larger context of American history. Major topics include immigration and migration, race relations, anti-Asian movements, labor issues, gender relations, family and community formation, resistance and civil rights, and representations of Asian Americans in American popular culture. Readings and course materials include scholarly essays and books, primary documents, novels, memoirs, and films. This course is part of the following field(s) of study: United States. (Same as: ASNS 2880)

Previous terms offered: Fall 2017, Fall 2015.

**HIST 2180 (c, ESD, IP) Natives, Borderlands, and Empires in Early North America**

Non-Standard Rotation. Enrollment limit: 35.

Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent's three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent's diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture. Note: This course is part of the following field(s) of study: United States, Atlantic Worlds, Colonial Worlds, and Latin America. (Same as: ENVS 2425, LAS 2180)

Previous terms offered: Spring 2016.

**HIST 2182 (c, ESD) Environment and Culture in North American History**

Every Spring. Enrollment limit: 35.

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. Note: This course is part of the following field(s) of study: United States. (Same as: ENVS 2403)

Prerequisites: ENVS 1101.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**HIST 2200 (c, IP) The Nuclear Age**

Every Other Fall. Enrollment limit: 35.

Explores the impact of nuclear energy on American society, politics, and culture. Few aspects of post-World War II United States history were unaffected by the atomic bomb, which decisively shaped the Cold War, helped define the military-industrial complex, and contributed to profound changes in the place of science in American life. Examines the surprisingly varied effects of the atomic bomb throughout American society: on the Cold War, consumer culture, domestic politics, education, family life, and the arts. Uses a wide range of sources—such as newspaper articles, memoirs, film, and policy debates—to examine the profound effects of nuclear energy in United States history. This course is part of the following field(s) of study: United States.

Previous terms offered: Fall 2018, Fall 2015.

**HIST 2202 (c) The History of Energy**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Spring 2017.

**HIST 2220 (c) Civil Rights and Black Power Movements in the Making of Modern America**

Every Other Year. Enrollment limit: 35.

Examines the political activism, cultural expressions, and intellectual history that gave rise to a modern black freedom movement and its impact on the broader American (and international) society. Students study the emergence of community organizing traditions in the southern black belt as well as postwar black activism in US cities; the role the federal government played in advancing civil rights legislation; the internationalism of African American activism; and the relationship between black culture, aesthetics, and movement politics. The study of women and gender are a central component. Using biographies, speeches, and community and organization studies, students analyze the lives and contributions of Martin Luther King Jr., Ella Baker, Septima Clark, Malcolm X, Stokely Carmichael, Angela Davis, Huey Newton, and Fannie Lou Hamer, among others. Closely examines the legacies of the modern black freedom movement including the expansion of the black middle class, controversies over affirmative action, and the rise of black elected officials. Note: This course is part of the following field(s) of study: United States. (Same as: AFRS 2240)

Previous terms offered: Fall 2015.

**HIST 2222 (c) United States History Since 1945: Truman to Trump**  
Every Other Spring. Enrollment limit: 35.

How did the United States become the nation it is today? Explores how the US emerged as a global super power after World War II (1945); navigated through contentious domestic social movements, such as the civil rights movement and feminism; changed culturally and socially; fought—and won—the global Cold War; responded to the terrorist attacks of 9-11; elected Barack H. Obama as president in 2008; and then elected Donald J. Trump as president in 2016. Through a close study of specific political, economic, social, and cultural themes; how they changed throughout six distinct time periods; and with attention to key primary sources from the eras under consideration; provides an analytical narrative survey of how the United States changed since 1945 and arrived at its current moment in national and global history. Note: This course is part of the following field(s) of study: United States.

Previous terms offered: Spring 2018.

**HIST 2237 (c) From Tyranny to Democracy: Models of Political Freedom in Ancient Greece**

Non-Standard Rotation. Enrollment limit: 16.

Most Greek city-states entered the Archaic Period as aristocracies, but exited the Classical Period as democracies. This transition was marked by the brief but widespread emergence of individual rulers: tyrants. Analyzes how tyranny, surprisingly, was a precursor to democracy. Readings include Herodotus and Plato, as well as drinking songs, inscriptions, and curse poetry. Secondary scholarship includes studies of modern popular resistance to despotic regimes, networks of economic associations as foundations for popular governance, and game-theoretic approaches to collective action problems. Note: This course is part of the following field(s) of study: Europe. It fulfills the pre-modern requirement for history majors and minors. (Same as: CLAS 2777)

Previous terms offered: Fall 2017.

**HIST 2238 (c) Thucydides and the Invention of Political Theory**

Non-Standard Rotation. Enrollment limit: 16.

Thucydides is arguably the classical author who speaks to our present moment most clearly. He is cited as an authority on US-China relations, on the twin crises of democratic governance and ideology, on the rise of populist politics, and is generally recognized as the founder of the study of international relations. A sustained and focused reading of the Peloponnesian War is central to this course of study. Students also read selections from other ancient Athenian authors, such as Euripides, Plato, and Aristotle, as well as modern scholarly interpretations. All readings in English. Note: This course is part of the following field(s) of study: Europe. It fulfills the pre-modern requirement for history majors and minors. (Same as: CLAS 2787)

Previous terms offered: Spring 2018.

**HIST 2287 (c, ESD, IP) Race and Culture in Brazil: The Paradox of Progress**

Non-Standard Rotation. Enrollment limit: 35.

Brazil is a country of paradoxes. Often hailed as an example of egalitarian race relations and a model for accepting difference, Brazil is also frequently cited for its economic inequality, incidence of violence, and uneven development—all of which cut along the lines of race and class. Explores the unique contradictions shaping Brazilian society, from the colonial period until the present. Discusses the visual representations of conquest, slavery, the creation of republican symbols, authoritarianism, race and racism, and social movements, as well as the construction of a national identity through music and other artistic expressions. Pays close attention to the ways in which Brazilian culture and society have been shaped by race, class, and other relations of power and exclusion. Note: This course is part of the following field(s) of study: Latin America. It fulfills the non Euro/US requirement for history majors and minors. (Same as: LAS 2171)

Previous terms offered: Fall 2018.

**HIST 2292 (c) Modern Middle Eastern History**

Idriss Jebari.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Offers a chronological and thematic overview of the modern history of the Middle East and North Africa. Covers the period from the dismantling of the Ottoman Empire after World War I to the 2011 Arab uprisings. Studies the formation of the modern state system and the historical roots and developments of long-standing conflicts including the Arab and Israeli wars, the emergence of ideological radicalism, and the political riots and revolutions that have shaken the region. Seeks to examine the region's history beyond "War and Peace" by considering essential social and cultural transformations associated with the formation and fragmentation of nation-states in this region, including the role of colonial legacies, resources and economic distribution, social modernization, conflicting cultures, and sectarian strife, among others. Makes use of secondary literature and a variety of primary sources in English translation. Note: This course fulfills the non Euro/US requirement for History majors and minors.

Previous terms offered: Fall 2018, Fall 2017.

**HIST 2293 (c, IP) Arab Intellectual History**

Non-Standard Rotation. Enrollment limit: 35.

Offers an overview of the topics and themes that have shaped the modern intellectual tradition of the Arab world in the modern period. Investigates the crucial interplay between the profound transformations the Arab region has experienced during the past two centuries with the way their intellectuals have made sense of them and formulated visions for change from the nineteenth century to the events of the Arab Spring. Covers debates such as the Arab Renaissance and the liberal age, the development of nationalist ideologies and pan-Arabism, third-world revolutionary ideologies, the Islamic revival and Islamic revolutionary ideology, and calls for democratization. Note: This course fulfills the non Euro/US requirement for History majors and minors.

Previous terms offered: Spring 2018.

**HIST 2294 (c, IP) Cities and the Urban Experience in Latin America**  
Non-Standard Rotation. Enrollment limit: 16.

By looking at the history of key cities and the challenges of urban life in Latin America, this seminar examines how the city has served as a site of contestation and politics throughout the region. Topics discussed in the seminar will include top-down efforts to impose order and discipline on the city and the response of urban dwellers; planned and unplanned urban spaces; the rise of slums; marginality; informality; and the formation of urban identities. We will also analyze the role of cities in the construction of social and political rights and explore the city as a site of creativity. The course will focus primarily on 20th century cities but will also explore urban life in the 19th Century and the colonial period, to a lesser extent. Special attention will be paid to the following cities: Rio de Janeiro, Sao Paulo, Mexico City, Oaxaca, Buenos Aires, Santiago, Caracas, and Brasilia. Note: This course is part of the following field(s) of study: Latin America. It fulfills the non Euro/US requirement for history majors and minors. (Same as: LAS 3142)

Previous terms offered: Spring 2019.

**HIST 2295 (c, IP) Toward the Arab Spring in North Africa: Colonialism, Nation-Building and Popular Uprisings**  
Non-Standard Rotation. Enrollment limit: 35.

The 2011 uprisings that began in Tunisia sparked a wave of revolutions in the Arab region. Protesters demanded dignity, social justice, and the fall of authoritarian regimes. The Arab Spring was the latest instance in a long tradition of popular contestation in in Algeria, Morocco, Tunisia, and Libya. This course will explore the historical relationship between rulers and ruled populations and their contentious history from colonialism to the present by focusing on conflicts of a political, social, economic, and cultural nature. The course explores how popular protests evolved along the way and the different roles they have applied during these countries' transformations in the past century. Examples will include anti-colonial protests, anti-imperial solidarity movements, trade unions and workers marches, armed regional insurrections, student mobilization on university campuses, cultural dissidence, Berber contestation, anti-austerity riots, Islamist politics, and civil society activism. . Note: This course is part of the following field(s) of study: Africa. It fulfills the non Euro/US requirement for History majors and minors. (Same as: AFRS 2820)

Previous terms offered: Spring 2019.

**HIST 2320 (c, IP) The Emergence of Chinese Civilization**  
Ya Zuo.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Introduction to ancient Chinese history (2000 B.C.E. to 800 C.E.). Explores the origins and foundations of Chinese civilization. Prominent themes include the inception of the imperial system, the intellectual florescence in classical China, the introduction and assimilation of Buddhism, the development of Chinese cosmology, and the interactions between early China and neighboring regions. Class discussion of historical writings complemented with literary works and selected pieces of the visual arts. Note: This course fulfills the pre-modern requirement for history majors. (Same as: ASNS 2010)

**HIST 2321 (c, ESD, IP) Late Imperial China**  
Non-Standard Rotation. Enrollment limit: 35.

Introduction to late imperial China (800 to 1800) as the historical background to the modern age. Begins with the conditions shortly before the Golden Age (Tang Dynasty) collapses, and ends with the heyday of the last imperial dynasty (Qing Dynasty). Major topics include the burgeoning of modernity in economic and political patterns, the relation between state and society, the voice and presence of new social elites, ethnic identities, and the cultural, economic, and political encounters between China and the West. Note: This course is part of the following field(s) of study: East Asia. It fulfills the pre-modern and non Euro/US requirements for history majors and minors. (Same as: ASNS 2011)

Previous terms offered: Fall 2018, Fall 2017.

**HIST 2322 (c, IP) China's Path to Modernity: 1800 to Present**  
Every Other Year. Enrollment limit: 35.

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. Note: This course is part of the following field(s) of study: East Asia. It fulfills the non Euro/US requirement for history majors and minors.. (Same as: ASNS 2012)

Previous terms offered: Spring 2017.

**HIST 2342 (c, ESD, IP) The Making of Modern India and Pakistan**  
Non-Standard Rotation. Enrollment limit: 35.

Traces the history of India and Pakistan from the rise of British imperial power in the mid-eighteenth century to the present. Topics include the formation of a colonial economy and society; religious and social reform; the emergence of anti-colonial nationalism; the road to independence and partition; and issues of secularism, democracy, and inequality that have shaped post-colonial Indian and Pakistani society. Note: This course is part of the following field(s) of study: South Asia and Colonial Worlds. It fulfills the non Euro/US requirement of history majors and minors. (Same as: ASNS 2581)

Previous terms offered: Fall 2017, Fall 2015.

**HIST 2343 (c, ESD, IP) Media and Politics in Modern India**  
Non-Standard Rotation. Enrollment limit: 35.

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. Note: This course is part of the following field(s) of study: South Asia and Colonial Worlds. It fulfills the non Euro/US requirement for history majors and minors. (Same as: ASNS 2582)

Previous terms offered: Spring 2019, Spring 2017.



**HIST 2344 (c, ESD, IP) A History of Human Rights**

Non-Standard Rotation. Enrollment limit: 35.

Traces the emergence of ideas of universal humanity and human rights, as these took shape in the context of European imperial expansion from the sixteenth through the twentieth centuries. Uses case studies of Europeans and their interlocutors in Latin America, Asia, and Africa to explore the seeming contradiction and actual historical connections between empire and appeals to humanity, as well as the operation of transnational institutions like the United Nations since the mid-twentieth century. Note: This course is part of the following field(s) of study: Colonial Worlds. It fulfills the non Euro/US requirement for history majors and minors. (Same as: ASNS 2750)

Previous terms offered: Spring 2016.

**HIST 2345 (c, ESD, IP) The British Empire**

Every Other Spring. Enrollment limit: 35.

Examines the history of the British Empire from its origins in the sixteenth century through its collapse in the mid-twentieth century, with a focus on the period after the American Revolutionary War. Explores the forces that drove colonial conquest, the shaping of colonial economies and societies, as well as the ideologies of race, gender, and sexuality that sustained colonial rule. Devotes considerable attention to the creative responses of colonized peoples to imperial rule, the rise of anti-colonial thought, the mobilization of popular anti-colonial movements, and histories of decolonization. Considers critical debates about the Empire's legacies, which continue to the present. Note: This course is part of the following field(s) of study: Europe, Colonial Worlds.

Previous terms offered: Spring 2018.

**HIST 2362 (c, ESD, IP) Africa and the Atlantic World, 1400-1880**

Non-Standard Rotation. Enrollment limit: 35.

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 and non Euro/US requirements for history majors and minors. (Same as: AFRS 2362)

Previous terms offered: Spring 2019, Fall 2016.

**HIST 2364 (c, ESD, IP) Conquest, Colonialism, and Independence: Africa since 1880**

Every Spring. Enrollment limit: 35.

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. Note: This course is part of the following field(s) of study: Africa and Colonial Worlds. It fulfills the non Euro/US requirement for history majors and minors. (Same as: AFRS 2364, AFRS 2364)

Previous terms offered: Fall 2018, Spring 2016.

**HIST 2365 (c, IP) The Rise of Swahili Civilization**

David Gordon.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Considers the millennium-old interactions between peoples of Africa, the Middle East, and South Asia that created Swahili civilizations stretching from Mogadishu to Madagascar. Themes include the rise of dhow-based maritime trade; the spread of Islam; the slave trade and slavery; Omani, Portuguese, British, Italian, and German colonialisms; late colonial conflicts including the Mau Mau rebellion in Kenya and the revolution in Zanzibari. Ends with the rise of the post-colonial states of Tanzania, Kenya, Mozambique, Madagascar, and Somalia, and rebel insurgencies such as Somali pirates and Islamic fundamentalism. Note: This course is part of the following field(s) of study: Africa. This course meets the non-European/ US and pre-modern requirements for the History Major. (Same as: AFRS 2365)

Previous terms offered: Spring 2017.

**HIST 2380 (c, IP) Christianity and Islam in West Africa**

Every Fall. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016, Fall 2015.

**HIST 2381 (b, IP) History of African and African Diaspora Thought**  
Every Other Spring. Enrollment limit: 35.

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)

Previous terms offered: Spring 2016.

**HIST 2401 (c, ESD, IP) Colonial Latin America**  
Every Other Fall. Enrollment limit: 35.

Introduces students to the history of Latin America from pre-Columbian times to 1825. Follows three interrelated stories: the establishment of colonial rule, including institutions of social control; the development of extractive economies dependent on unfree labor; and the evolution of a hybrid mestizo culture bringing together indigenous, European, and African traditions. Specific topics addressed include the nature of indigenous and Iberian society before contact; the creation of mestizo culture and the ambiguous role of the church in sustaining it; the evolving colonial economies and their reliance on exploitation of human and natural resources; and the evolving place of women, family, and kinship in colonial society. Considers the wars of independence in Spanish and Portuguese America, placing them in the context of broader Atlantic upheaval while highlighting the continuities between colonial and national periods. This course is part of the following field(s) of study: Latin America. It also meets the pre-modern and on euro/US requirement for history majors and minors. (Same as: LAS 2401)

Previous terms offered: Fall 2018, Fall 2016.

**HIST 2402 (c, ESD, IP) Modern Latin America: From Subjects to Citizens**  
Every Spring. Enrollment limit: 35.

Introduces students to the history of Latin America from independence to the present. This course follows three interrelated stories: the struggle for citizenship by indigenous, formerly enslaved, and immigrant subjects; the development of export-oriented economies that concentrated land in the hand of a few elites; and the evolution of national (often popular) culture that brought together indigenous, European, and African traditions. Specific topics treated in this course include the wars of independence and their consequences; the creation of national identities built in opposition to the colonial heritage; the development of capitalist economies integrated with world markets; the evolving place of women and family in society; the rise and fall of populist movements, the role of institutions of social control in disciplining society; the preponderance of military regimes throughout the region; and the ambivalent role of international players in domestic affairs; as well as the emergence of discourses around human rights. (Same as: LAS 2402)

Previous terms offered: Spring 2019, Fall 2017, Fall 2015.

**HIST 2403 (c, ESD, IP) Revolutions in Latin America: The People Take the Stage**

Javier Cikota.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Examines revolutionary change in Latin America from a historical perspective, concentrating on four successful social revolutions-- Haiti, Mexico, Cuba, and Bolivia-- as well as several revolutionary movements that did not result in social change-- including Argentina, Guatemala, Chile, Nicaragua, and Venezuela. Popular images and orthodox interpretations are challenged and new propositions about these processes are tested. External and internal dimensions of each of these social movements are analyzed and each revolution is discussed in the full context of the country's historical development. This course fulfills the non-Euro/US requirement This course is part of the following field(s) of study: Latin America. (Same as: LAS 2403)

Previous terms offered: Spring 2017.

**HIST 2404 (c, IP) History of Mexico**

Non-Standard Rotation. Enrollment limit: 35.

A survey of Mexican history from pre-Columbian times to the present. Topics include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. This course is part of the following field(s) of study: Latin America. (Same as: LAS 2104)

Previous terms offered: Spring 2018, Spring 2016.

**HIST 2420 (c, ESD, IP) Culture and Conquest in Japan: An Introductory History to 1800**

Every Year. Enrollment limit: 35.

How did Japan become Japan? This course introduces the origins of Japan from the archeological record until industrial modernity. Lectures survey the unification of Japan under a court-centered state, the rise and demise of the samurai as its ruling order, and the archipelago's shifting relationship to the larger world. We will not only focus on the culture of conquest by the warrior class, but also conquest via culture as inhabitants of the archipelago transferred and transformed material commodities, knowledge systems, and sacred beliefs from beyond its horizons. Readings emphasize voices that comment on gender, status, religion, science, and nature. Note: This course is part of the following field(s) of study: East Asia. It also meets the pre-modern and non euro/us requirements for history majors and minors. (Same as: ASNS 2252)

Previous terms offered: Spring 2018, Spring 2017, Fall 2015.

**HIST 2421 (c, ESD, IP) Modernity and Identity in Japan**

Non-Standard Rotation. Enrollment limit: 35.

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. It fulfills the non euro/us requirement for history majors and minors. (Same as: ASNS 2311)

Previous terms offered: Fall 2017, Fall 2016, Spring 2016.

**HIST 2503 (c, ESD) Radically Conservative?: Unraveling the Politics of the American Revolution**

Every Other Year. Enrollment limit: 16.

Seminar. Different scholars have presented the American Revolution as either a radically egalitarian movement for universal human rights or as a fundamentally conservative rebellion led by elite men striving to protect their wealth and power from both the British Parliament and those occupying the lower rungs of American society. Unraveling the often-competing motives of Americans during the Revolution requires an understanding of the words and actions of Revolutionaries in light of their contemporary cultures and societies. Frequently this necessitates putting aside modern claims about what the Revolution means to better understand the interests and ideologies that underlay this foundational era of US history. Note: This course is part of the following field(s) of study: United States.

Previous terms offered: Fall 2017, Spring 2016.

**HIST 2504 (c) Animals in American History**

Every Other Year. Enrollment limit: 16.

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: ENVS 2504)

Previous terms offered: Fall 2018, Fall 2016.

**HIST 2506 (c, ESD, IP) The Vietnam Wars**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. The Vietnam War is among the most important events in postwar world history. Yet despite the enormous attention paid to the war in American popular culture, the history of the Vietnam War, which was in fact one of three interconnected wars, remains poorly understood. Explores the history of the Vietnam Wars by situating them in their broader historical context. Begins with French colonialism in the late nineteenth century and ends with the Third Indochina War in the very late 1970s. Along the way, investigates such themes as decolonization, nationalism, internationalism, the Cold War, nation building, counterinsurgency, antiwar activism, and human rights. Note: This course is part of the following field(s) of study: Europe; United States; Colonial Worlds.

Previous terms offered: Spring 2018.

**HIST 2520 (c) The History of History**

Non-Standard Rotation. Enrollment limit: 16.

What is history and how do we come to know it? Does history follow a plan and, if so, what sort of plan? Examines theories of history from the ancient world until the present, including such figures as Augustine, Vico, Nietzsche, and Heidegger. Topics include theories of providence, secularization, and post-modernism. Some background in intellectual history, philosophy, or theory recommended. Note: This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement for history majors and minors.

Previous terms offered: Spring 2018, Spring 2017, Spring 2016.

**HIST 2523 (c) The Renaissance**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Examines the culture, politics, religion, and art of both the Italian and Northern Renaissance, with an emphasis on close reading of original sources and recent scholarly work. This course is part of the following field(s) of study: Europe. This course fulfills the pre-modern requirement for history majors and minors.

Previous terms offered: Fall 2015.

**HIST 2524 (c) Everything is Wrong! The History of Doubt**

Non-Standard Rotation. Enrollment limit: 16.

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 and minors.

Previous terms offered: Fall 2017, Fall 2016.

**HIST 2527 (c) Medieval and Reformation Intellectual History**

Dallas Denery.

Every Other Fall. Fall 2019. Enrollment limit: 16.

Seminar. Examines important works in their intellectual and cultural context from the Middle Ages to Reformation, a period beginning with Augustine (354-430) and ending with the Council of Trent (1563). Potential topics include the relation between religion and philosophy, God and nature, and conceptions of the self. Potential readings include works by Augustine, Hildegard of Bingen, Thomas Aquinas, William Ockham, Christine de Pizan, Martin Luther, and John Calvin. Note: This course fulfills the pre-modern requirement for history majors and minors.

**HIST 2540 (c, ESD, IP) Sex, Scandal, and Celebrity in Early Modern Europe**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Uses major scandals and cults of celebrity to illuminate the cultural history of early modern Europe. Questions include: What behaviors were acceptable in private but inexcusable in public? Why are people fascinated by scandals and celebrities, and how have those categories evolved over time? How have the politics of personal reputation changed with the rise of new media and new political cultures? Topics include gossip, urban spaces, gender, sex, crime, and religion. Uses a variety of materials, such as cartoons, newspaper articles, trial transcripts, memoirs, and novels, to explore the many meanings of scandal in early modern Europe, especially France and England. Note: This course is part of the following field(s) of study: Europe. It also fulfills the pre-modern requirement for history majors and minors. (Same as: GSWS 2450)

Previous terms offered: Spring 2017.

**HIST 2541 (c, IP) Crime and Punishment in Early Modern Europe**

Every Other Spring. Enrollment limit: 16.

Seminar. Crime provides a useful lens through which historians can understand the past because defining and punishing transgressions forced people to articulate their values and ideals. Considers criminal figures such as miscreant nuns, unfaithful wives, impostors, and murderers by examining celebrated court cases in Europe from 1500 to 1800. Students conduct independent research projects. Note: This course is part of the following field(s) of study: Europe. It fulfills the pre-modern requirement for history majors and minors.

Previous terms offered: Spring 2018, Spring 2016.

**HIST 2543 (c) History of the Body**

Every Other Year. Enrollment limit: 16.

Seminar. Examines changing conceptions of the body from the Middle Ages through the twentieth century, with a particular focus on the early modern period. Pays special attention to sex, gender, reproduction, and the body as an object of scientific study. Students will use print and visual sources to think about the body as socially and historically constructed, which will sharpen their historical thinking abilities and provide a solid foundation for other course offerings. Note: This course is part of the following field(s) of study: Europe. It also fulfills the premodern requirement for history majors.

Previous terms offered: Spring 2019.

**HIST 2580 (c, ESD, IP) The German Experience, 1918-1945**

Page Herrlinger.

Every Other Year. Fall 2019. Enrollment limit: 16.

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. Note: This course is part of the following field(s) of study: Europe.

Previous terms offered: Spring 2017, Fall 2015.

**HIST 2586 (c) A History of the Holocaust: Context, Experience, and Memory**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Explores the ideas and events that led to the Holocaust, the diverse experiences of the victims, European and Soviet responses to the Nazi persecution of the Jewish people, and issues related to the Holocaust and historical memory. In addition to secondary scholarship, discussions and papers will draw on a range of primary materials, including literature, memoirs, photography, art and film. Students will have the opportunity to do a short research project. Note: This course is part of the following field(s) of study: Europe.

Previous terms offered: Spring 2018.

**HIST 2607 (c) Maine: A Community and Environmental History**

Every Other Year. Enrollment limit: 16.

Seminar. Examines the evolution of various Maine social and ecological communities – inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. Note: This course is part of the following field(s) of study: United States. (Same as: ENVS 2447)

Previous terms offered: Spring 2019, Spring 2016.

**HIST 2609 (c) History of Women's Voices in America**

Every Other Year. Enrollment limit: 16.

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. Note: This course is part of the following field(s) of study: United States. (Same as: GSWS 2601)

Previous terms offered: Spring 2017.

**HIST 2621 (b) Reconstruction**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Close examination of the decade following the Civil War. Explores the events and scholarship of the Union attempt to create a biracial democracy in the South following the war, and the sources of its failure. Topics include wartime Reconstruction, the Ku Klux Klan, Republican politics, and Democratic Redemption. Special attention paid to the deeply conflicted ways historians have approached this period over the years. Note: This course is part of the following field(s) of study: United States. (Same as: AFRS 2621)

Prerequisites: HIST 1000 - 2969 or HIST 3000 or higher.

Previous terms offered: Spring 2019.

**HIST 2624 (c) Historical Simulations**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Can board games teach history? Is it possible to analyze them as historical interpretations? What would such analyses reveal about both history and the way it is represented in popular culture? Which game mechanics or approaches to design seem to be better able to promote historical arguments? What factors may impede the representation of the past in games? Explores the past while addressing these questions. Examines six topics in history and plays one game related to them. Topics may include: the age of exploration and discovery, the American Revolution, the French Revolution, frontier exploration, slavery, and the American Civil War. Assignments consist of three structured game analyses, a final project, and participation in weekly evening game labs. Prospective students should be familiar with modern board games. Note: This course is part of the following field(s) of study: United States.

Prerequisites: Two of: HIST 1000 or higher and HIST 1000 or higher.

Previous terms offered: Fall 2018, Fall 2017.

**HIST 2640 (c, ESD) California Dreamin': A History of the Golden State**

Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Spring 2017.

**HIST 2641 (c, ESD) Japanese American Incarceration: Removal, Redress, Remembrance**

Every Other Year. Enrollment limit: 16.

Seminar. Examines the mass imprisonment of Japanese Americans during World War II. Focuses on how historians have interpreted this episode and how Japanese Americans have remembered and reclaimed it. Topics include government justifications for incarceration, the operation of the camps, the diverse experiences of Japanese Americans, the postwar redress movement, and historical memory and commemorations. Also analyzes the political application of this history in discussions of contemporary immigration policy and social justice more broadly. Readings include secondary and primary sources, such as court cases, government documents, films, photography, art, oral histories, memoirs, and fiction. Note: This course is part of the following field(s) of study: United States. (Same as: ASNS 2881)

Previous terms offered: Spring 2018.

**HIST 2660 (c, ESD) The City as American History**

Every Other Year. Enrollment limit: 16.

Seminar. America is an urban nation today, yet Americans have had deeply ambivalent feelings toward the city over time. Explores the historical origins of that ambivalence by tracing several overarching themes in American urban history from the seventeenth century to the present. Topics include race and class relations, labor, design and planning, gender and sexual identity, immigration, politics and policy, scientific and technological systems, violence and crime, religion and sectarian disputes, and environmental protection. Discussions revolve around these broad themes, as well as regional distinctions between American cities. Students are required to write several short papers and one longer paper based upon primary and secondary sources. Note: This course is part of the following field(s) of study: United States. (Same as: GSWS 2266)

Previous terms offered: Spring 2019, Spring 2016.

**HIST 2680 (c) Image, Myth, and Memory**

Every Other Year. Enrollment limit: 16.

Seminar. Which matters more: what happened, or what people think happened? Starts with the assumption that cultural reaction to an event is as consequential – perhaps more so – than what actually happened. Examines the cultural reception and changing historical memory of people, events, and ideas that have been central to modern American history and history of science. Seeks to answer questions about the nature and construction of public opinion, popular images, and historical memory – and what the consequences of such processes and understandings have been. Introduces the themes and methods of studying popular and cultural history, drawing principally from examples in the history of science and post-World War II American culture. (Possible examples include nuclear weapons, evolution, genetics, climate change, student activism, feminism, abortion, education, and presidential politics.) Then follows a workshop format, in which classes revolve around the reading and writing that students do as part of self-designed research projects – projects that may be on any subject in modern United States history. This course is part of the following field(s) of study: United States.

Prerequisites: HIST 1000 or higher.

Previous terms offered: Spring 2016.

**HIST 2690 (c, ESD, IP) Fascism**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Although the term "fascism" appears everywhere today, it seems to have lost its specific meaning. In this course, we examine the history of fascism in Europe from the late 19th century to the present, exploring such questions as: Why did fascist movements first emerge? Is fascism a coherent ideology? How did fascists take power? How does fascism vary from country to country? Is fascist internationalism possible? And how have anti-fascists organized against fascism? While we focus on the years between two World Wars, the period of fascism's height, we will pay special attention to how fascism not only survived, but successfully reinvented itself after 1945. The course ends by investigating the new wave of right-wing movements across Europe and the United States to determine whether they really constitute fascism. Note: this course is part of the following field(s) of study: Europe.

Previous terms offered: Spring 2019.

**HIST 2700 (c, ESD) Martin, Malcolm and America**

Every Other Year. Enrollment limit: 16.

Seminar. Examines the lives and thoughts of Martin L. King Jr. and Malcolm X. Traces the development in their thinking and examines the similarities and differences between them. Evaluates their contribution to the African American freedom struggle, American society, and the world. Emphasizes very close reading of primary and secondary material, use of audio and videocassettes, lecture presentations, and class discussions. In addition to being an academic study of these two men's political and religious commitment, also concerns how they inform our own political and social lives. Note: This course is part of the following field(s) of study: United States. (Same as: AFRS 2700)

Previous terms offered: Spring 2019, Spring 2017.

**HIST 2780 (c, ESD, IP) The Foundations of Chinese Thought**

Ya Zuo.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

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 is part of the following field(s) of study: East Asia. It fulfills the pre-modern and non Euro/US requirements for history majors and minors. (Same as: ASNS 2002)

Previous terms offered: Fall 2018, Spring 2017.

**HIST 2781 (c, IP) Science, Technology, and Society in China**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Examines Chinese science, technology, and medicine in the cultural, intellectual, and social circumstances. The first part surveys a selection of main fields of study in traditional Chinese science and technology, nodal points of invention and discovery, and important conceptual themes. The second part tackles the clash between traditional Chinese natural studies and modern science from the seventeenth through the twentieth centuries. Prominent themes include astronomy and court politics, printing technology and books, and the dissemination of Western natural science, among others. Reading materials reflect an interdisciplinary approach and include secondary literature on cultural, intellectual history, ethnography, and the sociology of scientific knowledge. Note: This course is part of the following field(s) of study: East Asia. It fulfills the pre-modern requirement for history majors and minors. (Same as: ASNS 2005)

Previous terms offered: Spring 2018.

**HIST 2801 (c, ESD, IP) Sexual Politics in Modern India**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Explores the politics of sexuality in India from the colonial era to the present day. Topics include sexual violence; arranged marriage; courtesanship and sex work; sexuality and colonialism; sexuality and nationalism, and the emergence of a contemporary lesbian/gay/queer movement. Note: This course is part of the following field(s) of study: South Asia and Colonial Worlds. It fulfills the non Euro/US requirement for history majors and minors. (Same as: ASNS 2573, GSWS 2259)

Prerequisites: HIST 1000 or higher.

Previous terms offered: Spring 2016.

**HIST 2802 (c, ESD, IP) Global Cities, Global Slums of India**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. How have cities in the so-called "developing world" come to take their contemporary forms? How is life in these cities and slums lived? Explores these and other questions through a focus on modern India. Drawing on film, fiction, memoirs, urban planning, and other materials, examines the processes through which cities and slums have taken shape, ongoing efforts to transform them, as well as some of the diverse ways of representing and inhabiting modern urban life. Note: This course is part of the following field(s) of study: Colonial Worlds and South Asia. It fulfills the non Euro/US requirement for history majors and minors. (Same as: ASNS 2585)

Previous terms offered: Spring 2019, Spring 2017.

**HIST 2803 (c, ESD, IP) A History of Human Rights**

Rachel Sturman.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Seminar. Traces the emergence of ideas of universal humanity and human rights, as these took shape in the context of European imperial expansion from the sixteenth through the twentieth centuries. Uses case studies of Europeans and their interlocutors in Latin America, Asia, and Africa to explore the seeming contradiction and actual historical connections between empire and appeals to humanity, as well as to consider the operation of transnational institutions like the United Nations since the mid-twentieth century. Students will engage in original research on a topic of their choice. This course is part of the following field(s) of study: Colonial Worlds. It fulfills the non Euro/US requirement for History majors and minors. This course emphasizes the skills and approaches to writing in History

Previous terms offered: Spring 2018.

**HIST 2821 (c, ESD, IP) After Mandela: History, Memory, and Identity in Contemporary South Africa**

Non-Standard Rotation. Enrollment limit: 16.

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. It fulfills the non Euro/US requirement for history majors and minors. (Same as: AFRS 2821)

Previous terms offered: Spring 2019, Fall 2016.

**HIST 2822 (c, IP) Warlords and Child Soldiers in African History**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Examines how gender, age, religion, and race have informed ideologies of violence by considering various historical incarnations of the African warrior across modern history, including the military slave, the mercenary, the revolutionary, the warlord, the religious warrior, and the child soldier. Analyzes the nature of warfare in modern African history and how fighters, followers, African civilians, and the international community have imagined the "work of war" in Africa. Readings include scholarly analyses of warfare, warriors, and warrior ideals alongside memoirs and fictional representations. Note: This course is part of the following field(s) of study: Africa. It fulfills the non Euro/US requirement for history majors and minors. (Same as: AFRS 2822)

Previous terms offered: Fall 2018, Spring 2016.

**HIST 2823 (c, IP) Sacred Icons and Museum Pieces: The Powers of Central African Art**

David Gordon.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Seminar. The art of Central Africa inspired European avant-garde artists from Pablo Picasso to Paul Klee. This course explores art as a historical source. What does the production, use, commerce, and display of art reveal about politics, ideology, religion, and aesthetics? Prior to European colonialism, what was the relationship between art and politics in Central Africa? How did art represent power? What does it reveal about gender relations, social divisions, and cultural ideals? The course then turns to the Euro-American scramble for Central African art at the onset of European colonialism. How did the collection of art, its celebration by European artists, and display in European and American museums transform patterns of production, cultural functions and aesthetic styles of Central African art? The course ends with current debates over the repatriation of African art. Note: This course is part of the following field(s) of study: Africa. This course meets the non-European/ US History requirements. (Same as: AFRS 2823, ARTH 2390)

Previous terms offered: Spring 2017.

**HIST 2840 (c, IP) African Migration and Globalization**

Every Fall. Enrollment limit: 16.

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)

Previous terms offered: Fall 2016, Fall 2015.

**HIST 2860 (c, IP) The United States and Latin America: Tempestuous Neighbors**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Examines scholarship on the evolution of United States-Latin American relations since Independence. Topics include the Monroe Doctrine, commercial relations, interventionism, Pan Americanism, immigration, and revolutionary movements during the Cold War. This course is part of the following field(s) of study: non-European/United States and United States. (Same as: LAS 2160)

Previous terms offered: Spring 2018, Spring 2016.

**HIST 2861 (c, IP) Contemporary Argentina**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the gaucho and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. This course is part of the following field(s) of study: Latin America. (Same as: LAS 2161)

Previous terms offered: Fall 2017.

**HIST 2862 (c, IP) The Haitian Revolution and its Legacy**

Every Other Fall. Enrollment limit: 16.

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)

Prerequisites: HIST 1000 - 2969 or LAS 1000 - 2969.

Previous terms offered: Fall 2016.

**HIST 2870 (c, IP) The Rise and Fall of New World Slavery**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. The form of slavery pioneered by Europeans who brought Africans to the New World occupies a unique place in the institution's long story. Examines the rise and demise of New World slavery: its founding, central practices, and long-term consequences. Just as New World slavery deserves to be considered a unique historical practice, so too do the impulses and transformations that led to its ending. Explores slavery as it rose and fell throughout the Atlantic basin, focusing particularly on Brazil, the Caribbean, and mainland North America. Investigates a range of issues: the emergence of market economies, definitions of race attendant to European commercial expansion, the cultures of Africans in the diaspora, slave control and resistance, free black people and the social structure of New World slave societies, and emancipation and its aftermath. Note: This course is part of the following field(s) of study: United States; Atlantic Worlds, Colonial Worlds, and Latin America. It fulfills the non Euro/US requirement for History majors and minors. (Same as: AFRS 2870)

Previous terms offered: Fall 2015.

**HIST 2883 (c, IP) Violence, Memory, and Reconciliation in the Middle East**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Interrogates the social uses of the past in the Middle East. Focuses on instances of violence in the past (political, ethnic, and social) and how they have been covered by official narratives and by collective memory in society and through cultural forms. Then interrogates how these painful pasts have informed current debates over political transition in the Middle East. Relies on several cases studies that highlight the challenges of re-activating difficult pasts and the opportunities of addressing trauma with several opportunities for comparisons with other regions of the world. Note: This course fulfills the non Euro/US requirement for History majors and minors.

Previous terms offered: Spring 2018.

**HIST 2884 (c, ESD, IP) Competing Israeli and Palestinian Nationalisms**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. The Arab-Israeli conflict has been a constant source of tension and war during the Middle East's history. At the heart of the conflict lie the two competing nationalist claims of the Israelis and the Palestinians. The course explores how Israelis and Palestinians have constructed an image of their selves and the other throughout the different periods of their modern history, and their impact on political conflict and peace negotiations. The course will read these narratives from the late nineteenth century to the present. It will address significant episodes such as the British mandate in Palestine, the creation of Israel and the Palestinian nakba, Israel's place in the region during pan-Arabism, the question of terrorism and resistance, the rise of religious nationalism, the intifada, and the attempted peace processes since Oslo. The course invites student to think "outside the box" about the role of memory and how conflicts affect individuals rather than states and political leaders. Note: This course fulfills the non Euro/US requirement for History majors and minors.

Previous terms offered: Spring 2019.

**HIST 2885 (c, IP) Arab Thought: Ideas, Intellectuals, and Ideologies**

Idriss Jebari.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Seminar Introduces students to the ideas and intellectual projects of significant Arab thinkers, from the 19th century to the Arab Spring in 2011. This course will identify and discuss how they have addressed the Arabs' concern for modernity and identity in the context of social, political and cultural transformation in the region. The course will cover several stages of Arab intellectual history starting with the liberal age, socialist and nationalist ideologies, pan-Arabism, third-world revolutionary ideologies, Islamic revival, and calls for democratization and human rights. It will also continuously ask about the conditions of thinkers, writers and dissidents in the Arab region, especially the impact of authoritarian regimes and the dangers posed by the rise of militant Islamism. This seminar will rely on a direct interaction with the primary texts. No prior knowledge Arab history is required, and all sources will be provided in translation. Note: This course fulfills the non Euro/US requirement for history majors and minors.

**HIST 2890 (c, ESD, IP) The Japanese Empire and World War II**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Charts the sudden rise and demise of the Japanese empire in the making of modern East Asia. Once stretching from the Mongolian steppe to the South Seas mandate, the Japanese empire continues to evoke controversy to this day. Discussions call attention to competing imperial visions, which challenged the coherence of the project as a whole. Primary sources introduce the lived experience of various individuals—emperors and coolies alike—who both conquered and capitulated to the imperial regime. Topics covered include settler colonialism, independence movements, transnational labor, fascist ideology, environmental warfare, the conundrum of collaboration, and war trials. Note: This course is part of the following field(s) of study: East Asia. It fulfills the non euro/us requirement for history majors and minors. (Same as: ASNS 2310)

Previous terms offered: Fall 2017, Fall 2015.



**HIST 2891 (c, IP) East Asian Environmental History, 1600-2000**

Every Other Spring. Enrollment limit: 16.

Seminar. The Anthropocene defines an epoch in which humans have become the dominant force in shaping their environment. Examines the role of East Asia in the emergence of this new era, from the seventeenth century to the present. In debating the narrative of ecological change in China, Japan, and Korea, readings and discussions focus on how successive regimes transformed their environments, and conversely, how those environments also structured modern human society. Questions what specific political, social, and economic changes triggered the Anthropocene in East Asia; how cultural, religious, and intellectual constructs have conditioned its arrival and acceleration. Weekly topics include: commodity frontiers, environmental sustainability, public health, industrial pollution, and nuclear technology. Note: This course is part of the following field(s) of study: East Asia. It fulfills the non euro/us requirement for history majors and minors. (Same as: ASNS 2890, ENVS 2491)

Previous terms offered: Spring 2018, Spring 2016.

**HIST 2892 (c, IP) Maps, Territory, and Power**

Non-Standard Rotation. Enrollment limit: 16.

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. It fulfills the non euro/us requirement for history majors and minors. (Same as: ASNS 2892)

Previous terms offered: Fall 2016.

**HIST 2900 (c, ESD, IP) Borderlands in the Americas: Power and Identity Between Empire and Nation**

Every Other Fall. Enrollment limit: 16.

The study of borderlands examines areas of contested sovereignty where no single social group has political, cultural, or economic control. Explores interactions between native peoples, white settlers, and the representatives of the states in the Americas between the seventeenth and the nineteenth centuries. An examination of power and identity in borderlands considers a variety of regions in the hemisphere, from the Pacific Northwest to the Yucatan, from Texas to the Amazon. Pays special attention to how structures of race, class, and gender were established, maintained, and negotiated at times of uncertain change and in the absence of hegemonic state practice. Note: This course is part of the following field(s) of study: Latin America. It fulfills the non euro/US requirements for history majors and minors. (Same as: LAS 2100)

Previous terms offered: Fall 2018.

**HIST 2910 (c, ESD, IP) Race and Belonging in Latin America**

Every Other Year. Enrollment limit: 16.

Seminar. This course is a study of race and ethnicity in Latin America, focusing on how Latin Americans themselves have understood and articulated these categories, as well as how scholars have interpreted their articulations. We will cover topics from African slavery to indigenous activism and mass immigration. Our focus will be on peoples of indigenous and African descent—the majority of Latin Americans—which will allow us to address questions of national identity, racial mixture, and cultural exchanges. We will trace themes familiar to students of the broader Atlantic world (themes such as race and nation, freedom and slavery, citizenship, and inequality) across the less-familiar setting of modern Brazil, Cuba, Guatemala, Mexico, Bolivia, Peru, and even Argentina. This course will tackle fundamental questions about the intersection of race, identity, and power in Latin America. Besides reading some of the classic analyses, we will look at some of the cutting-edge scholarship to assess how ideas of race and national belonging have changed through the centuries and across national contexts. Note: This course is part of the following field(s) of study: Latin America. It fulfills the non-Euro/US requirement for history majors and minors. (Same as: LAS 2110)

Previous terms offered: Spring 2019.

**HIST 3060 (c) Remembering the French Revolution**

Non-Standard Rotation. Enrollment limit: 16.

Advanced research seminar. Explores the relationship between memory and social, cultural, and political history through a focus on the French Revolution. Considers how memories of the past and dreams for the future shaped the course of the French Revolution and the turbulent history of France in the nineteenth century. Students conduct independent research in this area, teach their research to the class, and write a substantial paper based on analysis of primary and secondary sources. Note: This course is part of the following field(s) of study: Europe.

Previous terms offered: Fall 2018.

**HIST 3082 (c) Only a Game? Sports and Leisure in Europe and America**

Non-Standard Rotation. Enrollment limit: 16.

This advanced seminar uses the lens of sport and leisure to analyze cultural and historical trends in modern Europe and the United States. Students read a range of primary and secondary texts exploring race, class, and gender and complete a significant research paper using primary sources and lead a class session. Offered concurrently with History 2560. This course is part of the following field(s) of study: United States and Europe.

Previous terms offered: Spring 2017.

**HIST 3100 (c) Experiments in Totalitarianism: Nazi Germany and Stalinist Russia**

Non-Standard Rotation. Enrollment limit: 16.

Compares and contrasts the nature of society and culture under two of the twentieth century's most "totalitarian" regimes—fascism under the Nazis in Germany, and socialism under the Bolsheviks in the Soviet Union. Prior course work in either modern Germany or Russia is strongly recommended, and students may focus their research project on either country, or a comparison of both. Note: This course is part of the following field(s) of study: Europe.

Previous terms offered: Fall 2017.

**HIST 3102 (c) Stalinism**

Non-Standard Rotation. Enrollment limit: 16.

Explores questions of power, identity, and belief in Soviet society under Joseph Stalin's totalitarian system of rule from 1928 to 1953. Readings, drawn from recent scholarship and primary documents, engage topics such as Stalin's dictatorship and cult of personality; the project to build socialism; mechanisms of state violence and political terror; popular conformity/resistance; gender, family, and everyday life; mass culture and socialist realism in the arts; Stalinism at war (1941-1945), in post-war Eastern Europe, and in historical memory. Students expected to write an original research paper. This course is part of the following field(s) of study: Europe.

Previous terms offered: Spring 2016.

**HIST 3103 (c) A History of the Holocaust: Context, Experience, and Memory**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Explores the ideas and events that led to the Holocaust, the diverse experiences of the victims, European and Soviet responses to the Nazi persecution of the Jewish people, and issues related to the Holocaust and historical memory. In addition to secondary scholarship, discussions and papers draw on a range of primary materials, including literature, memoirs, photography, art, and film. Students have the opportunity to conduct a short research project. Taught concurrently with History 2586. Students registering at the 3000 level expected to complete a more substantial primary research paper. Note: This course is part of the following field(s) of study: Europe.

Previous terms offered: Spring 2018.

**HIST 3122 (c) Community in America, Maine, and at Bowdoin**

Sarah McMahon.

Every Other Fall. Fall 2019. Enrollment limit: 16.

A research seminar that explores ideals and social, economic, political, and cultural realities of community in American history, and examines continuity, change, and socio-economic, racial, and ethnic diversity in community experience. Begins with studies of communities in seventeenth-century Massachusetts and early national upstate New York; then focuses on Maine and on Bowdoin College and its midcoast neighborhood, with readings in both the secondary literature and a wealth of primary sources. Note: This course is part of the following field(s) of study: United States.

Previous terms offered: Fall 2017, Fall 2015.

**HIST 3141 (c) History in the Archives**

Non-Standard Rotation. Enrollment limit: 16.

This upper level seminar challenges students to conduct original historical research relying on Bowdoin College's extensive holdings in the George J. Mitchell Department of Special Collections & Archives. Working closely with the archives staff as well as the instructor, students learn the basics of archival research and embark on research projects founded on selected collections, which culminate in a paper of approximately twenty-five to thirty pages in length. Topics may include a range of subjects related to nineteenth-century American history, the Civil War era broadly construed, slavery and race, and Bowdoin College itself. Note: This course is part of the following field(s) of study: United States.

Prerequisites: HIST 1000 - 2959 or HIST 3000 or higher.

Previous terms offered: Spring 2018.

**HIST 3160 (c) The United States Home Front in World War II**

Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Fall 2016.

**HIST 3180 (c) The Nature of Health in the United States and the World**

Non-Standard Rotation. Enrollment limit: 16.

Explores relationships between humans, environment, and health in the United States and North America in their global context from the sixteenth century to the present day. Overall focus is on how the history of health and the environment in the US connects to global and transnational history. Topics may include the evolution of public health interventions, 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 in the United States; and the colonial and transnational 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. Note: This course is part of the following field(s) of study: United States. (Same as: ENVS 3980)

Previous terms offered: Fall 2018, Spring 2017.

**HIST 3200 (c) Imagining Disaster**

Non-Standard Rotation. Enrollment limit: 16.

Examines how modern societies have confronted disaster. Drawing examples principally from the US context, we will study both natural disasters (such as the 1906 San Francisco Earthquake or Hurricane Katrina in 2005) and technological ones (the Chernobyl accident or the Challenger explosion.) How a society responds to disaster tells us much about its values, politics, and culture; such crises can also act as catalysts for social and historical change. During the first half of the course, we will study particular disasters and the scholarship surrounding them; other possible case studies involve extreme weather (the 1930s dust bowl), disease (1918 influenza pandemic), or environmental catastrophe (the Exxon Valdez spill). The second half of the course will ask students to design and write a significant research paper on a disaster of their choosing. Note: This course is part of the following field(s) of study: United States.

Previous terms offered: Spring 2019.

**HIST 3230 (c) Research in Modern United States Metropolitan History**

Every Other Year. Enrollment limit: 16.

Complete a semester-long research project in United States metropolitan history. During the first weeks, students learn about some major research methodologies historians use when researching and writing history of US metropolises. Addresses how historians use demography, spatial theory, and histories of LGBT communities; financial, political, and cultural institutions; electoral politics; public policies; popular culture; African Americans; immigrants; women; workers; and capitalists to uncover the ways cities and suburbs change over time. Students design a topic, research primary historical sources, locate a historical problem relating to the topic from secondary historical sources, and develop a hypothesis addressing the question. The result is a paper of at least twenty-five pages. Choose any feasible topic on the history of modern US cities and suburbs that takes place during the twentieth century. The coursework involved is advanced, but the greatest challenge is the need for self-direction. 3000-level research course fulfills the capstone requirement for Africana studies and history majors. Note: This course is part of the following field(s) of study: United States. (Same as: AFRS 3230)

Previous terms offered: Spring 2016.

**HIST 3321 (c, IP) Neo-Confucianism**

Every Other Year. Enrollment limit: 16.

Examines the so-called Neo-Confucian philosophy in historical contexts. The principle themes include ethics, cosmology, and epistemology. When most people think of Chinese philosophy, they think of philosophers from the classical period, e.g., Confucius. But these thinkers marked only the beginning of a rich and prolific philosophical tradition that continued for over two millennia. This class presents the central texts and themes of Neo-Confucianism and guides students to investigate them in the history of East Asia from 900 through early 1900s. The primary geographical focus is China, but we will also read works of important thinkers in Japan and Korea. Note: This course is part of the following field(s) of study: East Asia. It fulfills the pre-modern and non Euro/US requirements for history majors and minors. (Same as: ASNS 3010)

Prerequisites: ASNS 1000 - 2969 or ASNS 3000 or higher or HIST 1000 - 2969 or HIST 3000 or higher.

Previous terms offered: Spring 2019.

**HIST 3385 (c) Research in African and African Diaspora History**

Non-Standard Rotation. Enrollment limit: 16.

A research seminar focusing on major issues in African and African diaspora history, including: Africa and Atlantic slavery, colonialism in Africa, modern state formation in Africa, and Africa and globalization. Note: This course is part of the following field(s) of study: Africa and Colonial Worlds. (Same as: AFRS 3365)

Prerequisites: AFRS 1000 or higher or HIST 1000 or higher.

Previous terms offered: Spring 2017, Spring 2016.

**HIST 3403 (c) The Cuban Revolution**

Non-Standard Rotation. Enrollment limit: 16.

The Cuban Revolution recently celebrated its fiftieth anniversary. Offers a retrospective of a Revolution entering "middle age" and its prospects for the future. Topics include United States-Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. This course is part of the following field(s) of study: Latin America. (Same as: LAS 3103)

Previous terms offered: Spring 2017, Fall 2015.

**HIST 3420 (c) Law and Justice in East Asia**

Non-Standard Rotation. Enrollment limit: 16.

Examines how law and justice in East Asia became markers of modernity and sovereignty from the eighteenth to twentieth centuries. The kinds of punishment used in a society often act as a measure in judging whether that society is civilized or barbaric, advanced or backward. Major themes include: stereotypes of "oriental barbarism," torture and capital punishment, village law and gender, extraterritoriality and imperialism, sentiment and mass media, war tribunals, and thought reform. Students analyze legal documents in translation alongside recent scholarship in the field and write a major paper based on primary source research. No prior knowledge of an Asian language necessary. Note: This course is part of the following field(s) of study: East Asia. It fulfills the non euro/us requirement for history majors and minors. (Same as: ASNS 3820)

Prerequisites: ASNS 2000 - 2969 or HIST 2000 - 2969.

Previous terms offered: Spring 2017.

## Interdisciplinary Majors, Minors and Special Areas of Study

In addition to traditional academic disciplines, the College also sustains programs of interdisciplinary study to reveal complicated realities not disclosed by any single discipline. In recognition of this, Bowdoin's faculty have created several interdisciplinary minors and majors that bring together interconnected fields. These span multiple divisions—encompassing the humanities, social sciences, natural science, and mathematics—and give students opportunities to explore complex intersections of disciplinary methods and content. (Note that an interdisciplinary major cannot be combined with another departmental major, a coordinate major, or a student-designed major.)

Special Areas of Study are faculty-curated pathways through the curriculum that do not bear a major or minor credential. These include Arctic Studies, Coastal Studies, Digital and Computational Studies, the Engineering Dual-Degree options, and Legal Studies programs. Each program is described in detail in this section.

## Majors

### Art History and Archaeology Major

The art history and archaeology major consists of thirteen courses.

Code	Title	Credits
<b>Required Courses</b>		
ARTH 1100	Introduction to Art History	1
ARCH 1101	Greek Archaeology	1
ARCH 1102	Roman Archaeology	1
Select one of the following:		1
CLAS 1101	Classical Mythology	
CLAS 1111	History of Ancient Greece: From Homer to Alexander the Great	
CLAS 1112	History of Ancient Rome: From Romulus to Justinian	
CLAS 2757	Tacitus: On How to be a Good Man under a Bad Emperor	
CLAS 2777	From Tyranny to Democracy: Models of Political Freedom in Ancient Greece	
Intermediate Independent Study in Classics		
PHIL 2111	Ancient Philosophy	
Intermediate course in Religion (2000–2669)		
Select one of the following:		1
ARTH 2130	Art of Three Faiths: Christian, Jewish, and Islamic Art and Architecture, Third to Twelfth Century	
ARTH 2140	The Gothic World	
ARTH 2150	Illuminated Manuscripts and Early Printed Books	
ARTH 2220	The Medici's Italy: Art, Politics, and Religion, 1300-1600	1
Select one Art History course (3000–3999).		1
Select two additional art history courses. <sup>a</sup>		2
Select three additional archaeology courses, one of which must be at the advanced level (3000–3999).		3
ARTH 4000 or ARCH 4000		1

<sup>a</sup> ARTH 1050 or higher

- Courses that count toward the archaeology requirements of the major must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.
- With approval of the Department of Classics, up to two transfer credits may be counted toward archaeology requirements.
- With approval of the Department of Art, up to two transfer credits from one semester of study at another institution or three transfer credits from two semesters of study at another institution may be counted toward art history requirements.
- No first-year seminars may be applied to art history requirements of the major.
- Students interested in completing intermediate or advanced independent studies, as well as honors projects, should consult the departments.

### Art History and Visual Arts Major

The art history and visual arts major consists of thirteen courses.

Code	Title	Credits
<b>Required Courses</b>		
ARTH 1100	Introduction to Art History	1
VART 1101	Drawing I	1
Select one course in African, Asian, or pre-Columbian art history numbered 1103 or higher.		1
Select one of the following:		1
VART 1201	Printmaking I	
VART 1401	Photography I	
VART 1601	Sculpture I	
Select four additional art history courses numbered 2000 or higher.		4
Select four additional visual arts courses, no more than one of which may be an independent study.		4
Select one advanced seminar in art history (3000–3999).		1

- Courses that count toward the art history and visual arts major must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.
- With approval of the Department of Art, up to two transfer credits from one semester of study at another institution or three transfer credits from two semesters of study at another institution may be counted toward art history requirements.
- No first-year seminars are accepted.
- Students interested in completing intermediate or advanced independent studies, as well as honors projects, should consult the department.

### Chemical Physics Major

The chemical physics major consists of twelve courses.

Code	Title	Credits
<b>Required Courses</b>		
Select one course from the following: <sup>b</sup>		1
CHEM 1092	Introductory Chemistry and Quantitative Reasoning II	
CHEM 1102	Introductory Chemistry II	
CHEM 1109	General Chemistry	
PHYS 1130 & PHYS 1140	Introductory Physics I and Introductory Physics II <sup>c</sup>	2
MATH 1600	Differential Calculus <sup>c</sup>	1
MATH 1700	Integral Calculus <sup>c</sup>	1
MATH 1800	Multivariate Calculus <sup>c</sup>	1
PHYS 2130	Electric Fields and Circuits	1
PHYS 2150	Statistical Physics	1
CHEM 2510	Chemical Thermodynamics and Kinetics	1
CHEM 2520	Quantum Chemistry and Spectroscopy	1
	or PHYS 3140 Quantum Mechanics	
Select two courses from the following: <sup>d</sup>		2
CHEM 3100	Instrumental Analysis	
CHEM 3400	Advanced Inorganic Chemistry	
approved Chemistry topics in 4000 or higher		
PHYS 2250	Physics of Solids	
PHYS 3000	Methods of Theoretical Physics	
PHYS 3130	Electromagnetic Theory	

PHYS 3810

approved topics 4000 or 4001

- b Note that CHEM 1091 Introductory Chemistry and Quantitative Reasoning I is a prerequisite for CHEM 1092 Introductory Chemistry and Quantitative Reasoning II; CHEM 1101 Introductory Chemistry I is a prerequisite for CHEM 1102 Introductory Chemistry II. Placement above CHEM 1109 General Chemistry serves to meet this requirement and students do not have to replace the credit as part of the major requirements.
- c If a student places out of PHYS 1130 Introductory Physics I, PHYS 1140 Introductory Physics II, MATH 1600 Differential Calculus, MATH 1700 Integral Calculus, or MATH 1800 Multivariate Calculus, no replacement course is required.
- d At least one of these must be at the advanced level (3000–3999).
- Other possible electives or transfer credit may be feasible; interested students should check with the departments in advance.
  - Physics courses that count toward the chemical physics major must be taken for regular letter grades (not Credit/D/Fail).
  - No first-year seminars or honors projects count toward the chemical physics major.

## Computer Science and Mathematics Major

The computer science and mathematics major consists of ten courses.

Code	Title	Credits
<b>Required Courses</b>		
MATH 2000	Linear Algebra	1
MATH 2020	Introduction to Mathematical Reasoning	1
CSCI 2101	Data Structures	1
CSCI 2200	Algorithms	1
Select three additional computer science courses, higher than 2000. e,f		3
Select three additional mathematics courses, 1800 or higher.		3
e at least one computer science course in each of the areas Artificial Intelligence and Systems		
f at least one of which is an advanced course (3000–3999)		
<ul style="list-style-type: none"> <li>• Courses that count toward the computer science and mathematics major must be taken for a regular letter grades, not Credit/D/Fail, with a minimum earned grade of C-.</li> <li>• With departmental approval, up to two transfer credits may be used to fulfill major requirements.</li> <li>• No independent studies or honors projects count toward the major.</li> </ul>		

## English and Theater Major

The interdisciplinary major in English and theater focuses on the dramatic arts, broadly construed.

The English and theater major consists of eleven required courses.

Code	Title	Credits
<b>Required Courses</b>		
Select one English first-year seminar or introductory course (1000–1049 or 1100–1999).		1
Select one introductory theater course (1100–1999).		1

Select one course from English on drama before 1800 or the equivalent in English or another department. <sup>g</sup>	1
Select one course in modern drama or the equivalent in English or another department. <sup>h</sup>	1
Select one advanced course in theater (3000–3999).	1
Select one advanced English seminar (3000–3999).	1
Select one elective in English at the intermediate level (2000–2899).	1
Select one elective in theater or dance at the intermediate level (2000–2969).	1
Select any three additional courses in theater. <sup>i</sup>	3

g such as ENGL 1115 Shakespeare on Film or ENGL 2200 English Renaissance Drama

h such as ENGL 2654 Staging Blackness

i Selected from THTR 1000–2969 or THTR 3000–3999.

- Courses that count toward the English and theater major must be taken for a regular letter grades, not Credit/D/Fail, with a minimum earned grade of C-.
- With approval of the Department of English, up to two transfer credits for classes taken outside of the department, either at Bowdoin or at another institution, may be used to fulfill English requirements, but no transfer credits may be used to fulfill theater requirements.
- With approval of the Department of English, independent studies or honors projects in ENGL may count toward the major, but no independent studies or honors projects in theater count toward the major.

## Mathematics and Economics Major

The mathematics and economics interdisciplinary major consists of eleven required courses.

Code	Title	Credits
<b>Required Courses</b>		
MATH 1800	Multivariate Calculus	1
MATH 2000	Linear Algebra	1
MATH 2206	Probability	1
MATH 2606	Statistics	1
Select two of the following mathematics courses:		2
MATH 2109	Optimization	
MATH 2208	Ordinary Differential Equations	
MATH 2301	Intermediate Linear Algebra	
MATH 3108	Advanced Topics in Modeling	
MATH 3109	Optimal Control	
MATH 3208	Advanced Topics in Dynamical Systems	
MATH 3209	Partial Differential Equations	
Select one of the following:		1
CSCI 2101	Data Structures	
MATH 2209	Numerical Methods	
MATH 3606	Advanced Topics in Probability and Statistics	
ECON 2555	Microeconomics	1
ECON 2556	Macroeconomics	1
ECON 3516	Econometrics	1
Select one additional advanced course in economics (3000–3999).		1

- Courses that count for this major must be taken for a regular letter grade, not Credit/D/Fail, with a minimum earned grade of C-.
- At most, two of these courses can be transfer credits from other institutions.

## Mathematics and Education Major

The interdisciplinary major in mathematics and education combines the study of mathematics and pedagogy. The prescribed mathematics courses represent the breadth of preparation necessary for both the scholarly study as well as the practice of secondary school mathematics. The required education courses provide students with the theoretical knowledge and practicum-based experiences crucial to understanding the challenges of secondary mathematics education. Students completing this major are prepared to become leaders in the field of mathematics education, either as scholars or educators.

The mathematics and education interdisciplinary major consists of eleven required courses.

Code	Title	Credits
<b>Required Courses</b>		
MATH 1800	Multivariate Calculus <sup>j</sup>	1
MATH 2000	Linear Algebra	1
MATH 2020	Introduction to Mathematical Reasoning	1
Select at least one mathematics course in modeling:		1
MATH 1808	Biomathematics	
MATH 2109	Optimization	
MATH 2208	Ordinary Differential Equations	
MATH 2209	Numerical Methods	
Select at least one mathematics course in algebra and analysis:		1
MATH 2301	Intermediate Linear Algebra	
MATH 2303	Functions of a Complex Variable	
MATH 2502	Number Theory and Cryptography	
MATH 2602	Group Theory	
MATH 2603	Introduction to Analysis	
MATH 2702	Rings and Fields	
Select at least one mathematics course in geometry:		1
MATH 2404	Geometry	
MATH 3404	Projective and Non-Euclidean Geometries	
Select at least one course in statistics: <sup>k</sup>		1
MATH 1300	Biostatistics	
MATH 1400	Statistics in the Sciences	
MATH 2606	Statistics	
EDUC 1101	Contemporary American Education	1
EDUC 2203	Educating All Students	1
EDUC 3301 & EDUC 3302	Teaching and Learning and Curriculum Development <sup>l</sup>	2

<sup>j</sup> If a student places out of MATH 1800 Multivariate Calculus, no replacement course is required.

<sup>k</sup> This statistics requirement may alternately be met with a score of four or five on the AP Statistics exam, ECON 2557 Economic Statistics, or PSYC 2520 Data Analysis, provided that the student also completes MATH 2206 Probability.

<sup>l</sup> Students must take EDUC 3301 Teaching and Learning and EDUC 3302 Curriculum Development concurrently during the fall semester of their junior or senior year.

- Courses that count for this major must be taken for a regular letter grade, not Credit/D/ Fail, with a minimum earned grade of C-.
- At most, two of the courses in mathematics can be transfer credits from other institutions. Transfer credits are not accepted for the courses in education.

## Physics and Education Major

The physics and education interdisciplinary major consists of eleven required courses.

Code	Title	Credits
<b>Required Courses</b>		
PHYS 1130 & PHYS 1140	Introductory Physics I and Introductory Physics II <sup>m</sup>	2
PHYS 2130	Electric Fields and Circuits	1
PHYS 2140	Quantum Physics and Relativity	1
or PHYS 2150	Statistical Physics	
PHYS 3010	Methods of Experimental Physics	1
EOS 1105	Investigating Earth (or higher )	1
Select one of the following:		1
CHEM 1092	Introductory Chemistry and Quantitative Reasoning II (or higher )	
CHEM 1102	Introductory Chemistry II (or higher)	
CHEM 1109	General Chemistry (or higher )	
EDUC 1101	Contemporary American Education	1
EDUC 2203	Educating All Students	1
EDUC 3301 & EDUC 3302	Teaching and Learning and Curriculum Development <sup>n</sup>	2

<sup>m</sup> If a student places out of PHYS 1130 Introductory Physics I, no replacement course is required.

<sup>n</sup> Students must take EDUC 3301 Teaching and Learning and EDUC 3302 Curriculum Development concurrently during the fall semester of their junior or senior year.

This major meets all the course requirements for the Bowdoin Teacher Scholars teacher certification program, and majors are eligible to apply for admission to that program. Completing the major requirements in a timely fashion requires advanced planning, so students are strongly encouraged to meet with faculty from both the physics and education departments early in their college careers.

Students pursuing this major may be able to use up to two transfer credits toward the physics, chemistry, or earth and oceanographic science part of the requirements. None of the education requirements can be fulfilled with transfer credit.

In addition, physics and education interdisciplinary majors must:

- achieve a grade of C- or higher in education courses required for this major; and
- achieve a grade of C- or higher in the physics courses if they are to serve as a prerequisite.

Students pursuing this major may receive one D in a required physics course (as long as it is not serving as a prerequisite) and count the

course toward the major. No courses taken Credit/D/Fail will be accepted toward the major.

Students may pursue honors projects or independent studies, but they do not replace any of the requirements for this major.

## Minors

### Arabic Minor

Students interested in Arabic should contact Batool Khattab, Lecturer in Arabic, or Lynn Brettler, academic department coordinator.

#### Requirements for the Minor in Arabic

Arabic minors will attain a basic level of proficiency in one of the world's most difficult language and will also learn how important Arabic is for a deeper understanding of the history, politics, society, and culture of most Middle Eastern and North African countries. Arabic minors will enhance their awareness of global diversity by learning more about how important foreign languages are to imagining and understanding other perspectives.

The minor consists of five courses.

Required courses:

- Four courses in Arabic instruction (two years, beginning at the level into which the student is placed)
- A fifth course focusing on any aspect of the cultures of the Middle East or North Africa (such as a course in philosophy, religion, literature, history, or politics) at the 2000 or 3000 level<sup>a</sup>

#### Additional Information

- No more than one independent study may be counted toward the minor.
- Courses that count toward the minor must be taken for regular letter grades, not Credit/D/Fail, and students must earn grades of C- or better in these courses.
- Up to two courses taken at another college or university can count toward the minor with prior approval by the Middle Eastern and North African Studies Committee.
- First-year seminars do not count toward the minor.
- No courses applied to the minor may be double-counted toward the student's major.

## Middle Eastern and North African Studies Minor

Students interested in Middle Eastern and North African studies should contact Robert G. Morrison, professor of religion.

#### Requirements for the Minor in Middle Eastern and North African Studies

By studying the languages and cultures of a region outside of Europe and North America, Middle East and North African (MENA) studies minors will enhance their awareness of global diversity and learn about the importance of language to understanding other perspectives. MENA minors will also improve their ability to analyze historic and current events in the region, and will understand how accurate, informed conclusions require both nuance and a recognition of complexity.

The minor consists of five courses.

Required courses:

- Two courses in a single Middle Eastern language (most likely Arabic, but Hebrew, Turkish, and Persian studied off-campus could count, with prior approval)
- Three additional courses in the cultures of the Middle East and North Africa (such as a course in philosophy, religion, literature, history, or politics) from at least two departments and no more than one at the 1100 level<sup>a</sup>

#### Additional Information

- No more than one independent study may be counted toward the minor.
  - Courses that count toward the minor must be taken for regular letter grades, not Credit/D/Fail, and students must earn grades of C- or better in these courses.
  - First-year seminars do not count toward the minor.
  - Up to two courses taken at another college or university can count toward the minor with prior approval by the Middle Eastern and North African Studies Committee.
  - No courses applied to the minor may be double-counted toward the student's major.
- <sup>a</sup> For more information about courses that might meet this requirement, please click here. (<https://www.bowdoin.edu/mena/courses>)

## Special Areas of Study

### Arctic Studies

A focus in Arctic studies, offered through a variety of departments, including the Department of Anthropology, the Department of Earth and Oceanographic Science, the Environmental Studies Program, the Department of Government and Legal Studies, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore artistic, cultural, social, political, and environmental issues involving Arctic lands, seas, and communities. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program involving coursework and fieldwork and study abroad. Work-study and internship opportunities at the Arctic Museum complement the academic program, as does the Bowdoin Students Arctic Initiative, a student-run organization.

### Coastal Studies

The College offers expertise in the marine sciences primarily through the biology, earth and oceanographic science, and environmental studies departments and programs and two unique field sites: Schiller Coastal Studies Center, located on Orr's Island in Harpswell, Maine, and the more remote Kent Island Scientific Station located in the Bay of Fundy, New Brunswick, Canada. The College offers the Bowdoin Marine Science Semester (BMSS), an intensive immersion experience in marine fieldwork, lab work, and independent research. Sophomores, juniors, and seniors from Bowdoin and other colleges who are interested in marine science are welcome to submit an application. During the BMSS, students take four courses sequentially in three-to-four-week modules taught at the Bowdoin Marine Laboratory and the Schiller Coastal Studies Center, while residing on Bowdoin's main campus. Other courses in the curriculum, taught in the College's standard format, take advantage of

the temperate and subarctic environments of coastal Maine and the Canadian Maritime provinces; please contact the academic department or program coordinator for details. Summer research fellowships in coastal and marine studies are also available annually. Interested students should speak with Amy Johnson, professor of marine biology and interim director of the Schiller Coastal Studies Center, or Steven Allen, assistant director of the Schiller Coastal Studies Center and coastal studies program coordinator.

## Digital and Computational Studies

The Digital and Computational Studies (DCS) Program is premised on the recognition that the power of computation is fundamentally changing the world. Students in DCS courses, using digital and computational tools, explore methods in problem-solving and creative expression across the curriculum while appreciating the historical and ethical implications of using these tools. DCS currently offers introductory courses that engage with topics such as the disruptive role of computation and digital information across disciplines, the basic elements of programming, the complex nature of data, computational thinking, and the power and privileges associated with the pervasiveness of digital culture in everyday lives. DCS courses at the advanced level are cross-listed with a variety of departments where the basic critical approaches of DCS are applied within particular disciplines. DCS is coordinated and supported by: Crystal Hall, director and associate professor; Martha Janeway, coordinator; Eric Chown, professor; Mohammad T. Irfan, assistant professor; and Fernando Nascimento and Erin Johnson, visiting professors.

## Engineering Dual-Degree Options

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

3-2 programs are available in which students complete certain courses at Bowdoin during the first three years of their undergraduate career; students may then apply to transfer to Columbia, Caltech, or U-Maine for two years of that institution's engineering program. Admission to these programs is highly competitive. Columbia also offers a 4-2 option, which may be of interest to some students.

Dartmouth offers a number of options, including the 2-1-1-1 program in which students complete two years at Bowdoin, their third year at Dartmouth, senior year at Bowdoin, and a fifth, optional year of specialized engineering courses at Dartmouth.

Students who successfully complete the Columbia, U-Maine, or Caltech programs earn a bachelor of science degree from the engineering school and a bachelor of arts degree from Bowdoin, both conferred at the end of their fifth year. For the Dartmouth program, engineering courses taken in the third year are used as transfer credits to complete the Bowdoin degree, conferred after the fourth year. The Dartmouth engineering degree is conferred upon successful completion of a fifth year in engineering at Dartmouth.

Once a student decides to pursue a dual degree, the student must receive departmental permission and then meet with the associate registrar and submit a declaration of intent to pursue this program to the Office of the Registrar when applying to the subsequent institution.

Finally, students may also apply as regular transfer students into any nationally recognized engineering program, earning only a degree from that engineering institution.

These programs are coordinated by Corey Colwill, assistant director for the Center for Cocurricular Opportunities, with assistance from representatives from the natural sciences including Professor William Barker in the Department of Mathematics, Associate Professor Stephen Majercik in the Department of Computer Science, and Professor Dale Syphers and Laboratory Instructor Gary Miers in the Department of Physics and Astronomy. Curricular requirements for engineering dual-degree options vary by program. It is important for students to get advising about the program early in their career at Bowdoin to plan a course of study that will satisfy major and distribution requirements. Students interested in these programs should contact Corey Colwill.

## Legal Studies

Bowdoin students from every major and department have been successful applicants to highly competitive law schools. Students are provided guidance and assistance on all aspects of the application process by career exploration and development advisers. They have excellent written and online resources about law schools and careers in the legal field and can introduce students to alumni attending law school or practicing law. It is best to begin planning for law school by the beginning of the junior year. In addition, Career Exploration and Development also supports and assists Bowdoin alumni with the law school application process if they choose to apply in the years following graduation.

## Latin American Studies

### Overview & Learning Goals Overview

The Latin American Studies Program explores the history, aesthetic production, and contemporary relationships of the diverse cultural groups of Mexico, the Caribbean, Central and South America, and Latinx population in the United States. Its multidisciplinary approach is designed to integrate the scholarly methods and perspectives of several disciplines in order to foster increased understanding of Latin America's social differences and economic realities, cultural diversity, transnational connections, historical trajectories, and range of popular culture and artistic and literary expression. Competence in a language spoken in the region other than English (such as Spanish, French, or Portuguese) is required, and it is strongly recommended that students participate in an off-campus study program in Latin America.

## Learning Goals

Both majors and non-majors will be able to:

- Demonstrate an understanding of the history of Latin America, the Caribbean, and the Latin American and Caribbean communities in the United States.
- Demonstrate an understanding of cultural, political, and social issues in Latin America, the Caribbean, and the Latinx and Caribbean diasporas in the United States.
- Apply research methodologies from the humanities and the social sciences as well as multidisciplinary perspectives to understanding social, political, and cultural processes in Latin America, the



Caribbean, and the Latinx and Caribbean communities in the United States.

- Develop communication skills in Spanish and/or French.
- Conduct research in Spanish and/or French.

In addition, majors will be able to:

- Demonstrate depth as well as breadth by fulfilling a four-course thematic or geographic concentration.
- Undertake independent research, particularly on the topics pertinent to their concentration, and demonstrate capacity to formulate interpretations based on their research.
- Pursue either graduate study in Latin American studies or in one of the disciplines represented in the program; or pursue professional training in fields in which knowledge of Latin America, the Caribbean, and the Latinx and Caribbean diasporas in the United States is relevant.

Department/Program Website (<https://www.bowdoin.edu/latin-american-studies>)

## Faculty

Nadia V. Celis, *Program Director*

Jean M. Harrison, *Program Coordinator*

*Visiting Faculty:* Irina Popescu

*Contributing Faculty:* Margaret Boyle‡, Nadia V. Celis, Elena M. Cueto Asín, Gustavo Faverón Patriau, Marcos F. Lopez, Joseph Jay Sosa, Krista E. Van Vleet, Hanétha Vété-Congolo, Susan E. Wegner\*\*, Carolyn Wolfenzon

Faculty/Staff Website (<https://www.bowdoin.edu/latin-american-studies/faculty-and-staff>)

## Requirements

### Latin American Studies Major

The major consists of nine courses:

Code	Title	Credits
<b>Required Courses</b>		
Select one course offering a survey of cultural production (literature, art, music, mass media, etc.) in Latin America in Spanish, French, or Portuguese from the following:		1
LAS 2407	Francophone Cultures	
LAS 2409	Introduction to Hispanic Studies: Poetry and Theater	
LAS 2410	Introduction to Hispanic Studies: Essay and Narrative	
Select one course in Latin American history covering several countries and periods in the region such as LAS 2401, LAS 2402, or LAS 2403.		1
Select one intermediate course (2500–2799) in the social sciences (anthropology, economics, government, psychology, or sociology) that focuses on Latin America or Latinx in the United States. <sup>a</sup>		1
Select a concentration of four additional courses centered on a particular theme —e.g., identity and inequality; or geographic region, e.g., the Andes, Caribbean—selected by each major in consultation with a faculty advisor in the Latin American Studies Program. <sup>b</sup>		4

Select an elective course in Latin American studies outside the student's concentration. 1

Select an advanced course (3000–3999) or advanced independent study in Latin American studies. 1

<sup>a</sup> Students may need to take prerequisite courses in the cross-listed department.

<sup>b</sup> The courses for the concentration should be at the intermediate (2000–2969) or advanced (3000–3999) level.

## Latin American Studies Minor

The minor consists of five courses.

Code	Title	Credits
<b>Required Courses</b>		
Select one Hispanic studies course at Bowdoin beyond HISP 2204 Intermediate Spanish II (or another appropriate language).		1
Select one course in Latin American history covering several countries and periods in the region such as LAS 2401, LAS 2402, or LAS 2403.		1
Select three additional courses, two of which must be taken from disciplines outside the student's major department(s).		3

## Additional Information

### Additional Information and Program Policies

- A maximum of three courses from off-campus study programs may count toward the major and two courses from off-campus study programs may count toward the minor with the approval of the director of Latin American studies.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail), and students must earn grades of C- or better in these courses.
- A student may count a first-year seminar toward the major or minor elective requirements.

## Independent Studies and Honors Projects

Independent studies can meet requirements for the major or minor only with approval by the director of Latin American studies of a written prospectus of the project. Students contemplating honors candidacy must have established records of A and B grades in program course offerings and must present clearly articulated proposals for scholarly research. Students must prepare and defend an honors thesis before a program faculty committee.

## Courses

### **LAS 1045 (c, FYS) Social Justice Warriors of the Americas**

Irina Popescu.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

What are human rights? How do literature, art, history, and other methods of cultural production engage with human rights? These are some of the questions explored as the concept of 'human rights'—with the hemispheric context by developing a critical dialogue with novels, poems, short stories, scholarly articles, music, performance poetry, photography, and film—is investigated. This exploration helps to inform an understanding of how struggles of culture, gender, and race work to shape these discourses in the Americas, from colonialism to present-day immigration issues. Students' skills in close reading, critical thinking, and analytical writing are refined, while the relationships between these skills are closely considered. In addition to discussing the texts in class, students write responses to them in a variety of forms, from literary analysis essays to creative projects to a final research paper.

Previous terms offered: Fall 2018.

### **LAS 1046 (c, FYS) 'Deviant' Lives in Latin America**

Javier Cikota.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Explores the lives of particular Latin American people who found themselves being "boxed in," and the ways in which they have sought to remain outside, or even in-between, categories. We will consider issues of personal identity, social belonging, and state power through the lives and stories—some well-known, and some surprisingly obscure—of Latin Americans, from the 1500s to the present. Course writing gives students the opportunity to engage with primary sources, perform independent research, and explore how personal identities have been created, maintained, and challenged over the centuries. This course aims to improve students' skills in close reading, critical thinking, and analytical writing, while the relationships between these skills are closely considered. In addition to discussing the texts in class, students will write responses to them in a variety of forms, from close analysis, to creative projects, to a final research paper. Note: This course is part of the following field(s) of study: Latin America. It fulfills the non Euro/US requirement for History majors and minors. (Same as: HIST 1046)

### **LAS 1271 (c, IP, VPA) Experiencing Latin American Music**

Ileri Chavez-Barcenas.

Every Other Fall. Fall 2019. Enrollment limit: 50.

An opportunity to experience Latin American history, heritage, and culture through its music. Students will explore general issues of race, identity, religion, and politics from a broad chronological span—from the sixteenth to the twenty-first century—and will relate these to Latin American music. The course will cover a wide variety of music genres and contexts (e.g., opera, film music, bachata, son jarocho, sacred polyphony, salsa, chamber music, and more) and will introduce general elements of music, such as pitch, melody, rhythm, texture, musical time, and form. (Same as: MUS 1271)

### **LAS 1300 (c, IP, VPA) Introduction to the Arts of Ancient Mexico and Peru**

Susan Wegner.

Non-Standard Rotation. Fall 2019. Enrollment limit: 50.

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 Chavín, Nasca, 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)

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

### **LAS 2005 (c, ESD) The Making of a Race: Latino Fictions**

Non-Standard Rotation. Enrollment limit: 18.

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)

Previous terms offered: Fall 2016.

### **LAS 2100 (c, ESD, IP) Borderlands in the Americas: Power and Identity Between Empire and Nation**

Every Other Fall. Enrollment limit: 16.

The study of borderlands examines areas of contested sovereignty where no single social group has political, cultural, or economic control. Explores interactions between native peoples, white settlers, and the representatives of the states in the Americas between the seventeenth and the nineteenth centuries. An examination of power and identity in borderlands considers a variety of regions in the hemisphere, from the Pacific Northwest to the Yucatan, from Texas to the Amazon. Pays special attention to how structures of race, class, and gender were established, maintained, and negotiated at times of uncertain change and in the absence of hegemonic state practice. Note: This course is part of the following field(s) of study: Latin America. It fulfills the non euro/US requirements for history majors and minors. (Same as: HIST 2900)

Previous terms offered: Fall 2018.

### **LAS 2104 (c, IP) History of Mexico**

Non-Standard Rotation. Enrollment limit: 35.

A survey of Mexican history from pre-Columbian times to the present. Topics include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. This course is part of the following field(s) of study: Latin America. (Same as: HIST 2404)

Previous terms offered: Spring 2018, Spring 2016.

**LAS 2110 (c, ESD, IP) Race and Belonging in Latin America**

Every Other Year. Enrollment limit: 16.

Seminar. This course is a study of race and ethnicity in Latin America, focusing on how Latin Americans themselves have understood and articulated these categories, as well as how scholars have interpreted their articulations. We will cover topics from African slavery to indigenous activism and mass immigration. Our focus will be on peoples of indigenous and African descent—the majority of Latin Americans—which will allow us to address questions of national identity, racial mixture, and cultural exchanges. We will trace themes familiar to students of the broader Atlantic world (themes such as race and nation, freedom and slavery, citizenship, and inequality) across the less-familiar setting of modern Brazil, Cuba, Guatemala, Mexico, Bolivia, Peru, and even Argentina. This course will tackle fundamental questions about the intersection of race, identity, and power in Latin America. Besides reading some of the classic analyses, we will look at some of the cutting-edge scholarship to assess how ideas of race and national belonging have changed through the centuries and across national contexts. Note: This course is part of the following field(s) of study: Latin America. It fulfills the non-Euro/US requirement for history majors and minors. (Same as: HIST 2910)

Previous terms offered: Spring 2019.

**LAS 2160 (c, IP) The United States and Latin America: Tempestuous Neighbors**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Examines scholarship on the evolution of United States-Latin American relations since Independence. Topics include the Monroe Doctrine, commercial relations, interventionism, Pan Americanism, immigration, and revolutionary movements during the Cold War. This course is part of the following field(s) of study: non-European/United States and United States. (Same as: HIST 2860)

Previous terms offered: Spring 2018, Spring 2016.

**LAS 2161 (c, IP) Contemporary Argentina**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the gaucho and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. This course is part of the following field(s) of study: Latin America. (Same as: HIST 2861)

Previous terms offered: Fall 2017.

**LAS 2162 (c, IP) The Haitian Revolution and its Legacy**

Every Other Fall. Enrollment limit: 16.

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, AFRS 2862)

Prerequisites: HIST 1000 - 2969 or LAS 1000 - 2969.

Previous terms offered: Fall 2016.

**LAS 2171 (c, ESD, IP) Race and Culture in Brazil: The Paradox of Progress**

Non-Standard Rotation. Enrollment limit: 35.

Brazil is a country of paradoxes. Often hailed as an example of egalitarian race relations and a model for accepting difference, Brazil is also frequently cited for its economic inequality, incidence of violence, and uneven development—all of which cut along the lines of race and class. Explores the unique contradictions shaping Brazilian society, from the colonial period until the present. Discusses the visual representations of conquest, slavery, the creation of republican symbols, authoritarianism, race and racism, and social movements, as well as the construction of a national identity through music and other artistic expressions. Pays close attention to the ways in which Brazilian culture and society have been shaped by race, class, and other relations of power and exclusion. Note: This course is part of the following field(s) of study: Latin America. It fulfills the non Euro/US requirement for history majors and minors. (Same as: HIST 2287)

Previous terms offered: Fall 2018.

**LAS 2180 (c, ESD, IP) Natives, Borderlands, and Empires in Early North America**

Non-Standard Rotation. Enrollment limit: 35.

Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent's three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent's diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture. Note: This course is part of the following field(s) of study: United States, Atlantic Worlds, Colonial Worlds, and Latin America. (Same as: HIST 2180, ENVS 2425)

Previous terms offered: Spring 2016.

**LAS 2205 (c) Advanced Spanish**

Sebastian Urli.

Every Semester. Fall 2019. Enrollment limit: 18.

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)

Prerequisites: HISP 2204 or Placement in HISP 2305.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**LAS 2209 (c, ESD, IP) Spoken Word and Written Text**

Charlotte Daniels.

Every Semester. Fall 2019. Enrollment limit: 18.

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, AFRS 2409)

Prerequisites: FRS 2305 or higher or Placement in FRS 2400 level.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**LAS 2210 (c, ESD, IP) Literature, Power, and Resistance**

Meryem Belkaid.

Every Semester. Fall 2019. Enrollment limit: 18.

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, AFRS 2412)

Prerequisites: FRS 2305 or higher or Placement in FRS 2400 level.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**LAS 2220 (c, IP) Health and Healing in Early Modern Spain and Spanish America**

Non-Standard Rotation. Enrollment limit: 08.

Explores a range of literary and cultural texts related to the theory, practice, and experience of health and healing in the early modern Hispanic world. Topics include gender and medicine; health and spiritual practices; herbalists and apothecaries; botanists and natural historians; gardens and gardeners; diet and food; healer and patients. Taught in English. Students wishing to take the course for Spanish credit should register for Hispanic Studies 3220 and complete all written work in Spanish. (Same as: HISP 2220)

Previous terms offered: Fall 2017.

**LAS 2306 (c, ESD, IP) Spanish Non-Fiction Writing Workshop**

Non-Standard Rotation. Enrollment limit: 12.

Designed for heritage speakers (who grew up speaking Spanish in the home), bilinguals, and other Spanish-speaking students. The class will examine nonfictional accounts of current events and issues in the Hispanic world written by leading Spanish and Latin American authors and journalists. Throughout the semester, students will conduct research on a given topic or a particular environment of their choosing, writing their own nonfictional accounts of their research. Students will gain valuable real world experience researching, reporting, and working with speakers of Spanish in Brunswick or the surrounding communities. Through work specifically tailored to individual needs, students will hone their writing skills and build confidence in the language. (Same as: HISP 2306)

Previous terms offered: Spring 2019.

**LAS 2345 (b, IP) Carnival and Control: Race, Gender, and Sexuality in Brazil**

Non-Standard Rotation. Enrollment limit: 35.

Every year, Brazilians pour onto the street to celebrate carnival, with its festive traditions of gender ambiguity, sexual libertinism, and inversion of social hierarchies. Questions how this image of diversity and freedom is squared with Brazil's practices of social control: high rates of economic inequality and police violence, as well as limited reproductive rights. Using carnival and control as frameworks, examines how contemporary Brazilian society articulates gender roles and sexual identities, as well as racial and class hierarchies. While course content focuses on Brazil, topics addressed are relevant to students seeking to understand how institutions of intimacy, propriety, and power are worked out through interpersonal relations. (Same as: GSWS 2345, ANTH 2345)

Previous terms offered: Fall 2017.

**LAS 2401 (c, ESD, IP) Colonial Latin America**

Every Other Fall. Enrollment limit: 35.

Introduces students to the history of Latin America from pre-Columbian times to 1825. Follows three interrelated stories: the establishment of colonial rule, including institutions of social control; the development of extractive economies dependent on unfree labor; and the evolution of a hybrid mestizo culture bringing together indigenous, European, and African traditions. Specific topics addressed include the nature of indigenous and Iberian society before contact; the creation of mestizo culture and the ambiguous role of the church in sustaining it; the evolving colonial economies and their reliance on exploitation of human and natural resources; and the evolving place of women, family, and kinship in colonial society. Considers the wars of independence in Spanish and Portuguese America, placing them in the context of broader Atlantic upheaval while highlighting the continuities between colonial and national periods. This course is part of the following field(s) of study: Latin America. It also meets the pre-modern and on euro/US requirement for history majors and minors. (Same as: HIST 2401)

Previous terms offered: Fall 2018, Fall 2016.

**LAS 2402 (c, ESD, IP) Modern Latin America: From Subjects to Citizens**  
Every Spring. Enrollment limit: 35.

Introduces students to the history of Latin America from independence to the present. This course follows three interrelated stories: the struggle for citizenship by indigenous, formerly enslaved, and immigrant subjects; the development of export-oriented economies that concentrated land in the hand of a few elites; and the evolution of national (often popular) culture that brought together indigenous, European, and African traditions. Specific topics treated in this course include the wars of independence and their consequences; the creation of national identities built in opposition to the colonial heritage; the development of capitalist economies integrated with world markets; the evolving place of women and family in society; the rise and fall of populist movements, the role of institutions of social control in disciplining society; the preponderance of military regimes throughout the region; and the ambivalent role of international players in domestic affairs; as well as the emergence of discourses around human rights. (Same as: HIST 2402)

Previous terms offered: Spring 2019, Fall 2017, Fall 2015.

**LAS 2403 (c, ESD, IP) Revolutions in Latin America: The People Take the Stage**

Javier Cikota.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Examines revolutionary change in Latin America from a historical perspective, concentrating on four successful social revolutions—Haiti, Mexico, Cuba, and Bolivia— as well as several revolutionary movements that did not result in social change— including Argentina, Guatemala, Chile, Nicaragua, and Venezuela. Popular images and orthodox interpretations are challenged and new propositions about these processes are tested. External and internal dimensions of each of these social movements are analyzed and each revolution is discussed in the full context of the country's historical development. This course fulfills the non-Euro/US requirement This course is part of the following field(s) of study: Latin America. (Same as: HIST 2403)

Previous terms offered: Spring 2017.

**LAS 2407 (c, ESD, IP) Francophone Cultures**

Every Spring. Enrollment limit: 18.

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

Prerequisites: FRS 2305 or higher or Placement in FRS 2400 level.

Previous terms offered: Spring 2018, Spring 2017.

**LAS 2409 (c, IP) Introduction to Hispanic Studies: Poetry and Theater**

Gustavo Favaron Patriau.

Every Semester. Fall 2019. Enrollment limit: 18.

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. Conducted in Spanish. (Same as: HISP 2409)

Prerequisites: HISP 2305 (same as LAS 2205) or LAS 2205 or Placement in HISP 2409 or 2410.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**LAS 2410 (c, IP) Introduction to Hispanic Studies: Essay and Narrative**

Elena Cueto Asin; Holly Sims.

Every Semester. Fall 2019. Enrollment limit: 18.

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)

Prerequisites: HISP 2305 (same as LAS 2205) or LAS 2205 or Placement in HISP 2409 or 2410.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**LAS 2513 (b, IP) Food, Environment, and Development**

Non-Standard Rotation. Enrollment limit: 35.

Explores the nexus of food, environment, and development in global environmental politics. Examines the interconnected challenges of governing across trans-boundary socio-ecological systems amidst competing demands on scarce natural resources—to sustain a global food system, foster economic development, and promote equity and justice. Prepares students to engage with interdisciplinary scholarship from political science, international development, public policy, and food studies. Draws on comparative cases from local to global scales, with an emphasis on Maine, the U.S., and Latin America. (Same as: ENVS 2313, GOV 2482)

Prerequisites: ENVS 1101 or ENVS 2330 (same as GOV 2910).

Previous terms offered: Spring 2019.

**LAS 2737 (b, ESD, IP) Family, Gender, and Sexuality in Latin America**

Krista Van Vleet.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous and natural gender ideologies, marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; compulsory heterosexuality; AIDS; and cross-cultural conceptions of homosexuality. Takes a comparative perspective and draws on a wide array of sources including ethnography, film, fiction, and historical narrative. (Same as: ANTH 2737, GSWS 2237)

Prerequisites: ANTH 1101 or SOC 1101.

Previous terms offered: Fall 2017.

**LAS 3005 (c, ESD) The Making of a Race: Latino Fictions**

Non-Standard Rotation. Enrollment limit: 18.

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)

Prerequisites: HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410).

Previous terms offered: Fall 2016.

**LAS 3103 (c) The Cuban Revolution**

Non-Standard Rotation. Enrollment limit: 16.

The Cuban Revolution recently celebrated its fiftieth anniversary. Offers a retrospective of a Revolution entering "middle age" and its prospects for the future. Topics include United States-Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. This course is part of the following field(s) of study: Latin America. (Same as: HIST 3403)

Previous terms offered: Spring 2017, Fall 2015.

**LAS 3142 (c, IP) Cities and the Urban Experience in Latin America**

Non-Standard Rotation. Enrollment limit: 16.

By looking at the history of key cities and the challenges of urban life in Latin America, this seminar examines how the city has served as a site of contestation and politics throughout the region. Topics discussed in the seminar will include top-down efforts to impose order and discipline on the city and the response of urban dwellers; planned and unplanned urban spaces; the rise of slums; marginality; informality; and the formation of urban identities. We will also analyze the role of cities in the construction of social and political rights and explore the city as a site of creativity. The course will focus primarily on 20th century cities but will also explore urban life in the 19th Century and the colonial period, to a lesser extent. Special attention will be paid to the following cities: Rio de Janeiro, Sao Paulo, Mexico City, Oaxaca, Buenos Aires, Santiago, Caracas, and Brasilia. Note: This course is part of the following field(s) of study: Latin America. It fulfills the non Euro/US requirement for history majors and minors. (Same as: HIST 2294)

Previous terms offered: Spring 2019.

**LAS 3210 (c, IP, VPA) Hispanic Theater and Performance**

Non-Standard Rotation. Enrollment limit: 18.

Explores the professionalization of Spanish theater, starting in Spain with the development of the three-act comedia and moving across the Atlantic within public theaters, courtyards, convent theaters, and the streets. Examines the topic of performance, considering staging, costuming, set design, the lives of actors, and adaptation in both historical and contemporary contexts. Playwrights of special focus include: Calderón de la Barca, Lope de Vega, Tirso de Molina, María de Zayas, Ana Caro, Sor Juana Inés de la Cruz, and Juan Ruiz de Alarcón. Taught in Spanish. (Same as: HISP 3110, THTR 3503)

Prerequisites: HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410).

Previous terms offered: Spring 2018.

**LAS 3211 (c) Bringing the Female Maroon to Memory: Female Marronage and Douboutism in French Caribbean Literature**

Non-Standard Rotation. Enrollment limit: 16.

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, AFRS 3211, GSWS 3211)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2016.

**LAS 3213 (c) Aesthetics in Africa and Europe**

Hanetha Vete-Congolo.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

Aesthetics – the critical reflection on art, taste, and culture; as much as beauty, the set of properties of an object that arouses pleasure—are central to all aspects of society-building and human life and relationships. Examines the notions of aesthetics and beauty, from pre-Colonial to contemporary times in cultures of the African and Western civilizations as expressed in various humanities and social sciences texts, as well as the arts, iconography, and the media. Considers the ways Africans and afro-descendants in the New World responded to the Western notions of aesthetics and beauty. Authors studied may include Anténor Firmin, Jean Price Mars, Senghor, Damas, Césaire, Cheick Anta Diop, Fanon, Glissant, Chamoiseau, Gyekye Kwame, Socrates, Plato, Jean-Baptiste du Bos, Diderot, Le père André, Baumgarten, Kant, Schopenhauer, Hegel, Hugo. (Same as: FRS 3213, AFRS 3213)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

**LAS 3217 (c) Hispanic Cities in Cinema: Utopia, Distopia, and Transnationality**

Non-Standard Rotation. Enrollment limit: 15.

Examines how cinema portrays urban spaces in Latin America, Spain and USA from an aesthetic point of view that facilitates discourses on Hispanic history and identity. It looks at the city (Barcelona, Bogotá, Buenos Aires, Habana, Los Angeles, Madrid, Mexico DF and New York) as a cinematic setting for narratives on crime, immigration, political activity and romance, and how it conveys utopic or distopic views of physical and social urban development. Also considers how cities lend themselves as transnational subjects for directors who cross national boundaries, such as Luis Buñuel, Woody Allen, Pedro Almodóvar and Alejandro González Iñárritu. Conducted in English. Writing assignments in Spanish. (Same as: HISP 3117)

Prerequisites: HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410).

Previous terms offered: Spring 2017.

**LAS 3218 (c) A Journey around Macondo: Garcia Marquez and His Contemporaries**

Nadia Celis.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Studies the main topics, techniques, and contributions of Colombian Nobel Prize winner Gabriel García Márquez as presented in “One Hundred Years of Solitude.” Explores the actual locations and the social, cultural, and literary trends that inspired the creation of Macondo, the so-called village of the world where the novel takes place, and the universal themes to which this imaginary town relates. Contemporary authors include Fuenmayor, Rojas Herazo, and Cepeda Samudio. (Same as: HISP 3218)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

**LAS 3219 (c) Letters from the Asylum: Madness and Representation in Latin American Fiction**

Non-Standard Rotation. Enrollment limit: 16.

Explores the concept of madness and the varying ways in which mental illness has been represented in twentieth-century Latin American fiction. Readings include short stories and novels dealing with the issues of schizophrenia, paranoia, and psychotic behavior by authors such as Jorge Luis Borges, Carlos Fuentes, Cristina Rivera Garza, and Horacio Quiroga. . Also studies the ways in which certain authors draw from the language and symptoms of schizophrenia and paranoia in order to construct the narrative structure of their works and in order to enhance their representation of social, political, and historical conjunctures. Authors include César Aira, Roberto Bolaño, Diamela Eltit, and Ricardo Piglia, . (Same as: HISP 3219)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2018.

**LAS 3220 (c, IP) Health and Healing in Early Modern Spain and Spanish America**

Non-Standard Rotation. Enrollment limit: 08.

Explores a range of literary and cultural texts related to the theory, practice and experience of health and healing in the early modern Hispanic world. Topics include gender and medicine; health and spiritual practices; herbalists and apothecaries; botanists and natural historians; gardens and gardeners; diet and food; healer and patients. Taught in English; all written work will be completed in Spanish. (Same as: HISP 3220)

Prerequisites: Two of: HISP 2409 (same as LAS 2409) and HISP 2410 (same as LAS 2410).

Previous terms offered: Fall 2017.

**LAS 3222 (c) Voices of Women, Voices of the People**

Non-Standard Rotation. Enrollment limit: 16.

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

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2017.

**LAS 3223 (c) The War of the (Latin American) Worlds**

Carolyn Wolfenzon Niego.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Discusses the historical, social, and political consequences of the clash between tradition and modernity in Latin America during the nineteenth and twentieth centuries as seen through novels, short stories, and film. Particular attention will be given to the ways in which the processes of modernization have caused the coexistence of divergent worlds within Latin American countries. Analyzes different social and political reactions to these conflictive realities, focusing on four cases: the Mexican Revolution, the Cuban Revolution, the dictatorship of Augusto Pinochet in Chile, and Andean insurgencies in Perú. Authors to be read may include Reinaldo Arenas, Roberto Bolaño, Simón Bolívar, Jorge Luis Borges, Cromwell Jara, Mario Vargas Llosa, Gabriel García Márquez, José Martí, Elena Poniatowska, and Juan Rulfo, among others. (Same as: HISP 3223)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

**LAS 3225 (c) Self-Figuration and Identity in Contemporary Southern Cone Literature**

Non-Standard Rotation. Enrollment limit: 16.

Who speaks in a text? What relationship exists between literature and identity? How can we portray ourselves in specific political contexts? Addresses these and other questions by studying contemporary Southern Cone literary texts that deal with problems of subjectivity and self-representation in poetry and novels. Concentrates on texts that display a literary "persona" in contexts of violence and resistance (the dictatorships of the 1970s) and in more contemporary Latin American ones. Some authors include Borges, Gelman, and Peri-Rossi. Films and contextual historical readings used. Taught in Spanish. (Same as: HISP 3225)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2017.

**LAS 3226 (c) A Body "of One's Own": Latina and Caribbean Women Writers**

Non-Standard Rotation. Enrollment limit: 16.

What kind of stories do bodies tell or conceal? How are those stories affected by living in a gendered body/subject? How do embodied stories relate to history and social realities? These are some of the questions addressed in this study of contemporary writing by women from the Hispanic Caribbean and the United States Latina/Chicana communities. Films and popular culture dialogue with literary works and feminist theory to enhance the examination of the relation of bodies and sexuality to social power, and the role of this relation in the shaping of both personal and national identities. Authors include Julia Álvarez, Fanny Buítrago, Judith Ortiz Cofer, Magali García Ramis, and Mayra Santos-Febres, among others. Taught in Spanish with readings in Spanish and English.. (Same as: HISP 3226, GSWS 3326)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2017.

**LAS 3227 (c, IP) The Hispanic Avant-Garde: Poetry and Politics**

Non-Standard Rotation. Enrollment limit: 16.

Questions what is meant by "avant-garde": how it was manifested in the Hispanic world in the first half of the twentieth century; how contemporaneous politics shaped or became shaped by it; how this relates to the world today. Focuses on poets such as Aleixandre, Garcia Lorca, Borges, Neruda, Huidobro, Storni, Lange, Novo, and Vallejo, while also considering a wide array of manifestos, literary journals, films, and other art forms from Spain, Argentina, Uruguay, Chile, Peru, Mexico, and Brazil. Taught in Spanish with some theoretical and historical readings in English. (Same as: HISP 3227)

Prerequisites: Two of: HISP 2409 (same as LAS 2409) and HISP 2410 (same as LAS 2410).

Previous terms offered: Spring 2018.

**LAS 3228 (c) Beyond the Postcard: Thinking and Writing the Caribbean**

Non-Standard Rotation. Enrollment limit: 16.

From the first chronicles of Columbus, who believed he had arrived in "The Indies," to the fantasies of global visitors lured by the comforts of secluded resorts, imagination has been a defining force impacting both the representation and the material lives of Caribbean people. Explores the historical trends that have shaped Caribbean societies, cultural identities, and intellectual history through a panoramic study of twentieth- and twenty-first-century fiction, essays, and films, with a focus on authors from the Hispanic Caribbean and US-Latinas of Caribbean descent. Engaging with the responses from Caribbean intellectuals to the challenges of the distorting mirror, addresses: how writers and artists have responded to the legacy of colonialism, slavery, and the plantation economy; how literature and art have depicted dominant trends in the region's more recent history such as absolutist regimes, massive migrations, the tourist industry, and even natural disasters; how the Caribbean drawn by artists and intellectuals relates to global representations of the region. Authors include Piñera, Padura, Santos-Febres, Chaviano, and Junot Díaz. Taught in Spanish. (Same as: HISP 3228, AFRS 3228)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2018.

**LAS 3230 (c) Colonial Seductions in Spanish America**

Non-Standard Rotation. Enrollment limit: 16.

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, GSWS 3230)

Prerequisites: 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.

Previous terms offered: Fall 2016.



**LAS 3231 (c, IP) Sor Juana and María de Zayas: Early Modern Feminisms**

Every Other Year. Enrollment limit: 16.

Did feminism exist in the early modern period? Examines key women authors from the early Hispanic World, considering the representation of gender, sexuality, race, and identity in distinct political and social contexts. Focuses on Mexican author Sor Juana Inés de la Cruz (1651-1695) and Spanish author María de Zayas (1590-1661), alongside other prominent women writers from the period. Students read short stories, essays, poems, and personal letters. Conducted in Spanish. (Same as: HISP 3231, GSWS 3231)

Prerequisites: HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410).

Previous terms offered: Spring 2019.

**LAS 3235 (c, IP) Mexican Fictions: Voices from the Border**

Every Other Year. Enrollment limit: 16.

Explores the representation of Mexican history in literature by Mexico's most canonical writers of the twentieth and early twenty-first century. Key moments in the history of Mexico discussed include the Mexican Revolution and its legacy, the struggles for modernization, the 1968 massacre of Tlatelolco, the concept of the border from a Mexican perspective, immigration to the United States, and the War on Drugs. Literary texts in a variety of genres (short stories, novellas, novels, theater, essays, chronicles and film) are complemented by historical readings and critical essays. Authors include: Mariano Azuela, Sabina Berman, Rosario Castellanos, Luis Humberto Crosthwhite, Carlos Fuentes, Yuri Herrera, Jorge Ibaranguoitia, Octavio Paz, Valeria Luiselli, Elmer Mendoza, Guadalupe Nettel, Octavio Paz, Juan Rulfo, Daniel Sada, Paco Ignacio Taibo II, and Helena María Viramontes (Same as: HISP 3235)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2017.

**LAS 3237 (c) Hispanic Short Story**

Gustavo Favaron Patriau.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

An investigation of the short story as a literary genre, beginning in the nineteenth century, involving discussion of its aesthetics, as well as its political, social, and cultural ramifications in the Spanish-speaking world. Authors include Pardo Bazán, Borges, Cortázar, Echevarría, Ferré, García Márquez, and others. (Same as: HISP 3237)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2017.

**LAS 3239 (c) Borges and the Borgesian**

Every Other Year. Enrollment limit: 16.

An examination of the Argentinian writer Jorge Luis Borges's work, focusing not only on his short stories, poems, essays, film scripts, interviews, and cinematic adaptations, but also on the writers who had a particular influence on his work. Also studies Latin American, European, and United States writers who were later influenced by the Argentinian master. An organizing concept is Borges's idea that a writer creates his own precursors. (Same as: HISP 3239)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2018.

**LAS 3243 (c) Imaginary Cities/Real Cities in Latin America**

Non-Standard Rotation. Enrollment limit: 16.

Examines the representation of urban spaces in Spanish American literature during the last six decades. While mid-twentieth-century fictional towns such as Macondo and Comala tended to emphasize exoticism, marginality, and remoteness, more recent narratives have abandoned the "magical" and tend to take place in metropolitan spaces that coincide with contemporary large cities such as Lima and Buenos Aires. The treatment of social class divisions and transgressions, territoriality, and the impact of the space on the individual experience are studied in novels, short stories, and film from the 1950s to the present. Authors include Rulfo, García Márquez, Onetti, Donoso, Vargas Llosa, Sábato, Reynoso, Ribeyro, Piñera, Gutiérrez, Bellatín, Caicedo, and Junot Díaz, among others. (Same as: HISP 3243)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2018.

**LAS 3247 (c) Translating Cultures**

Non-Standard Rotation. Enrollment limit: 16.

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. Course taught in Spanish. (Same as: HISP 3247)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2017, Fall 2016.

**LAS 3250 (c, IP) The Southern Cone Revisited: Contemporary Challenges**

Non-Standard Rotation. Enrollment limit: 16.

How do artists distinguish their contemporary moment from the past? What challenges does it pose to literature and film? Building on ideas by Agamben, Benjamin, and Didi-Huberman, explores these questions in the context of contemporary Argentinean, Chilean, and Uruguayan poetry, short stories, novels, and films. Topics include post-dictatorship societies, text/image dynamics, new forms of subjectivity, human/post-human interactions, and economic and bio-political violence, as seen in works by Sergio Chejfec, Cristina Peri Rossi, Nadia Prado, Gabriela Cabezón Cámara, Pedro Lemebel, Fernanda Trías, and others. Taught in Spanish. (Same as: HISP 3249)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2018.

**LAS 3251 (c, IP) Attesting to Violence: Aesthetics of War and Peace in Contemporary Colombia**

Non-Standard Rotation. Enrollment limit: 16.

The enduring armed conflict in Colombia has nurtured a culture of violence, with effects in every sector of society. Among its better-known actors are the leftist guerrillas, the right-wing paramilitary forces, and the national army, all influenced by the rise of drug trafficking in the Americas and by United States interventions. This course focuses on how contemporary Colombian writers and artists have responded to war, and how they resist the erasure of memory resulting from pervasive violence. In light of the most recent peace process, the course also examines how artists, activists, and civil society are using aesthetics, arts, and performance to face challenges such as healing the wounds of conflict and inventing peace in a society whose younger generations have no memory of life without violence. Materials include articles in the social sciences, movies, and TV series, along with literary works (Abad, García Márquez, Restrepo, and Vásquez, among others). (Same as: HISP 3251)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2019.

**LAS 3252 (c, IP) The Battle of Chile: From Allende to Pinochet**

Non-Standard Rotation. Enrollment limit: 16.

In 1970, the Chilean Salvador Allende became one of the first Marxists in the world to be democratically elected president of a country. His attempted reforms led to years of social unrest. In 1973, a right-wing military coup led to what would be General Augusto Pinochet's seventeen years of brutal dictatorship. This course discusses that period of Chilean (and Latin American) history through locally produced sources, both from the social sciences and the arts, with a focus on literature (Bolaño, Meruane, Lemebel, Neruda, Lihn) and cinema (Ruiz, Larrain), with the goal of understanding the ways in which Latin American nations deal with their historical past with regard to issues of memory, collective memory, postdictatorial political negotiations, human rights, and social reconciliation. (Same as: HISP 3252)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2019.

**LAS 3712 (b, ESD) Migrant Imaginaries**

Marcos López.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Examines how immigrants view and transform the world around them in the United States. While normative approaches to the study of immigration construct migrants as objects of inquiry, this course instead will draw primarily on migrant perspectives and experiences in the diaspora that originate from Latin America, Asia, and Africa. (Same as: SOC 3410)

Prerequisites: Two of: SOC 1101 and SOC 2000 - 2969.

**LAS 3900 (c, IP, VPA) Women, Performance, and Activism in the Americas**

Irina Popescu.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Explores when, why, and how women organize collectively to challenge political, economic, and social injustice in the late twentieth century. This course investigates how civil rights and labor movements, the rise and fall of dictatorships, and neoliberalism impacted and continues to impact female cultural production and activism in the Americas. In our investigation, we will turn to the intersection between art and activism as we look at a wide range of artistic practices, from literature and film to site-specific performance art and interventionist art. Throughout the semester, we will revisit the following questions as we consider the development of female activism in the Americas: 1) what is the relationship between feminism and activism, 2) can literature and performance be placed at the service of activism, and 3) how does looking at the Americas as a whole enable us to better understand the shared injustices across the North/South divide? (Same as: GSWS 3900)

## Mathematics

### Overview & Learning Goals

#### Learning Goals

##### Understanding Higher Mathematics

1. Understanding the need to **transition** from a procedural/computational understanding of mathematics to a

broader **conceptual understanding** encompassing logical reasoning, generalization, abstraction, and formal proof.

- Understanding the **core of mathematical culture**: the value and validity of careful reasoning, of precise definition, and close argument. Understanding mathematics as a growing body of knowledge, driven by creativity, a search for fundamental structure and interrelationships, and a methodology that is both powerful and intellectually compelling.
- Understanding the fundamentals of **mathematical reasoning and logical argument**, including the role of hypotheses, conclusions, counterexamples, and other forms of mathematical evidence in the development and formulation of mathematical ideas.
- Understanding the methods and fundamental role of mathematics in **modeling and solution** of critical real-world challenges in science and social science.
- Understanding the basic insights and methods of a broad variety of mathematical areas. All students of mathematics must achieve such understanding in **calculus, naïve set and function theory, and linear algebra**, and ideally will further achieve such understanding in **probability and statistics, differential equations, analysis, and algebra**.
- Understanding in greater depth of at least one important subfield of mathematics such as abstract algebra, real analysis, geometry, topology, statistics, optimization, modeling, numerical methods, and dynamical systems.

### Skills Required for Effective Use of Mathematical Knowledge

- Problem Solving**—to develop confidence in one's ability to tackle difficult problems in both theoretical and applied mathematics, to translate between intuitive understandings and formal definitions and proofs, to formulate precise and relevant conjectures based on examples and counterexamples, to prove or disprove conjectures, to learn from failure, and to realize solutions are often multi-staged and require creativity, time, and patience.
- Modeling**—to interactively construct, modify, and analyze mathematical models of systems encountered in the natural and social sciences, to assess a model's accuracy and usefulness, and to draw contextual conclusions from them.
- Technology**—to recognize and appreciate the important role of technology in mathematical work, and to achieve proficiency with the technological tools of most value in one's chosen area of concentration.
- Data and Observation**—to be cognizant of the uses of data and empirical observation in forming mathematical and statistical models, providing context for their use, and establishing their limits.

- Presentation**—to produce clear, precise, motivated, and well-organized expositions, in both written and oral form, using precise reasoning and genuine analysis.
- Oral Argumentation**—to think on one's feet, to field questions, and to defend mathematical ideas and arguments before a range of audiences.
- Mathematical Literature**—to know how to effectively search the mathematical literature and how to appropriately combine and organize information from a variety of sources.

Department/Program Website (<https://www.bowdoin.edu/math>)

## Faculty

Mary Lou Zeeman, *Department Chair*  
Suzanne M. Theberge, *Senior Department Coordinator*

*Professors*: William Barker\*\*, Adam B. Levy, Jennifer Taback, Mary Lou Zeeman

*Associate Professors*: John D. O'Brien, Thomas Pietraho‡, Manuel L. Reyes‡

*Assistant Professors*: Christopher Chong‡, Naomi Tanabe  
*Senior Lecturer*: Eric C. Gaze

*Lecturers*: James M. Broda II, Michael King

*Visiting Faculty*: Subhadip Chowdhury, Behrang Forghani, Patricia Garmirian

Faculty/Staff Website (<https://www.bowdoin.edu/math/faculty-and-staff>)

## Requirements Mathematics Major

A major consists of at least nine courses numbered 1800 or higher.

Code	Title	Credits
<b>Required Courses</b>		
MATH 2000	Linear Algebra	1
MATH 2020	Introduction to Mathematical Reasoning	1
at least one advanced course (3000–3969)		1
Select at least six additional courses numbered 1800 or higher.		6

The requirement of an advanced course (3000–3969) is meant to ensure that all majors have sufficient experience in at least one specific area of mathematics as listed below:

Code	Title	Credits
<b>Algebra</b>		
MATH 2301	Intermediate Linear Algebra	
MATH 2502	Number Theory and Cryptography	
MATH 2602	Group Theory	
MATH 2702	Rings and Fields	
MATH 3602	Advanced Topics in Group Theory	
MATH 3702	Advanced Topics in Rings and Number Theory	
<b>Analysis</b>		
MATH 2303	Functions of a Complex Variable	
MATH 2501	Vector Calculus	
MATH 2603	Introduction to Analysis	
MATH 3303	Advanced Complex Analysis	

MATH 3603	Advanced Analysis
<b>Modeling and Dynamics</b>	
MATH 1808	Biomathematics
MATH 2208	Ordinary Differential Equations
MATH 3108	Advanced Topics in Modeling
MATH 3208	Advanced Topics in Dynamical Systems
<b>Optimization and Numerical Methods</b>	
MATH 2109	Optimization
MATH 2209	Numerical Methods
MATH 3109	Optimal Control
MATH 3209	Partial Differential Equations
<b>Probability and Statistics</b>	
MATH 2206	Probability
MATH 2606	Statistics
MATH 3606	Advanced Topics in Probability and Statistics
<b>Geometry and Topology</b>	
MATH 2404	Geometry
MATH 3204	Topology
MATH 3404	Projective and Non-Euclidean Geometries

Students who have already mastered the material in Mathematics 2000 and 2020 may substitute a more advanced course after receiving approval from the department chair. Students must submit a planned program of courses to the department when they declare a major.

## Mathematics Minor

A minor in mathematics consists of a minimum of five courses numbered 1800 or higher.

## Additional Information

### Additional Information and Department Policies

- Each of the courses required for the major or minor must be taken for a regular letter grade, not Credit/D/Fail, with a minimum earned grade of C-.
- At most, two of the nine courses required for the major, or one of the five courses required for the minor, can be transfer credits from other institutions.
- Independent studies and honors projects can count toward major and minor requirements with prior departmental approval.
- Advanced Placement and International Baccalaureate scores, in addition to the mathematics placement questionnaire, are only used for placement.

## Recommended Courses

Listed below are some of the courses recommended to students with the indicated interests. For a full and rich mathematical experience, it is recommended that students also take courses from across the mathematical spectrum of pure mathematics, applied mathematics, and statistics.

Code	Title	Credits
<b>Pure Mathematics</b>		
MATH 2303	Functions of a Complex Variable	1
MATH 2501	Vector Calculus	

MATH 2602	Group Theory	1
MATH 2603	Introduction to Analysis	1
MATH 2702	Rings and Fields	1
Select at least two advanced courses from the following:		2
MATH 3204	Topology	
MATH 3303	Advanced Complex Analysis	
MATH 3404	Projective and Non-Euclidean Geometries	
MATH 3602	Advanced Topics in Group Theory	
MATH 3603	Advanced Analysis	
MATH 3702	Advanced Topics in Rings and Number Theory	

<b>Engineering and Applied Mathematics</b>		
MATH 1808	Biomathematics	1
MATH 2208	Ordinary Differential Equations	1
MATH 2209	Numerical Methods	1
MATH 2301	Intermediate Linear Algebra	1
MATH 2303	Functions of a Complex Variable	1

MATH 2501 Vector Calculus		
MATH 2601 Combinatorics and Graph Theory		
MATH 2603	Introduction to Analysis	1
MATH 2606	Statistics	1
MATH 3108	Advanced Topics in Modeling	1
MATH 3109	Optimal Control	1
MATH 3208	Advanced Topics in Dynamical Systems	1
MATH 3209	Partial Differential Equations	1

<b>Mathematical Economics and Econometrics</b>		
MATH 2000	Linear Algebra	1
MATH 2109	Optimization	1
MATH 2206	Probability	1
MATH 2209	Numerical Methods	1
MATH 2301	Intermediate Linear Algebra	1
MATH 2603	Introduction to Analysis	1
MATH 2606	Statistics	1
MATH 3108	Advanced Topics in Modeling	1
MATH 3109	Optimal Control	1
MATH 3208	Advanced Topics in Dynamical Systems	1
MATH 3209	Partial Differential Equations	1
MATH 3603	Advanced Analysis	1
MATH 3606	Advanced Topics in Probability and Statistics	1

<b>Statistics</b>		
MATH 2000	Linear Algebra	1
MATH 2206	Probability	1
MATH 2208	Ordinary Differential Equations	1
MATH 2209	Numerical Methods	1
MATH 2603	Introduction to Analysis	1
MATH 2606	Statistics	1
MATH 3606	Advanced Topics in Probability and Statistics	1

<b>Operations Research and Management Science</b>		
MATH 2000	Linear Algebra	1
MATH 2020	Introduction to Mathematical Reasoning	1
MATH 2109	Optimization	1
MATH 2206	Probability	1
MATH 2301	Intermediate Linear Algebra	1

MATH 2601 Combinatorics and Graph Theory		
MATH 2606	Statistics	1
MATH 3109	Optimal Control	1
MATH 3606	Advanced Topics in Probability and Statistics	1

## Courses

### **MATH 1040 (a, FYS) Educated Guessing**

James Broda.

Every Fall. Fall 2019. Enrollment limit: 16.

A writing-intensive course that explores the many ways in which randomness affects everyday life. Introduces historical and computational aspects of mathematical logic, probability, and statistics. Addresses decision-making strategies as well as sources of flawed reasoning, including cognitive biases and logical fallacies. Topics include: games of chance, weather phenomena, financial markets, legal proceedings, and medical diagnostics. Students engage in all facets of the writing process: from invention, library research, drafting, and revision to final editing.

Previous terms offered: Fall 2018.

### **MATH 1050 (a, MCSR) Quantitative Reasoning**

Eric Gaze.

Every Semester. Fall 2019. Enrollment limit: 30.

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.

Prerequisites: Placement in MATH 1050 or 1051 (S/M) or Placement in MATH 1050 (S/M).

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

### **MATH 1051 (a, MCSR) Quantitative Reasoning: Mathematics for Sustainability**

James Broda.

Every Semester. Fall 2019. Enrollment limit: 30.

Provides students with a comprehensive overview of the quantitative skills required to cope with the practical demands of daily life. Explores the connection between mathematics and real-world problems through the study of topics related to sustainability in a variety of social, economic, and ecological systems. Develops the ability to recognize, define, and solve problems within a quantitative framework and provides a foundation for further coursework in mathematics and the sciences. Topics include: rates, units, system diagrams, networks, logistic and exponential models, descriptive statistics, random processes, and elementary game theory.

Prerequisites: Placement in MATH 1050 or 1051 (S/M) or Placement in MATH 1050 (S/M).

### **MATH 1300 (a, MCSR) Biostatistics**

Behrang Forghani.

Every Semester. Fall 2019. Enrollment limit: 30.

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 Economics 2557, Psychology 2520, or Mathematics 1200 or have credit or are concurrently enrolled in Mathematics 1400.

Prerequisites: MATH 1050 or Placement in MATH 1300 (S) or Placement in MATH 1300 or 1400 (S) or Placement in MATH 1300 or 2206(S) or MATH 1051.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

### **MATH 1400 (a, MCSR) Statistics in the Sciences**

Every Spring. Enrollment limit: 30.

Formatted in consideration of the use of statistics as a means for principled argumentation in the natural and social sciences, and examines historical, computational, mathematical, and practical examples. Readings from the scientific literature are paired with techniques to interpret data in a variety of contexts. Explorations of the interconnections between statistics, mathematics, scientific practice, and computation underlie all aspects. Topics include: probability, Bayesian reasoning, random variables, standard statistical tests, such as t-tests, regression, and ANOVA, p-values, hypothesis testing, computation, data visualization, and scientific writing. Not open to students who have credit for Economics 2557, Psychology 2520, Mathematics 1200, or have credit or are concurrently enrolled in Mathematics 1300.

Prerequisites: MATH 1600 or MATH 1700 or MATH 1750 or MATH 1800 or Placement in MATH 1300 or 1400 (S) or Placement in MATH 1400 or 2206 (S).

Previous terms offered: Spring 2019, Spring 2018.

### **MATH 1600 (a, MCSR) Differential Calculus**

Mary Lou Zeeman.

Every Semester. Fall 2019. Enrollment limit: 30.

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.

Prerequisites: MATH 1050 or Placement in MATH 1600 (M) or PHYS 1093 (same as CHEM 1093) or MATH 1051.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**MATH 1700 (a, MCSR) Integral Calculus**

Michael King.

Every Semester. Fall 2019. Enrollment limit: 30.

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.

Prerequisites: MATH 1600 or Placement in MATH 1700 (M).

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**MATH 1750 (a, MCSR) Integral Calculus, Advanced Section**

Naomi Tanabe; Patricia Garmirian.

Every Semester. Fall 2019. Enrollment limit: 30.

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.

Prerequisites: Placement in MATH 1750 (M).

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**MATH 1800 (a, MCSR) Multivariate Calculus**

Adam Levy; Thomas Pietraho; Subhadip Chowdhury.

Every Semester. Fall 2019. Enrollment limit: 30.

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.

Prerequisites: MATH 1700 or MATH 1750 or Placement in MATH 1800 (M).

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**MATH 1808 (a, MCSR) Biomathematics**

Mary Lou Zeeman.

Every Fall. Fall 2019. Enrollment limit: 30.

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. 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)

Prerequisites: 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).

Previous terms offered: Fall 2017, Spring 2017, Fall 2015.

**MATH 2000 (a, MCSR) Linear Algebra**

William Barker; Behrang Forghani.

Every Semester. Fall 2019. Enrollment limit: 30.

A study of linear algebra in the context of Euclidean spaces and their subspaces, with selected examples drawn from more general vector spaces. Topics will include: vectors, linear independence and span, linear transformations, matrices and their inverses, bases, dimension and rank, determinants, eigenvalues and eigenvectors, diagonalization and change of basis, and orthogonality. Applications drawn from linear systems of equations, discrete dynamical systems, Markov chains, computer graphics, and least-squares approximation.

Prerequisites: MATH 1800 or Placement in 2000, 2020, 2206 (M).

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**MATH 2020 (a, MCSR) Introduction to Mathematical Reasoning**

Jennifer Taback.

Every Semester. Fall 2019. Enrollment limit: 20.

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.

Prerequisites: MATH 1800 or Placement in 2000, 2020, 2206 (M).

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**MATH 2109 (a, MCSR) Optimization**

Adam Levy.

Every Other Spring. Fall 2019. Enrollment limit: 30.

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.

Prerequisites: MATH 2000.

Previous terms offered: Spring 2019, Spring 2017.

**MATH 2206 (a, MCSR) Probability**

Jack O'Brien.

Every Semester. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: MATH 1800 or Placement in 2000, 2020, 2206 (M) or Placement in MATH 1400 or 2206 (S).

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**MATH 2208 (a, MCSR) Ordinary Differential Equations**

Subhadip Chowdhury.

Every Semester. Fall 2019. Enrollment limit: 30.

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.

Prerequisites: MATH 2000.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**MATH 2209 (a, MCSR) Numerical Methods**

Every Other Spring. Enrollment limit: 30.

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.

Prerequisites: MATH 2000.

Previous terms offered: Fall 2018, Spring 2016.

**MATH 2301 (a, MCSR) Intermediate Linear Algebra**

Every Other Spring. Enrollment limit: 35.

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.

Prerequisites: Two of: MATH 2000 and MATH 2020.

Previous terms offered: Spring 2018, Fall 2016.

**MATH 2303 (a, MCSR) Functions of a Complex Variable**

Naomi Tanabe.

Every Other Fall. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: MATH 1800 or Placement in 2000, 2020, 2206 (M).

Previous terms offered: Fall 2018, Spring 2016.

**MATH 2351 (a) Lie Theory**

Non-Standard Rotation. Enrollment limit: 35.

A Lie group is a smooth  $n$ -dimensional surface with a multiplication that is differentiable. Allowing for a theory of "continuous symmetry" of objects, Lie groups and their associated algebras are central tools of modern mathematics and theoretical physics. Although highly sophisticated in general, the most common Lie groups are groups of matrices under matrix multiplication. Matrix groups can be studied with only a background in multivariable calculus and linear algebra. Basic course topics include, among others, real and complex matrix Lie groups and Lie algebras, one-parameter subgroups, the exponential map, the adjoint representations, and applications in geometry and physics.

Prerequisites: Two of: MATH 2000 and MATH 2020.

Previous terms offered: Spring 2017.

**MATH 2404 (a, MCSR) Geometry**

William Barker.

Every Other Spring. Fall 2019. Enrollment limit: 30.

A survey of modern approaches to Euclidean geometry in two dimensions. Axiomatic foundations of metric geometry. Transformational geometry: isometries and similarities. Klein's Erlanger Programm. Symmetric figures. Other topics may be chosen from three-dimensional geometry, ornamental groups, area, volume, fractional dimension, and fractals.

Prerequisites: MATH 2020.

Previous terms offered: Spring 2018, Fall 2015.

**MATH 2502 (a, MCSR) Number Theory and Cryptography**

Every Other Spring. Enrollment limit: 30.

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.

Prerequisites: MATH 2020.

Previous terms offered: Spring 2019, Spring 2017.

**MATH 2602 (a, MCSR) Group Theory**

Jennifer Taback.

Every Other Fall. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: Two of: MATH 2000 and MATH 2020.

Previous terms offered: Fall 2018, Fall 2016.

**MATH 2603 (a, MCSR) Introduction to Analysis**

Thomas Pietraho.

Every Fall. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: MATH 2020.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**MATH 2606 (a, MCSR) Statistics**

Every Spring. Enrollment limit: 35.

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.

Prerequisites: MATH 2206.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**MATH 2702 (a, MCSR) Rings and Fields**

Every Other Fall. Enrollment limit: 35.

An introduction to algebraic structures based on the study of rings and fields. Structure of groups, rings, and fields, with an emphasis on examples. Fundamental topics include: homomorphisms, ideals, quotient rings, integral domains, polynomial rings, field extensions. Further topics may include unique factorization domains, rings of fractions, finite fields, vector spaces over arbitrary fields, and modules. Mathematics 2502 is helpful but not required.

Prerequisites: Two of: MATH 2000 and MATH 2020.

Previous terms offered: Fall 2017, Fall 2015.

**MATH 3108 (a) Advanced Topics in Modeling**

Patricia Garmirian.

Every Other Spring. Fall 2019. Enrollment limit: 16.

A study of mathematical modeling, with emphasis on how to identify scientific questions appropriate for modeling, how to develop a model appropriate for a given scientific question, and how to interpret model predictions. Applications drawn from the natural, physical, environmental, and sustainability sciences. Model analysis uses a combination of computer simulation and theoretical methods and focuses on predictive capacity of a model.

Prerequisites: Three of: MATH 2000 and MATH 2020 and MATH 2208.

Previous terms offered: Spring 2018.

**MATH 3109 (a) Optimal Control**

Every Other Fall. Enrollment limit: 16.

A study of infinite-dimensional optimization, including calculus of variations and optimal control. Classical, analytic techniques are covered, as well as numerical methods for solving optimal control problems. Applications in many topic areas, including economics, biology, and robotics.

Prerequisites: Three of: MATH 2000 and MATH 2020 and MATH 2208.

Previous terms offered: Spring 2019, Spring 2016, Fall 2015.

**MATH 3204 (a) Topology**

Every Other Fall. Enrollment limit: 16.

A mathematical study of shape. Examination of surfaces, knots, and manifolds with or without boundary. Topics drawn from point-set topology, algebraic topology, knot theory, and computational topology, with possible applications to differential equations, graph theory, topological data analysis, and the sciences.

Prerequisites: Three of: either MATH 2602 or MATH 2603 or MATH 2702 and MATH 2000 and MATH 2020.

Previous terms offered: Fall 2017, Spring 2016.



**MATH 3208 (a) Advanced Topics in Dynamical Systems**

Every Other Spring. Enrollment limit: 16.

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.

Prerequisites: Four of: MATH 2000 and MATH 2020 and MATH 2208 and MATH 2603.

Previous terms offered: Spring 2017.

**MATH 3209 (a) Partial Differential Equations**

Every Other Fall. Enrollment limit: 16.

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.

Prerequisites: Three of: MATH 2000 and MATH 2020 and MATH 2208.

Previous terms offered: Fall 2018, Fall 2016.

**MATH 3303 (a, MCSR) Advanced Complex Analysis**

Every Other Spring. Enrollment limit: 16.

A second course in complex analysis. Topics may include conformal mappings, harmonic functions, and analytic functions. Applications drawn from boundary value problems, elliptic functions, two-dimensional potential theory, Fourier analysis, and topics in analytic number theory.

Prerequisites: Two of: MATH 2020 and MATH 2303.

Previous terms offered: Spring 2019.

**MATH 3404 (a) Projective and Non-Euclidean Geometries**

Every Other Fall. Enrollment limit: 25.

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.

Prerequisites: Two of: MATH 2000 and MATH 2020.

Previous terms offered: Fall 2018, Fall 2016.

**MATH 3602 (a) Advanced Topics in Group Theory**

Every Other Spring. Enrollment limit: 16.

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.

Prerequisites: MATH 2602.

Previous terms offered: Spring 2019, Spring 2017.

**MATH 3603 (a) Advanced Analysis**

Every Other Spring. Enrollment limit: 16.

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.

Prerequisites: Two of: MATH 2000 and MATH 2603.

Previous terms offered: Spring 2018, Spring 2017.

**MATH 3606 (a) Advanced Topics in Probability and Statistics**

Jack O'Brien.

Every Other Fall. Fall 2019. Enrollment limit: 15.

One or more specialized topics in probability and statistics. Possible topics include regression analysis, nonparametric statistics, logistic regression, and other linear and nonlinear approaches to modeling data. Emphasis is on the mathematical derivation of the statistical procedures and on the application of the statistical theory to real-life problems.

Prerequisites: Two of: MATH 2000 and MATH 2606.

Previous terms offered: Fall 2017.

**MATH 3702 (a) Advanced Topics in Rings and Number Theory**

Every Other Spring. Enrollment limit: 25.

Advanced topics in modern algebra based on rings and fields. Possible topics include: Galois theory with applications to geometric constructions and (in)solvability of polynomial equations; algebraic number theory and number fields such as the p-adic number system; commutative algebra; algebraic geometry and solutions to systems of polynomial equations.

Prerequisites: MATH 2702.

Previous terms offered: Spring 2018, Spring 2016.

## Music

### Overview & Learning Goals

### Overview and Learning Goals

The Department of Music offers courses in the following three areas: music in social and historical context (x1xx–x3xx); music theory and composition (x4xx–x5xx); and music performance (x6xx–x8xx). Majors can choose either to pursue a broader curriculum with some balance among these areas, or to concentrate in one of them as indicated in the concentrations listed below. Through coursework, independent studies, musicianship labs, ensemble participation, and private musical

instruction, students acquire skills and knowledge. The learning goals for each of the department's concentrations are listed below.

## General Concentration

The general concentration allows a music major to fully engage with multiple aspects of the department. Majors with a general concentration are also required to complete a senior project, which may be performance based, composition based, or critical prose.

General music minors will study theory and composition, social and historical context, as well as participate in either a department ensemble or individual performance studies.

### Learning Goals

- Understand the role of music and sound as a social practice. (MUS 1101 Sound, Self, and Society: Music and Everyday Life, MUS 2101 Asking Questions about Music-Making: Musicological Methods)
- Read and write basic western music notation; understand diatonic functional harmony. (MUS 1051 Fundamentals of Music, MUS 1401 Introduction to Music Theory)
- Perform in an ensemble. (MUS 27xx)
- Acquire intermediate-level proficiency in individual instrumental or vocal performance. (MUS 28xx)
- Effectively communicate and present on a specific musical topic; organize and research a larger scale project. (MUS 4040 Senior Project in Music)

## Social and Historical Context Concentration

Students interested in musicology or music history will critically engage in global perspectives of historical and contemporary music history through seminars and writing. Students may incorporate studies in other departments into this concentration with department approval. Majors are also required to complete a senior project in the form of critical prose.

### Learning Goals

- Become familiar with a range of musicological methodologies. (MUS 2101 Asking Questions about Music-Making: Musicological Methods)
- Understand, read scholarly work on, and articulate persuasive arguments about social, political, and economic aspects of music. (MUS 22xx–23xx, 32xx–33xx)
- Effectively organize, research, and present on a specific musicological topic. (MUS 4040 Senior Project in Music)

## Theory and Composition Concentration

Students are encouraged to study theory and composition through both a western and non-western lens with coursework offered in areas such as: tonal analysis, non-western harmony, jazz theory, orchestration, audio recording, and improvisation. Majors are also required to complete a senior composition project.

### Learning Goals

- Understand concepts in large-scale musical form. (MUS 2401 Tonal Analysis)
- Understand instrumental and vocal arrangement, chromatic harmony, basic keyboard harmony, sight-singing, and dictation. (MUS 2403 Songwriting and Song Analysis)

- Acquire technical facility in instrumental and/or electro-acoustic composition. (MUS 2501 Introduction to Composition, MUS 2551 Introduction to Electronic Music, MUS 3401 Counterpoint, MUS 3551 Computer Music Composition and Sound Synthesis)
- Compose and present on a large-scale original work. (MUS 4040 Senior Project in Music)

## Performance Concentration

Performance students focus their studies on an intensive exploration of the different aspects of music performance. They are required to engage in Bowdoin music ensembles, individual performance studies, as well as theory-based and historical discourse seminars. Majors are also required to complete a senior project in this field.

Performance music minors will study theory and composition, social and historical context, participate in a department ensemble, and take both intermediate and advanced individual performance studies.

### Learning Goals

- Understand concepts in large-scale musical form. (MUS 2401 Tonal Analysis)
- Understand instrumental and vocal arrangement, chromatic harmony, basic keyboard harmony, sight-singing, and dictation. (MUS 2403 Songwriting and Song Analysis)
- Acquire interpretive and improvisational skills. (MUS 26xx)
- Acquire advanced-level proficiency in instrumental or vocal performance. (MUS 38xx)
- Prepare, perform, and present on an advanced-level recital. (MUS 4040 Senior Project in Music)

Department/Program Website (<https://www.bowdoin.edu/music>)

## Faculty

Tracy McMullen, *Department Chair*

Clare C. MacKenzie, *Department Coordinator*

*Professors:* Robert K. Greenlee, Vineet Shende‡

*Associate Professor:* Tracy McMullen

*Assistant Professor:* Ileri Chavez Barcenas, Marcelline Saibou

*Senior Lecturer:* Frank Mauceri

*Lecturers:* Titus Abbott, Anthony F. Antolini, Jeffrey Christmas, Eric LaPerna, Amos Libby, John Morneau, Christopher Watkinson

*Artist in Residence:* George Lopez

## Requirements Music Major

The music major consists of eleven credits that include courses from three areas: social and historical context (x1xx–x3xx), theory and composition (x4xx–x5xx), and performance (x6xx–x8xx). Majors can choose either to pursue a broader curriculum with some balance among these areas or to concentrate in one of them, as indicated in the concentrations listed below. All majors are required to take an independent study in their final semester that includes a seminar component. Honors work normally adds one extra course credit, and its second semester counts for the senior independent study.

### General Concentration

The music major with a general concentration consists of eleven credits, distributed in the following way:

Code	Title	Credits
<b>Required Courses</b>		
<i>Social and Historical Context</i>		
MUS 1101	Sound, Self, and Society: Music and Everyday Life	1
or MUS 2101	Asking Questions about Music-Making: Musicological Methods	
two elective courses (x1xx–x3xx) <sup>a</sup>		2
<i>Theory and Composition</i>		
MUS 1401	Introduction to Music Theory	1
Select two elective courses (x4xx–x5xx). <sup>a</sup>		2
<i>Performance</i>		
Select at least two credits:		2
two consecutive semesters in a single ensemble (27xx) <sup>b</sup>		
two consecutive semesters in intermediate individual performance studies (28xx) <sup>b</sup>		
Select two additional electives from any area between x1xx–x6xx. <sup>a</sup>		2
MUS 4040	Senior Project in Music	1

a At least four elective courses must be at the 2000 level or above; at least one of these must be at the 3000 level.

b Ensembles and lessons count for one-half credit per semester.

### Music in Social and Historical Context Concentration

The music major with a concentration in social and historical context consists of eleven credits, distributed in the following way:

Code	Title	Credits
<b>Required Courses</b>		
<i>Social and Historical Context</i>		
MUS 1101	Sound, Self, and Society: Music and Everyday Life	1
MUS 2101	Asking Questions about Music-Making: Musicological Methods	1
Select five elective courses (x1xx–x3xx). <sup>c</sup>		5
<i>Theory and Composition</i>		
MUS 1051	Fundamentals of Music	1
or MUS 1401	Introduction to Music Theory	
Select one elective course (x4xx–x5xx).		1
<i>Performance</i>		
Select one of the following:		1
two consecutive semesters in a single ensemble (27xx) <sup>d</sup>		
two consecutive semesters in intermediate individual performance studies (28xx) <sup>d</sup>		
MUS 4040	Senior Project in Music	1

c Three of these electives must be at the 2000 level or above, and at least one must be at the 3000 level. With departmental approval, two of these electives may be in a related field outside the music department.

d Ensembles and lessons count for one-half credit per semester.

### Theory and Composition Concentration

The music major with a concentration in theory and composition consists of eleven credits, distributed in the following way:

Code	Title	Credits
<b>Required Courses</b>		
<i>Social and Historical Context</i>		
MUS 1101	Sound, Self, and Society: Music and Everyday Life	1
or MUS 2101	Asking Questions about Music-Making: Musicological Methods	
Select one elective at the 2000 level or above (x1xx–x3xx).		1
<i>Theory and Composition</i>		
MUS 1401	Introduction to Music Theory	1
MUS 2403	Songwriting and Song Analysis	1
MUS 2501	Introduction to Composition	1
MUS 1451	Introduction to Audio Recording Techniques	1
or MUS 2551	Introduction to Electronic Music	
MUS 2401	Tonal Analysis	1
or MUS 2602	Improvisation	
Select one advanced elective course (34xx–35xx).		1
<i>Performance</i>		
Select two consecutive semesters in a single ensemble (27xx). <sup>e</sup>		1
Select two consecutive semesters in intermediate individual performance studies (28xx). <sup>e</sup>		1
MUS 4040	Senior Project in Music	1

e Ensembles and lessons count for one-half credit per semester.

### Performance Concentration

The music major with a concentration in performance consists of eleven credits, distributed in the following way:

Code	Title	Credits
<b>Required Courses</b>		
<i>Social and Historical Context</i>		
Select one elective course relevant to student's area of performance.		1
<i>Theory and Composition</i>		
MUS 1401	Introduction to Music Theory	1
MUS 2401	Tonal Analysis	1
or MUS 2403	Songwriting and Song Analysis	
<i>Performance</i>		
Select one of the following:		1
MUS 2601	The Performance of Classical Music	
MUS 2603	Art of Singing	
MUS 2604	The Performance of Music	
MUS 2602	Improvisation	1
Select two consecutive semesters in a non-notation-centered ensemble (2701–2712).		1
Select two consecutive semesters in a notation-centered ensemble (2721–2752).		1
Select two consecutive semesters in intermediate individual performance studies (28xx).		1
MUS 3805	Advanced Performance Studies	1
Select one additional intermediate or higher elective from any area between 21xx–26xx or 31xx–36xx.		1
MUS 4040	Senior Project in Music	1

## Music Minor

The music minor consists of five credits that include both classroom-based and performance-based courses. Minors can choose either to pursue a broader curriculum or to minor in performance, as indicated below.

### General Music Minor

Code	Title	Credits
<b>Required Courses</b>		
Select one course x1xx–x3xx <sup>f</sup>		1
MUS 1051	Fundamentals of Music (or one course x4xx–x5xx) <sup>f</sup>	1
Select two other classroom electives (x1xx–x6xx). <sup>f</sup>		2
Select either two consecutive semesters in a single ensemble (27xx), or two consecutive semesters in intermediate individual performance studies (28xx). <sup>g</sup>		1

<sup>f</sup> At least two of these four elective courses must be at the 2000 level or above.

<sup>g</sup> Ensembles and lessons count for one-half credit per semester.

### Music Performance Minor

Code	Title	Credits
<b>Required Courses</b>		
MUS 1401	Introduction to Music Theory	1
or MUS 2403	Songwriting and Song Analysis	1
Select one other classroom elective (x1xx–x6xx).		1
Select two consecutive semesters in a single ensemble (27xx).		1
Select two consecutive semesters in intermediate individual performance studies (28xx).		1
MUS 3805 Advanced Performance Studies		

## Additional Information

### Additional Information and Department Policies

- With departmental approval, students may count up to two courses taken at another college or university toward the major, and one such course toward the minor.
- Advanced Placement/International Baccalaureate (AP/IB): Students who received a minimum score of four on the Music Theory AP exam or an IB Music Theory score of six or higher should take the music theory placement exam. Placement in MUS 2403 Songwriting and Song Analysis results in one credit that is the equivalent of MUS 1401 Introduction to Music Theory. If a student earns a grade of C- or higher in Music 2403, this credit can count toward the major. Placement into MUS 1401 Introduction to Music Theory or MUS 1051 Fundamentals of Music results in no credit. In order to receive credit for advanced placement work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.
- First-year seminars do not count toward the major or minor.
- Only one academic course in which the grade of CR (Credit) is received may count toward the major or minor, and only grades of C- or higher count toward the major or minor.

## Music Ensembles

The following provisions govern ensembles:

1. Ensembles (27xx) may be repeated for credit. The first semester of participation in an ensemble is designated with an odd number; the consecutive second and all subsequent semesters are designated with the even number immediately following.
2. Two semesters of participation in an ensemble for credit fulfills the Visual and Performing Arts (VPA) distribution requirement.
3. All ensembles count for one-half credit per semester and are graded on a Credit/D/Fail basis. Up to six credits of ensemble and individual performance courses together may be taken for graduation credit.
4. Students may participate on a non-credit basis in some large ensembles, chamber ensembles, and jazz ensembles upon instructor or departmental approval only. Members of ensembles must attend rehearsals regularly and participate in all dress rehearsals and performances. For auditioned ensembles, returning students need not normally audition again.
5. Ensembles meet regularly for a minimum of three hours weekly, and in the case of chamber ensembles and jazz combos, this is inclusive of time without the ensemble coach.
6. *Auditioned Ensembles*
  - MUS 2711–2712, Jazz Combos
  - MUS 2721–2722, Chamber Ensembles
  - MUS 2731–2732, Orchestra
  - MUS 2741–2742, Chamber Choir
  - MUS 2745–2746, Chorus
7. *Non-auditioned Ensembles*
  - MUS 2701–2702, West African Music Ensemble
  - MUS 2705–2706, Middle Eastern Ensemble
  - MUS 2751–2752, Concert Band

*Note:* Please see the Class Finder (<https://www.bowdoin.edu/registrar/polaris-guides/class-finder.html>) for additional provisions and information on music ensembles.

## Individual Performance Studies

The following provisions govern applied music lessons for credit:

1. Any student may take introductory-level performance studies (18xx) for credit. Intermediate-level performance studies (28xx) may be taken by students who have completed two semesters of study at the introductory level or have three-plus years of experience on the instrument and have basic technical facility. The second semester of intermediate-level individual performance courses may be repeated for credit. Only intermediate-level or higher performance studies courses count toward the major or minor.
2. Students and instructors meet weekly for hour-long lessons; exact meeting times are determined based on the students' and instructors' schedules. Some instruction at the introductory level, e.g., guitar and piano, may take place in a small-group format.
3. The deadline to add lessons is one week after the start of classes, and the deadline to drop lessons is two weeks from the start of classes.
4. With the exception of Advanced Individual Performance Studies (38xx), all individual performance courses count for one-half credit per semester and are graded on a Credit/D/Fail basis. Advanced Individual Performance Studies (38xx) count for a full credit and are graded with a letter grade.

5. Beginning with the second semester of intermediate-level lessons (28xx), students must attend and perform in an end-of-semester department recital.
6. Up to six credits of ensemble and individual performance courses together may be taken for graduation credit. (*Note:* Advanced Individual Performance Studies (38xx) count for academic credit and are thus not included in this limitation.)
7. Students taking lessons for credit pay a fee of \$700 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid to cover the cost of lessons for credit; students interested in applying should contact the music department coordinator by the second day of classes.

*Note:* Please see the Class Finder (<https://www.bowdoin.edu/registrar/polaris-guides/class-finder.html>) for additional provisions and information on individual performance courses.

## Instructors for 2019–2020

Bass: Duane Edwards Bassoon: David Joseph Cello: Christina Chute  
 Clarinet: Titus Abbott Classical Guitar: John Johnstone Classical Piano:  
 Naydene Bowder, George Lopez, Joyce Moulton Classical Voice: Christina  
 Astrachan, Jeff Christmas, Elizabeth Printy Drums: R.J. Miller Flute:  
 Krysia Tripp French Horn: John Boden Harp: Suki Flanagan Jazz Guitar:  
 Gary Witner Jazz Bass: Duane Edwards Jazz Piano: Matthew Fogg  
 Oboe: Kathleen Mc Nerney Pop/Jazz Voice: Jeff Christmas, Stephanie  
 Fogg Saxophone: Titus Abbott Trombone: Anita Jerosch Trumpet: Allen  
 Graffam Viola: Kirsten Monke Violin: Dean Stein, Yasmin Vitalius

## Courses

### MUS 1051 (c, VPA) Fundamentals of Music

Titus Abbott.

Every Semester. Fall 2019. Enrollment limit: 50.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

### MUS 1101 (c) Sound, Self, and Society: Music and Everyday Life

Every Year. Enrollment limit: 50.

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; taste and identity; race, class, gender, and sexuality codes; urban tribes and subcultures; economics and politics; power; authenticity; and technology. Emphasis will be on contemporary North American socio-musical contexts; however, cross-cultural and historical perspectives will also be introduced. Case studies may include gym, study, road trip, and party playlists; music in political campaigns; Muzak; advertising jingles; film music, and a variety of musical genres such as goth, funk, and hip hop.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

### MUS 1211 (c, IP) Introduction to Music in Africa

Every Other Year. Enrollment limit: 50.

Introduces students to the rich and diverse musical traditions of sub-Saharan Africa. Covers traditional and modern musical practices from various regions, and explores their roles in social, cultural, and political contexts from historical and contemporary perspectives. Students learn to identify basic regional musical properties and characteristic musical styles. Case studies may include West African dance-drumming, Ghanaian highlife, musical oral historians, “African Ballets,” South African a cappella, the protest music of Nigerian Fela Kuti and Zimbabwean Thomas Mapfumo, as well as contemporary hip-hop and religious pop music. Based on lectures, readings, performances by visiting artists, discussions, and audio and video sources. No prior musical knowledge necessary. (Same as: AFRS 1211)

Previous terms offered: Fall 2018.

### MUS 1261 (c, VPA) Introduction to Film Music

Every Other Year. Enrollment limit: 50.

Film music does an incredible number of things – it establishes mood, creates and enhances emotions, clarifies character arcs, and foreshadows plot points, just to name a few. Students gain an understanding of the aesthetics, musical techniques, and tropes found in films of the last 100 years – from silent film scores to “Golden Age” classical scores, jazz scores, theme scores, and modern-day pop music scores. Composers studied include Korngold, Steiner, Hermann, Raskin, Williams, and Shore, among others. Attendance at weekly evening screenings is required. (Same as: CINE 1161)

Previous terms offered: Spring 2019, Spring 2016.

### MUS 1271 (c, IP, VPA) Experiencing Latin American Music

Ileri Chavez-Barcenas.

Every Other Fall. Fall 2019. Enrollment limit: 50.

An opportunity to experience Latin American history, heritage, and culture through its music. Students will explore general issues of race, identity, religion, and politics from a broad chronological span—from the sixteenth to the twenty-first century—and will relate these to Latin American music. The course will cover a wide variety of music genres and contexts (e.g., opera, film music, bachata, son jarocho, sacred polyphony, salsa, chamber music, and more) and will introduce general elements of music, such as pitch, melody, rhythm, texture, musical time, and form. (Same as: LAS 1271)

### MUS 1281 (c, VPA) History of Jazz I

Tracy McMullen.

Every Other Fall. Fall 2019. Enrollment limit: 50.

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)

Previous terms offered: Fall 2017.

**MUS 1291 (c, VPA) Rock, Pop, and Soul Music**

Non-Standard Rotation. Enrollment limit: 50.

Explores how a marginalized and racially segregated genre (the so called "Race Music" of the 1920s) developed into the world's most dominant popular music tradition. The history of rock, pop, and soul music and its descendants (including r&b, folk-rock, art-rock, punk, metal, and funk) will be considered through six often inter-related filters: race relations, commerce and the recording industry, politics, authenticity and image, technology, and, of course, the music itself. (Same as: AFRS 1591)

Previous terms offered: Fall 2017.

**MUS 1292 (c, ESD, VPA) Issues in Hip-Hop I**

Non-Standard Rotation. Enrollment limit: 50.

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)

Previous terms offered: Fall 2018.

**MUS 1301 (c, VPA) Introduction to Classical Music**

Every Other Year. Enrollment limit: 50.

Introduction to some major works and central issues in the canon of Western music, from the middle ages up to the present day. Includes some concert attendance and in-class demonstrations.

Previous terms offered: Spring 2018, Fall 2015.

**MUS 1401 (c, VPA) Introduction to Music Theory**

Frank Mauceri; Jeffrey Christmas.

Every Year. Fall 2019. Enrollment limit: 30.

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.

Prerequisites: MUS 1051 or Placement in MUS 1401.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**MUS 1451 (c, VPA) Introduction to Audio Recording Techniques**

Every Spring. Enrollment limit: 18.

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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**MUS 1501 (c, VPA) A cappella**

Non-Standard Rotation. Enrollment limit: 50.

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.

Prerequisites: MUS 1051 or MUS 1401 or MUS 2771 or MUS 2773 or Placement in MUS 1401 or Placement in MUS 2403.

Previous terms offered: Fall 2017, Spring 2016.

**MUS 2101 (c, VPA) Asking Questions about Music-Making: Musicological Methods**

Every Spring. Enrollment limit: 35.

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.

Prerequisites: MUS 1000 or higher.

Previous terms offered: Spring 2019.

**MUS 2261 (c, ESD, VPA) Holy Songs in a Strange Land**

Every Other Spring. Enrollment limit: 35.

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)

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**MUS 2281 (c) History of Jazz II**

Every Other Spring. Enrollment limit: 35.

Provides a socio-cultural, historical, and analytical introduction to jazz music from around 1950 to the present. Students learn to understand the history of jazz in terms of changes in musical techniques and social values and to recognize music as a site of celebration and struggle over relationships and ideals. Students increase their ability to hear differences among performances and styles. They gain greater knowledge of US history as it affects and is affected by musical activities and learn to appreciate the stakes and motives behind the controversies and debates that have often surrounded various styles of African American music. (Same as: AFRS 2281)

Prerequisites: MUS 1281 (same as AFRS 1581) or AFRS 1581.

Previous terms offered: Spring 2018.

**MUS 2291 (c, ESD, VPA) Black Women, Politics, Music, and the Divine**

Every Fall. Enrollment limit: 16.

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)

Previous terms offered: Fall 2018, Fall 2016, Fall 2015.

**MUS 2292 (c, ESD, VPA) Protest Music**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2018, Fall 2016.

**MUS 2293 (c, VPA) Rebel Yell: Punk Music Inside and Outside the Mainstream**

Every Other Year. Enrollment limit: 35.

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.

Previous terms offered: Spring 2019.

**MUS 2294 (c) Issues in Hip-Hop II**

Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: MUS 1292 (same as AFRS 1592 and GWS 1592).

Previous terms offered: Spring 2019, Fall 2015.

**MUS 2301 (c, VPA) The Western Canon**

Every Other Spring. Enrollment limit: 35.

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.

Prerequisites: MUS 1000 or higher.

Previous terms offered: Fall 2016.

**MUS 2302 (c, ESD, VPA) From Claudio Monteverdi to Lin-Manuel Miranda: Issues at the Intersection of Music and Theater**

Ileri Chavez-Barcenas.

Every Other Year. Fall 2019. Enrollment limit: 35.

Students will explore a wide variety of stage music genres, from the invention of opera in seventeenth-century northern Italy to the most recent Broadway productions (i.e., Monteverdi, Lully, Hidalgo, Mozart, Wagner, minstrelsy and vaudeville, Gershwin, Bernstein, Sondheim, Schwartz, Reich, Adams, Lin-Manuel Miranda). Students will become familiar with historical conventions, terminology, genres, styles, and processes of expression, including adaptations, staging, and production design. We will also discuss issues of gender, representation, violence, identity, politics, economics, aesthetics, and marketing. (Same as: THTR 2302)

Prerequisites: MUS 1100 - 1699 or MUS 2100 - 2699 or MUS 3100 - 3699.

**MUS 2401 (c, VPA) Tonal Analysis**

Every Other Spring. Enrollment limit: 25.

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.

Prerequisites: MUS 1401 or MUS 2401 or MUS 2402 or MUS 2403.

Previous terms offered: Spring 2018, Spring 2016.

**MUS 2403 (c, VPA) Songwriting and Song Analysis**

Jeffrey Christmas.

Every Fall. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: MUS 1401 or Placement in MUS 2403.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**MUS 2501 (c, VPA) Introduction to Composition**

Every Other Spring. Enrollment limit: 35.

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.

Prerequisites: MUS 1401 or MUS 2401 or MUS 2402 or MUS 2403.

Previous terms offered: Spring 2018, Spring 2017, Spring 2016.

**MUS 2551 (c, VPA) Introduction to Electronic Music**

Every Other Fall. Enrollment limit: 15.

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.

Prerequisites: MUS 1401 or MUS 2402 or MUS 2403.

Previous terms offered: Fall 2018, Fall 2016, Fall 2015.

**MUS 2561 (c, MCSR, VPA) Interactive Media: Designing Applications for the Arts**

Non-Standard Rotation. Enrollment limit: 18.

A hands-on introduction to the creation of interactive art and digital media. Students construct programs to analyze data from physical sensors to characterize motion, proximity, and sound. Through experimental and project based studio work, students design and implement interactive applications for theater, dance, sculpture, installations, and video. Collaborative work focuses on problem solving at the intersections of creative arts and technology. Readings in media theory support the critical examination of contemporary interactive art. Note: This course does not serve as a prerequisite to 3000-level visual arts courses. (Same as: VART 1099)

Previous terms offered: Spring 2019, Spring 2016.

**MUS 2601 (c, VPA) The Performance of Classical Music**

Discontinued Course. Enrollment limit: 35.

Performing classical music is different from performing many other sorts of music partly because it requires detailed attention to the musical score, and partly because it inevitably raises questions of history. Considers how score-analysis contributes to performance and investigates a wider variety of historical performance practices and attitudes. Projects include student performances with commentary and comparisons of recorded performances. Includes concert attendance and visits by professional performers.

Prerequisites: MUS 1051 or MUS 1301 or MUS 1401 or MUS 2777 or MUS 2805.

Previous terms offered: Spring 2016.

**MUS 2602 (c) Improvisation**

Every Other Year. Enrollment limit: 15.

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.

Prerequisites: MUS 2402 or MUS 2403.

Previous terms offered: Fall 2017, Spring 2016.



**MUS 2603 (c, VPA) Art of Singing**

Every Other Year. Enrollment limit: 35.

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.

Prerequisites: MUS 1051 or MUS 1401 or MUS 2603 or MUS 2711 or MUS 2721 or MUS 2741 or MUS 2771 or MUS 2777 or MUS 2779 or MUS 2783 or MUS 2805 - 2809 or MUS 2811 - 2852 or Placement in MUS 1401 or Placement in MUS 2403.

Previous terms offered: Fall 2018, Fall 2016.

**MUS 2604 (c, VPA) The Performance of Music**

Non-Standard Rotation. Enrollment limit: 35.

Explores how classical, folk, popular, and non-Western performance styles are transmitted by ear, notation, or instruction, and how performers contribute to traditions always in flux. Projects include student rehearsal and performance, listening to recordings and live performers, and study of scores and music history.

Prerequisites: MUS 1051 or MUS 1401 or MUS 2603 or MUS 2711 or MUS 2721 or MUS 2741 or MUS 2771 or MUS 2777 or MUS 2779 or MUS 2783 or MUS 2805 - 2809 or MUS 2811 - 2852 or Placement in MUS 1401 or Placement in MUS 2403.

Previous terms offered: Spring 2018.

**MUS 2701 (c, VPA) West African Music Ensemble - Initial Semester**

Jordan Benissan.

Every Semester. Fall 2019. Enrollment limit: 25. .5 Credit Credit/D/F Only.

Performs the musical traditions of a variety of West African cultures. Students learn and perform multiple instruments, including drums, rattles, and bells, as well as various forms of West African singing and dance. Culminates in a concert every semester. Rehearsals are Wednesday evenings, 6:30-9:30.

Previous terms offered: Fall 2018, Spring 2018.

**MUS 2702 (c, VPA) West African Music Ensemble**

Jordan Benissan.

Every Semester. Fall 2019. Enrollment limit: 25. .5 Credit Credit/D/F Only.

Performs the musical traditions of a variety of West African cultures. Students learn and perform multiple instruments, including drums, rattles, and bells, as well as various forms of West African singing and dance. Culminates in a concert every semester. Rehearsals are Wednesday evenings, 6:30-9:30.

Prerequisites: MUS 2701.

Previous terms offered: Fall 2018, Spring 2018.

**MUS 2705 (c, VPA) Middle Eastern Ensemble - Initial Semester**

Eric LaPerna; Amos Libby.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2706 (c, VPA) Middle Eastern Ensemble**

Eric LaPerna; Amos Libby.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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.

Prerequisites: MUS 2769 or MUS 2705.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2711 (c, VPA) Jazz Combos - Initial Semester**

Tracy McMullen; Frank Mauceri.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2712 (c, VPA) Jazz Combos**

Tracy McMullen; Frank Mauceri.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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.

Prerequisites: MUS 2711 or MUS 2783.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2721 (c, VPA) Chamber Ensembles - Initial Semester**

George Lopez; Dean Stein; Kirsten Monke.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2722 (c, VPA) Chamber Ensembles**

George Lopez; Dean Stein; Kirsten Monke.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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.

Prerequisites: MUS 2779 or MUS 2721.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2731 (c, VPA) Orchestra - Initial Semester**

George Lopez.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2732 (c, VPA) Orchestra**

George Lopez.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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.

Prerequisites: MUS 2777 or MUS 2731.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2741 (c, VPA) Chamber Choir - Initial Semester**

Robert Greenlee.

Every Semester. Fall 2019. Enrollment limit: 50. .5 Credit Credit/D/F Only.

An auditioned group of about thirty student singers. The choir performs at least three times a semester, and sometimes at festivals and society meetings in the US. Recent tours abroad, which occur about every three years during spring break, have taken the ensemble to Portugal, Germany, Ireland, England, Chile, Hungary, and Slovakia. Repertoires have included Gaelic folksongs sung in Ireland, a Jimi Hendrix festival, over a dozen works by Eric Whitacre, the music of Bartok sung in his native Hungary, songs of Violetta Parra sung in her native Chile, premieres of new American music for the Society of Composers, Messiah with the Portland Symphony, and the moresche of Lassus at an ACDA convention in Boston. Rehearsals are Monday and Thursdays 4:30-5:40, plus a sectional on either Tuesday or Wednesday.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2742 (c, VPA) Chamber Choir**

Robert Greenlee.

Every Semester. Fall 2019. Enrollment limit: 50. .5 Credit Credit/D/F Only.

An auditioned group of about thirty student singers. The choir performs at least three times a semester, and sometimes at festivals and society meetings in the US. Recent tours abroad, which occur about every three years during spring break, have taken the ensemble to Portugal, Germany, Ireland, England, Chile, Hungary, and Slovakia. Repertoires have included Gaelic folksongs sung in Ireland, a Jimi Hendrix festival, over a dozen works by Eric Whitacre, the music of Bartok sung in his native Hungary, songs of Violetta Parra sung in her native Chile, premieres of new American music for the Society of Composers, Messiah with the Portland Symphony, and the moresche of Lassus at an ACDA convention in Boston. Rehearsals are Monday and Thursdays 4:30-5:40, plus a sectional on either Tuesday or Wednesday.

Prerequisites: MUS 2771 or MUS 2741.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2745 (c, VPA) Chorus - Initial Semester**

Anthony Antolini.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2746 (c, VPA) Chorus**

Anthony Antolini.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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.

Prerequisites: MUS 2773 or MUS 2745.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2751 (c, VPA) Concert Band - Initial Semester**

John Morneau; The Department.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2752 (c, VPA) Concert Band**

John Morneau; The Department.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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.

Prerequisites: MUS 2775 or MUS 2751.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**MUS 2811 (c) Intermediate Individual Performance Studies - 1st Semester Flute**

Kryisia Tripp.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Fall 2017.

**MUS 2812 (c) Intermediate Individual Performance Studies - Flute**

Kryisia Tripp.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**MUS 2813 (c) Intermediate Individual Performance Studies - 1st Semester Oboe**

The Department.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018.

**MUS 2814 (c) Intermediate Individual Performance Studies - Oboe**

The Department.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018.

**MUS 2815 (c) Intermediate Individual Performance Studies - 1st Semester Clarinet**

Titus Abbott.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**MUS 2816 (c) Intermediate Individual Performance Studies - Clarinet**

Titus Abbott.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018.

**MUS 2817 (c) Intermediate Individual Performance Studies - 1st Semester Bassoon**

David Joseph.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018.

**MUS 2818 (c) Intermediate Individual Performance Studies - Bassoon**

David Joseph.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019.

**MUS 2819 (c) Intermediate Individual Performance Studies - 1st Semester Saxophone (Classical)**

Titus Abbott.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Fall 2018.

**MUS 2820 (c) Intermediate Individual Performance Studies - Saxophone (Classical)**

Titus Abbott.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Fall 2018.

**MUS 2821 (c) Intermediate Individual Performance Studies - 1st Semester Horn**

John Boden.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Fall 2017.

**MUS 2822 (c) Intermediate Individual Performance Studies - Horn**

John Boden.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**MUS 2823 (c) Intermediate Individual Performance Studies - 1st Semester Trumpet**

The Department.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2824 (c) Intermediate Individual Performance Studies - Trumpet**

The Department.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**MUS 2825 (c) Intermediate Individual Performance Studies - 1st Semester Trombone**

Anita-Ann Jerosch.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018.

**MUS 2826 (c) Intermediate Individual Performance Studies - Trombone**

Anita-Ann Jerosch.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**MUS 2833 (c) Intermediate Individual Performance Studies - 1st Semester Harp**

The Department.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018.

**MUS 2834 (c) Intermediate Individual Performance Studies - Harp**

The Department.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019.

**MUS 2835 (c) Intermediate Individual Performance Studies - 1st Semester Classical Guitar**

John Johnstone.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**MUS 2836 Intermediate Individual Performance Studies - Classical Guitar**

John Johnstone.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2837 (c) Intermediate Individual Performance Studies - 1st Semester Piano**

George Lopez; Naydene Bowder; Joyce Moulton.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2838 (c) Intermediate Individual Performance Studies - Piano**

George Lopez; Naydene Bowder; Joyce Moulton.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.



**MUS 2841 (c) Intermediate Individual Performance Studies - 1st Semester Violin**

Yasmin Vitalius; Dean Stein.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**MUS 2842 (c) Intermediate Individual Performance Studies - Violin**

Yasmin Vitalius; Dean Stein.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2843 (c) Intermediate Individual Performance Studies - 1st Semester Viola**

Kirsten Monke.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Fall 2017.

**MUS 2844 (c) Intermediate Individual Performance Studies - Viola**

Kirsten Monke.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2845 (c) Intermediate Individual Performance Studies - 1st Semester Cello**

Christina Chute.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019.

**MUS 2846 (c) Intermediate Individual Performance Studies - Cello**

Christina Chute.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019.

**MUS 2847 (c) Intermediate Individual Performance Studies - 1st Semester Contrabass**

Duane Edwards.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018.

**MUS 2848 (c) Intermediate Individual Performance Studies - Contrabass**

Duane Edwards.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019.

**MUS 2851 (c) Intermediate Individual Performance Studies - 1st Semester Voice (Classical)**

Christina Astrachan; Elizabeth Printy; Jeffrey Christmas.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2852 (c) Intermediate Individual Performance Studies - Voice (Classical)**

Christina Astrachan; Elizabeth Printy; Jeffrey Christmas.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2855 (c) Intermediate Individual Performance Studies - 1st Semester Pop/Jazz Voice**

Stephanie Fogg; Jeffrey Christmas.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**MUS 2856 (c) Intermediate Individual Performance Studies - Pop/Jazz Voice**

Stephanie Fogg; Jeffrey Christmas.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2863 (c) Intermediate Individual Performance Studies - 1st Semester Pop/Jazz Saxophone**

Titus Abbott.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018.

**MUS 2864 (c) Intermediate Individual Performance Studies - Pop/Jazz Saxophone**

Titus Abbott.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018.

**MUS 2871 (c) Intermediate Individual Performance Studies - 1st Semester Pop/Jazz Guitar**

Gary Wittner.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2872 (c) Intermediate Individual Performance Studies - Pop/Jazz Guitar**

Gary Wittner.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2873 (c) Intermediate Individual Performance Studies - 1st Semester Pop/Jazz Piano**

Matthew Fogg.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2874 (c) Intermediate Individual Performance Studies - Pop/Jazz Piano**

Matthew Fogg.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2875 (c) Intermediate Individual Performance Studies - 1st Semester Pop/Jazz Bass**

Duane Edwards.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**MUS 2876 (c) Intermediate Individual Performance Studies - Pop/Jazz Bass**

Duane Edwards.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018.

**MUS 2877 (c) Intermediate Individual Performance Studies - 1st Semester Pop/Jazz Drums**

Ronald Miller.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017.

**MUS 2878 (c) Intermediate Individual Performance Studies - Pop/Jazz Drums**

Ronald Miller.

Every Semester. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

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 possesses basic technical facility or has taken two semesters of beginner lessons. (2) One-half credit is granted for each semester of study. Grading is Credit/D/Fail. (3) To receive credit, students are strongly encouraged to register for lessons with the Music Department Academic Coordinator during Round I and Round II in the semester preceding the semester of study. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The absolute 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. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. (5) Students taking lessons for credit pay a fee for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. Scholarships are available for students on financial aid. Please see the Department of Music for details.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**MUS 3103 (c) Gender, Sexuality, and Popular Music**

Every Other Year. Enrollment limit: 15.

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)

Previous terms offered: Spring 2018, Spring 2016.

**MUS 3151 (c, ESD) Advanced Concepts in Music and Culture: African American Music**

Every Other Year. Enrollment limit: 15.

Examines music as a cultural "actor" within the context of American history. Central concerns may include representations of racialized identity via music; interpretation and reception of musical genres; "freedom" and constraint in musical performance; and issues of appropriation, musical borrowing, essentialism, and tradition. Authors may include Ralph Ellison, Amiri Baraka, Eileen Southern, and Sylvia Wynter. Artists and genres may include Kendrick Lamar, Nina Simone, John Coltrane, gospel, jazz, and hip hop. No music theory knowledge necessary. (Same as: AFRS 3151)

Prerequisites: AFRS 1101 or ANTH 1101.

Previous terms offered: Fall 2018.

**MUS 3401 (c) Counterpoint**

Non-Standard Rotation. Enrollment limit: 16.

A study of the contrapuntal style of J.S. Bach, and the relationship between common practice harmony and polyphony. Assignments include the analysis and composition of chorale harmonizations, inventions, and fugues.

Prerequisites: MUS 2401 or MUS 2501.

Previous terms offered: Fall 2015.

**MUS 3403 (c, VPA) Jazz Theory: Advanced Topics in Chromatic Harmony and Rhythm**

Every Other Year. Enrollment limit: 16.

The practice of jazz improvisation and composition offers a tradition rich with innovations in harmony and rhythm. Many of these innovations have become integral to a wide variety of musical styles, including pop, soul, rock, and film music. Provides an opportunity to expand musical understanding and vocabulary for improvisation and composition in a variety of tonal contexts. Bridges analysis and practice, examining a variety of theoretical devices and applying them to performance, composition, and arranging. Exercises include keyboard harmony, solo transcription, improvisation practice, and composition projects. Topics include chromatic harmony, modal techniques, upper chord extensions, altered dominants, chord substitutions, song forms, and borrowed rhythmic divisions.

Prerequisites: MUS 2403.

Previous terms offered: Spring 2017.

**MUS 3501 (c) Topics in Music Theory: Orchestration**

Every Other Year. Enrollment limit: 09.

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.

Prerequisites: MUS 2401 or MUS 2501.

Previous terms offered: Fall 2018, Spring 2017.

**MUS 3502 (c, IP) Beyond Western Harmony: Composing with a Global Perspective**

Non-Standard Rotation. Enrollment limit: 10.

Although functional harmony is the central organizing principle of Western music, it is completely absent in other complex musical systems around the world. Considers other means of music organization and how to incorporate those concepts in students' compositions. Topics include traditional polymeter in Ewe drumming, scale construction and metric design in Indian raag and taal, Confucian philosophy in Chinese sizhu music, and colotomic organization in Javanese gamelan. (Same as: ASNS 3760)

Prerequisites: MUS 2401 or MUS 2403 or MUS 2501.

Previous terms offered: Spring 2018.

**MUS 3551 (c, VPA) Computer Music Composition and Sound Synthesis**

Every Other Spring. Enrollment limit: 10.

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.

Prerequisites: MUS 2551.

Previous terms offered: Spring 2017.

**MUS 4040 (c) Senior Project in Music**

Every Spring. Enrollment limit: 15.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Spring 2017, Spring 2016.

## Neuroscience

### Overview & Learning Goals

### Learning Goals

Students will:

1. Understand and be able to use the scientific method to arrive at conclusions based upon appropriate evidence:
  - a. Hypothesis development
  - b. Experimental design
  - c. Analytical reasoning and quantitative data analysis
2. Know and understand fundamental concepts (e.g., in biology, psychology, chemistry) that are the underpinnings for the study of the brain and behavior.
3. Become familiar with fields related to neuroscience, in particular those that neuroscience seeks to explain and those that provide tools or principles that help explain neural functioning.
4. Demonstrate a broad intellectual foundation in neuroscience, including molecular, cellular, cognitive, and behavioral perspectives; and understand how these perspectives are interrelated.
5. Become proficient in multiple techniques used in neuroscience research; be able to evaluate the strengths and weaknesses of each.
6. Apply the scientific method to questions relevant to neuroscience; design and conduct experiments to increase understanding of fundamental questions in neuroscience.
7. Learn to critically assess neuroscience literature.
8. Learn to communicate scientific concepts both orally and in writing.
9. Be exposed to the ethical implications of neuroscience research and the use of neuroscience in society.

Department/Program Website (<https://www.bowdoin.edu/neuroscience>)

## Faculty

Patsy S. Dickinson, *Program Director*

Mary Keenan, *Program Coordinator*

*Professor:* Manuel Diaz-Rios (Biology), Patsy S. Dickinson (Biology)

*Associate Professor:* Hadley Wilson Horch (Biology)

*Assistant Professor:* Erika M. Nyhus (Psychology)

*Visiting Faculty:* Thomas W. Small (Psychology)

*Lab Instructor:* Anja Forche, Tina Rioux

*Contributing Faculty:* Amy S. Johnson, Mary Lou Zeeman

Faculty/Staff Website (<https://www.bowdoin.edu/neuroscience/faculty-and-staff>)

## Requirements

### Neuroscience Major

The major consists of thirteen courses, including ten core courses and three electives from the lists to follow.

*Note:* The information provided below is a listing of required and elective courses for the major in neuroscience. These courses are offered by other departments and programs within the College. Normally up to two courses transferred from other institutions can be used toward the completion of the major. Please refer to [bowdoin.edu/classfinder](http://bowdoin.edu/classfinder) and the Departments of Biology, Chemistry, Computer Science, Mathematics, Physics, and Psychology for further information, including course descriptions, instructors, and semesters when these courses are offered.

### Core Courses

Code	Title	Credits
<b>Introductory Level and General Courses</b>		
BIOL 1102	Biological Principles II	1
or BIOL 1109	Scientific Reasoning in Biology	
Select one of the following:		1
CHEM 1092	Introductory Chemistry and Quantitative Reasoning II	
CHEM 1102	Introductory Chemistry II	
CHEM 1109	General Chemistry	
CHEM 2250	Organic Chemistry I	1
PSYC 1101	Introduction to Psychology	1
Select one of the following:		1
PSYC 2520	Data Analysis	
MATH 1300	Biostatistics	
MATH 1400	Statistics in the Sciences	
<b>Introductory Neuroscience Course</b>		
BIOL 2135	Neurobiology	1
or PSYC 2050	Physiological Psychology	
<b>Mid-level Neuroscience Courses</b>		
Select three of the following:		3
BIOL 2553	Neurophysiology	
BIOL 2566	Molecular Neurobiology	
PSYC 2750	Laboratory in Behavioral Neuroscience: Social Behavior	
PSYC 2775	Laboratory in Cognitive Neuroscience	
<b>Advanced Neuroscience Courses</b>		
Select one of the following:		1
BIOL 3311	Motor Systems Neurobiology	
BIOL 3325	Topics in Neuroscience	
BIOL 3329	Neuronal Regeneration	
BIOL 3388	Neurobiology of the Synapse	
PSYC 3050	Hormones and Behavior	
PSYC 3055	Cognitive Neuroscience of Memory	

### Electives

Code	Title	Credits
<b>Electives</b>		
Select three electives from the courses listed above (but not already taken), or below:		3

BIOL 1101	Biological Principles I
BIOL 2112	Genetics and Molecular Biology
BIOL 2124	Biochemistry and Cell Biology
BIOL 2175	Developmental Biology
BIOL 2214	Comparative Physiology
BIOL 2423	Biochemistry of Cellular Processes
CHEM 2320	Biochemistry
CSCI 1101	Introduction to Computer Science
PHYS 1140	Introductory Physics II
PSYC 2010	Infant and Child Development
PSYC 2025	Abnormal Psychology
PSYC 2030	Social Psychology
PSYC 2040	Cognitive Psychology
PSYC 2060	Cognitive Neuroscience
PSYC 2510	Research Design in Psychology

Only one semester of independent study (2970-2999 or 4000-4049) or honors projects (4050 or higher) at any level can count toward the major.

## Additional Information

### Additional Information and Program Policies

- Only one semester of independent study or honors at any level can count toward the major.
- Advanced placement credits may not be used to fulfill any of the course requirements for the major except Introductory Chemistry.
- Independent study in neuroscience may be used to fulfill one of the three elective credits.
- If students place out of PSYC 1101 Introduction to Psychology or BIOL 1109 Scientific Reasoning in Biology, thirteen courses related to neuroscience must still be completed.
- Courses that count toward the major must be taken for regular letter grades (not Credit/D/Fail).
- Students must earn a C- or better for a course to count toward the major.
- Neuroscience majors cannot also major in chemistry with a neurochemical concentration; they can, however, major in chemistry with a different concentration.

## Courses

### NEUR 2050 (a) Physiological Psychology

Every Other Year. Enrollment limit: 35.

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)

Prerequisites: PSYC 1101 or BIOL 1102 or BIOL 1109 or Placement in above PSYC 1101 or Placement in BIOL 2000 level.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.



**NEUR 2060 (a) Cognitive Neuroscience**

Every Other Year. Enrollment limit: 35.

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)

Prerequisites: PSYC 1101 or Placement in above PSYC 1101.

Previous terms offered: Fall 2018, Fall 2016, Fall 2015.

**NEUR 2135 (a, INS, MCSR) Neurobiology**

Hadley Horch.

Every Fall. Fall 2019. Enrollment limit: 35.

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)

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

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**NEUR 2214 (a, INS, MCSR) Comparative Physiology**

Every Spring. Enrollment limit: 35.

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)

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

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**NEUR 2553 (a, INS) Neurophysiology**

Patsy Dickinson.

Every Fall. Fall 2019. Enrollment limit: 20.

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)

Prerequisites: Two of: either BIOL 1102 or BIOL 1109 and either BIOL 2135 or BIOL 2214 or PSYC 2050.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**NEUR 2566 (a, INS) Molecular Neurobiology**

Every Spring. Enrollment limit: 24.

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. In the spring of 2019, students enrolling in Molecular Neurobiology have two choices for the lab. They may enroll in a traditional weekly lab (LAB 1 offered on Tuesday), or enroll in an intensive 8-day lab (LAB 2) to be held during the first half of spring break (March 9-16) at Mount Desert Island Biological Laboratory, in Salisbury Cove, Maine. Participants will stay in dorms and focus solely on lab work for the duration of the lab. This experience will completely replace weekly labs. The focus of the lab will be learning Bioinformatics and running quantitative-PCR experiments. All expenses (transportation, room, and board) are covered. Signing up for either lab section (weekly Tuesday labs--CRN# 20256, or the intensive 8 days over spring break --CRN# 20257) completes the laboratory requirement for the course. (Same as: BIOL 2566)

Prerequisites: 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).

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**NEUR 2750 (a, INS) Laboratory in Behavioral Neuroscience: Social Behavior**

Thomas Small.

Every Year. Fall 2019. Enrollment limit: 20.

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)

Prerequisites: Three of: either PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) or PSYC 2060 (same as NEUR 2060) and PSYC 2510 or either BIOL 1102 or BIOL 1109 and PSYC 2520 or either MATH 1300 or MATH 1400.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

**NEUR 2775 (a, INS, MCSR) Laboratory in Cognitive Neuroscience**  
Every Year. Enrollment limit: 20.

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)

Prerequisites: Three of: PSYC 2040 or either PSYC 2050 (same as NEUR 2050) or PSYC 2060 (same as NEUR 2060) 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 either MATH 1300 or MATH 1400.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**NEUR 3050 (a) Hormones and Behavior**  
Every Fall. Enrollment limit: 16.

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)

Prerequisites: Three of: either PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) or PSYC 2060 (same as NEUR 2060) and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level and PSYC 2520 or MATH 1300.

Previous terms offered: Spring 2019, Fall 2017, Fall 2016.

**NEUR 3052 (b) Psychopharmacology, Neuroscience, and Addiction**  
Non-Standard Rotation. Enrollment limit: 14.

Introduction to psychopharmacology of recreationally abused drugs and their effects on the brain and behavior in human and non-human species. Discusses natural and man-made substances, including alcohol, nicotine, caffeine, opioids, stimulants, cannabinoids, hallucinogens, steroids, sedatives, and inhalants. Covers basic structure and function of the nervous system, drug classification, basic principles of pharmacology, neurochemistry, structural and functional neuroimaging, neuropsychological assessment, pharmacogenomics, as well as the history and epidemiology of specific drugs of abuse and pharmacological and non-pharmacological interventions to limit use. (Same as: PSYC 3052)

Prerequisites: Three of: either PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) or PSYC 2060 (same as NEUR 2060) and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level and PSYC 2520 or MATH 1300.

Previous terms offered: Spring 2016.

**NEUR 3055 (a) Cognitive Neuroscience of Memory**  
Every Spring. Enrollment limit: 16.

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)

Prerequisites: Three of: either PSYC 2040 or PSYC 2050 (same as NEUR 2050) or PSYC 2060 (same as NEUR 2060) or BIOL 2135 (same as NEUR 2135) and PSYC 2520 or either MATH 1300 or MATH 1400 and Placement in BIOL 2000 level or PSYC 2510 or either BIOL 1102 or BIOL 1109.

Previous terms offered: Fall 2018, Fall 2015.

**NEUR 3056 (a) Computational Modelling in Cognitive Neuroscience**  
Non-Standard Rotation. Enrollment limit: 14.

A survey of cognitive neuroscience literature in which researchers have used computational models to formalize their theories. Topics include executive function, learning, attention, and decisionmaking. (Same as: PSYC 3056)

Prerequisites: Three of: either PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) or PSYC 2060 (same as NEUR 2060) and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level and PSYC 2520 or MATH 1300.

Previous terms offered: Spring 2017.

**NEUR 3057 (a) Seminar in Behavioral Neuroscience**  
Thomas Small.

Non-Standard Rotation. Fall 2019. Enrollment limit: 14.

An advanced seminar covering brain mechanisms that affect behavior in humans and other animals. Topics may include the neural circuits that regulate normal social interactions, learning and memory processes, and/or higher cognitive functions, as well as the relationship between disrupted neural functions and mental disorders. The major emphasis of the course will be on reading and discussing primary research articles in the field of behavioral neuroscience. (Same as: PSYC 3057)

Prerequisites: Three of: either PSYC 2050 (same as NEUR 2050) or PSYC 2060 (same as NEUR 2060) or BIOL 2135 (same as NEUR 2135) and PSYC 2510 or either BIOL 1102 or BIOL 1109 and PSYC 2520 or either MATH 1300 or MATH 1400.

**NEUR 3311 (a) Motor Systems Neurobiology**

Manuel Diaz-Rios.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

In this course you will learn about the main animal models used in the study of how the nervous system controls motor behavior as animals, including humans, interact with the environment. The course will cover the principal motor systems (including those for walking, flying, swimming, breathing, and others), focusing in particular on bridging the gap between molecular/cellular neuroscience and higher-level perception and behavior. Topics to be covered include neuroanatomy, neurophysiology and functions of the most studied animal behaviors, and the groups of interconnected neurons (termed neural circuits) that control them. Students will read, interpret, analyze, and discuss seminal (classical) and recent scientific papers from influential motor systems neurobiology laboratories. The course will also discuss the relevance of these neuronal motor systems to human diseases. (Same as: BIOL 3311)

Prerequisites: BIOL 2112 or BIOL 2124 (same as BIOC 2124) or BIOL 2135 (same as NEUR 2135) or BIOL 2175 or BIOL 2553 (same as NEUR 2553) or BIOL 2566 (same as NEUR 2566) or PSYC 2750 (same as NEUR 2750) or PSYC 2751.

**NEUR 3325 (a, INS) Topics in Neuroscience**

Non-Standard Rotation. Enrollment limit: 15.

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)

Prerequisites: BIOL 2135 (same as NEUR 2135) or BIOL 2553 (same as NEUR 2553) or BIOL 2566 (same as NEUR 2566) or BIOL 2588 (same as NEUR 2588) or PSYC 2750 (same as NEUR 2750)- 2751 or PSYC 2775 (same as NEUR 2775).

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**NEUR 3329 (a, INS) Neuronal Regeneration**

Every Fall. Enrollment limit: 15.

The consequences of neuronal damage in humans, especially in the brain and spinal cord, are frequently devastating and permanent. Invertebrates, on the other hand, are often capable of complete functional regeneration. Examines the varied responses to neuronal injury in a range of species. Topics include neuronal regeneration in planaria, insects, amphibians, and mammals. Students read and discuss original papers from the literature in an attempt to understand the basis of the radically different regenerative responses mounted by a variety of neuronal systems. (Same as: BIOL 3329)

Prerequisites: BIOL 2112 or BIOL 2124 or BIOL 2135 or BIOL 2175 or BIOL 2553 or BIOL 2566 or PSYC 2750 or PSYC 2751.

Previous terms offered: Fall 2017.

**NEUR 3388 (a, INS) Neurobiology of the Synapse**

Non-Standard Rotation. Enrollment limit: 14.

A seminar-style class exploring primary scientific literature focused on the synapse as the fundamental signaling unit of the brain. Focuses on the cell biology, physiology, plasticity, and signal integration of inter-neuronal communication. Topics will also include recent methodological advances in the study of synaptic function. Following short introductory lectures, students will present selected papers and lead discussions. (Same as: BIOL 3388)

Prerequisites: BIOL 2124 (same as BIOC 2124) or BIOL 2135 (same as NEUR 2135) or BIOL 2175 or BIOL 2214 (same as NEUR 2214) or BIOL 2553 (same as NEUR 2553) or PSYC 2750 (same as NEUR 2750).

Previous terms offered: Spring 2018.

## Philosophy

### Overview & Learning Goals

#### Learning Goals

The Department of Philosophy seeks to promote the following among its students:

1. The ability to articulate arguments: to say what an argument's premises are, to justify those premises, and to explain why the conclusion follows from those premises. This requires both clear thinking and clear self-expression, particularly in writing.
2. The ability to analyze what arguments others are using to support their own conclusions.
3. The ability and willingness to engage in open-minded criticism of their own arguments and the arguments of others.
4. Familiarity with the central figures in the history of western philosophy, including their views, the arguments for their views, and notable objections to their views. Historical figures have provided a framework for philosophical discussion that is still used today, and engaging them not only teaches about the history of ideas but enhances our understanding of current philosophical debates.
5. Familiarity with contemporary philosophical debates.
6. The habits of intellectual discipline and creativity that allow independent research.
7. The habits of intellectual rigor and integrity needed for fruitful thought in all fields.

Department/Program Website (<https://www.bowdoin.edu/philosophy>)

## Faculty

Matthew Stuart, *Department Chair*

Jean M. Harrison, *Department Coordinator*

*Professors:* Sarah O'Brien Conly‡, Scott R. Sehon, Matthew Stuart

*Assistant Professor:* Kristi Olson

*Visiting Faculty:* Van Tu

*Fellow:* Alberto Urquidez

Faculty/Staff Website (<https://www.bowdoin.edu/philosophy/faculty-and-staff>)

## Requirements

### Philosophy Major

The major consists of nine courses.

Code	Title	Credits
<b>Required Courses</b>		
PHIL 2111	Ancient Philosophy	1
PHIL 2112	Modern Philosophy	1
PHIL 2223	Logic	1
Select six additional elective courses in philosophy:		6
one course with a primary focus on epistemology and metaphysics (Philosophy 1040–1049, 1400–1499, 2400–2499, 3400–3499)		
one course with a primary focus on value theory (Philosophy 1030–1039, 1300–1399, 2300–2399, 3300–3399)		
at least two courses from the advanced level (3000–3999)		

### Philosophy Minor

The minor consists of five courses.

Code	Title	Credits
<b>Required Courses</b>		
PHIL 2111	Ancient Philosophy	1
PHIL 2112	Modern Philosophy	1
Select one course from the intermediate level (2000–2969).		1
Select one course from the advanced level (3000–3999).		1
Select one additional elective from any level.		1

## Additional Information

### Additional Information and Department Policies

- Unless an exception is made by the department, a course that counts toward the major or minor must be taken for a letter grade (not Credit/D/Fail), and the student must earn a grade of C- or better.
- Topics in first-year seminars change from time to time but are restricted in scope and make no pretense to being an introduction to the whole field of philosophy. They are topics in which contemporary debate is lively, and as yet unsettled, and to which contributions are often being made by more than one field of learning.
- First-year seminars count toward the major and minor.
- Introductory courses are open to all students regardless of year and count toward the major. They do not presuppose any background in philosophy and are good first courses.
- Two semesters of independent study or honors project may count toward the major with departmental approval. Although courses numbered in the 3000s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one 2000-level course in philosophy is a helpful preparation.
- Of the nine courses required of the major, at least five must be taken at Bowdoin; of the five required for a minor, at least three must be taken at Bowdoin. Students who wish to complete the major or minor are encouraged to take PHIL 2111 Ancient Philosophy, PHIL 2112 Modern Philosophy, and PHIL 2223 Logic at Bowdoin. In some circumstances, an appropriate non-Bowdoin course may meet one

of these requirements; this is determined by the department after review of the syllabus. No credit is given for either PHIL 2111 Ancient Philosophy or PHIL 2112 Modern Philosophy for a single-semester course that covers both ancient and modern philosophy; credit for PHIL 2223 Logic is typically not given for a course on critical thinking or informal logic.

## Courses

**PHIL 1028 (c, FYS) A Philosopher's Dozen**  
Fall 2019.

An introduction to philosophy by way of twelve famous thought experiments. Explores central questions in metaphysics, epistemology, and ethics by considering such imaginary scenarios as the runaway trolley, Mary in the black and white room, the ailing violinist, the split-brain transplant, the evil neurosurgeon, twin earth, and the experience machine.

**PHIL 1032 (c, FYS) Crime and Punishment**  
Kristi Olson.  
Every Year. Fall 2019. Enrollment limit: 16.

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.

**PHIL 1040 (c, FYS) Personal Identity**  
Every Other Year. Enrollment limit: 16.

What is it that makes you a person, and what is it that makes you the same person as the little kid in your parents' photo album? Philosophers have defended a number of different answers to these questions. According to some, it is persistence of the same soul that makes for personal identity. Others argue that it is persistence of the same body that matters, or the continuity of certain biological processes. Still others contend that it is psychological relations that matter. Canvases all of these answers and considers thought experiments about soul swapping, brain transplants, and Star Trek transporters. Readings from both historical and contemporary sources.

Previous terms offered: Fall 2018, Fall 2015.

**PHIL 1043 (c, FYS) The Meaning of Life**  
Non-Standard Rotation. Enrollment limit: 16.

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).

Previous terms offered: Fall 2016.

**PHIL 1045 (c, FYS) Strange Worlds**

Non-Standard Rotation. Enrollment limit: 16.

Philosophy challenges us to justify the beliefs that we ordinarily take for granted. Some philosophers argue that commonsense beliefs cannot meet this challenge, and that reality is very different from how things seem. Parmenides argues that there is only one thing. Sextus Empiricus tries to convince us that nobody knows anything (not even that nobody knows anything!). Gottfried Leibniz argues that only minds exist. J. M. E. McTaggart contends that time is unreal. C. L. Hardin denies that anything is colored. Examines these and other strange conclusions and the arguments offered in support of them.

Previous terms offered: Fall 2017.

**PHIL 1252 (c) Death**

Every Other Year. Enrollment limit: 50.

Considers distinctively philosophical questions about death. Do we have immortal souls? Is immortality even desirable? Is death a bad thing? Is suicide morally permissible? Does the inevitability of death rob life of its meaning? Readings from historical and contemporary sources.

Previous terms offered: Fall 2017, Spring 2016.

**PHIL 1320 (c) Moral Problems**

Every Year. Enrollment limit: 50.

Our society is riven by deep and troubling moral controversies. Examines some of these controversies in the context of current arguments and leading theoretical positions. Possible topics include abortion, physician-assisted suicide, capital punishment, sexuality, the justifiability of terrorism, and the justice of war.

Previous terms offered: Fall 2017, Fall 2015.

**PHIL 1321 (c, ESD) Philosophical Issues of Gender and Race**

Non-Standard Rotation. Enrollment limit: 50.

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)

Previous terms offered: Fall 2018, Fall 2016, Fall 2015.

**PHIL 1323 (c) The Souls of Animals**

Non-Standard Rotation. Enrollment limit: 50.

Do animals have souls? Do they have thoughts and beliefs? Do they feel pain? Are animals deserving of the same moral consideration as human beings? Or do they have any moral status at all? Readings from historical and contemporary sources.

Previous terms offered: Spring 2018.

**PHIL 1351 (c) Utopias and Dystopias**

Every Other Spring. Enrollment limit: 50.

Through analysis of different theories of political and social organization represented in classic political philosophy and fiction, examines notions of what contributes to one kind of society being perceived as "better" than another, the roles of private property and families, and the delineation between private and public. Authors may include Robert Heinlein, Ursula K. LeGuin, Alexei Panshin, and others.

Previous terms offered: Spring 2019, Spring 2017.

**PHIL 1434 (c) Free Will and Moral Responsibility**

Every Other Fall. Enrollment limit: 50.

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).

Previous terms offered: Fall 2018, Fall 2016.

**PHIL 1442 (c) Philosophy of Religion**

Scott Sehon.

Every Other Year. Fall 2019. Enrollment limit: 50.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it mean to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? Approaches these and related questions through a variety of historical and contemporary sources, including philosophers, scientists, and theologians. (Same as: REL 1142)

Previous terms offered: Spring 2018, Fall 2015.

**PHIL 2111 (c) Ancient Philosophy**

Van Tu.

Every Fall. Fall 2019. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**PHIL 2112 (c) Modern Philosophy**

Every Spring. Enrollment limit: 35.

A survey of seventeenth- and eighteenth-century European philosophy, focusing on discussions of the ultimate nature of reality and our knowledge of it. Topics include the nature of the mind and its relation to the body, the existence of God, and the free will problem. Readings from Descartes, Hume, Locke, Kant, and others.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**PHIL 2223 (a, MCSR) Logic**

Scott Sehon.

Every Fall. Fall 2019. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**PHIL 2233 (a, MCSR) Advanced Logic**

Every Other Spring. Enrollment limit: 35.

Investigates several philosophically important results of modern logic, including Gödel's incompleteness theorems, the Church-Turing Theorem (that there is no decision procedure for quantificational validity), and Tarski's theorem (the indefinability of truth for formal languages). Also includes an introduction to modal logic and the logic of necessity and possibility.

Prerequisites: PHIL 2223 or MATH 2020.

Previous terms offered: Spring 2018, Spring 2016.

**PHIL 2320 (c) Bioethics**

Every Other Spring. Enrollment limit: 35.

Examines issues central for physicians, biological researchers, and society: cloning, genetic engineering, biological patenting, corporate funding for medical research, use of experimental procedures, and others.

Previous terms offered: Spring 2018, Spring 2016.

**PHIL 2321 (c) Moral Theory**

Every Other Year. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Spring 2017, Spring 2016.

**PHIL 2322 (c) Political Philosophy**

Non-Standard Rotation. Enrollment limit: 35.

Examines some of the major issues and concepts in political philosophy, including freedom and coercion, justice, equality, and the nature of liberalism. Readings primarily from contemporary sources.

Previous terms offered: Spring 2019, Fall 2015.

**PHIL 2323 (c) Moral Skepticism**

Non-Standard Rotation. Enrollment limit: 35.

Are there moral truths? Do evolutionary biology or disagreement about morality imply that there are not? If there are moral truths, are they objective, mind-independent features of reality, or do they depend on our opinions and preferences? Is the moral truth absolute or does it vary relative to cultures or individuals? Are moral statements even the sort of thing capable of truth or falsity? Is moral knowledge possible and if so, how? An introduction to metaethics and moral epistemology.

Previous terms offered: Fall 2017.

**PHIL 2325 (c) Aesthetics**

Van Tu.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Analyzes and evaluates the main approaches in the philosophy of art. Many modern and postmodern artworks challenge us to figure out why, on any theory, they would count as art at all. Our aim is to highlight the rich diversity of art in order to convey the difficulty of coming up with suitable theories, especially in light of the expanding mediascape of digital culture.

**PHIL 2341 (c) Philosophy of Law**

Non-Standard Rotation. Enrollment limit: 35.

An introduction to legal theory. Central questions include: What is law? What is the relationship of law to morality? What is the nature of judicial reasoning? Particular legal issues include the nature and status of privacy rights; the legitimacy of restrictions on speech and expression; the nature of equality rights; and the right to liberty.

Previous terms offered: Spring 2018.

**PHIL 2350 (c) What is Equality?**

Kristi Olson.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

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.

**PHIL 2359 (c) The Ethics of Climate Change**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**PHIL 2410 (c) Philosophy of Mind**

Every Other Year. Enrollment limit: 35.

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.

Previous terms offered: Spring 2019, Spring 2017.

**PHIL 2424 (c) Philosophy of Space and Time**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Fall 2016.

**PHIL 2425 (c) Philosophy of Science**

Every Other Spring. Enrollment limit: 35.

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.

Previous terms offered: Spring 2019, Spring 2017.

**PHIL 2427 (c) Metaphysics**

Matthew Stuart.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Metaphysics is the study of very abstract questions about reality. What does reality include? What is the relation between things and their properties? What is time? Do objects and persons have temporal parts as well as spatial parts? What accounts for the identity of persons over time? What is action, and do we ever act freely?

**PHIL 2429 (c) Philosophy in the Twentieth Century**

Non-Standard Rotation. Enrollment limit: 35.

An examination of some key figures and works in the development of analytic philosophy. Particular attention is given to theory about the nature of physical reality and our perceptual knowledge of it, and to questions about the nature and function of language. Readings from G. E. Moore, W. V. O. Quine, Bertrand Russell, Gilbert Ryle, and others.

Previous terms offered: Spring 2019.

**PHIL 2430 (c) Epistemology**

Non-Standard Rotation. Enrollment limit: 35.

What is knowledge, and how do we get it? What justifies us in believing certain claims to be true? Does knowing something ever involve a piece of luck? Is it possible that we lack knowledge of the external world altogether? An introduction to the theory of knowledge, focusing on contemporary issues. Considers various conceptions of what it takes to have knowledge against the background of the skeptical challenge, as well as topics such as self-knowledge and the problem of induction.

Previous terms offered: Spring 2018.

**PHIL 2431 (c) Philosophy of Perception**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Fall 2015.

**PHIL 3316 (c) Contemporary Theories of Racism**

Alberto Urquidez.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Examines contemporary theories of racism prominent in philosophy, social psychology, sociology, and history. Though we will read widely across disciplines, our focus is philosophical: What is racism? Who gets to define the term? What's at stake in defining it? How do issues of implicit racial bias, hate speech, xenophobia, dehumanization, oppression, and ideology (to name just a few intersections) enter competing theories? Is racism fundamentally mental, institutional, some combination of both, or what? Can a single definition accommodate everything that is called "racism," or do we need multiple definitions? Is "racism" overused to the point of diminishing the term's moral force/opprobrium? These are some of the issues we'll explore. There will be a lot of dense reading for this course. Reading and comprehending assigned texts and keeping tabs of points of disagreement and convergence among authors will prove crucial to successful completion of this course.

Prerequisites: PHIL 1000 - 2969 or PHIL 3000 or higher.

**PHIL 3325 (c) Utilitarianism and Its Critics**

Non-Standard Rotation. Enrollment limit: 15.

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.

Prerequisites: PHIL 1050 - 2969 or PHIL 3000 or higher.

Previous terms offered: Fall 2016.

**PHIL 3347 (c) Morality of War**

Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: PHIL 1000 - 2969 or PHIL 3000 or higher.

Previous terms offered: Spring 2017.

**PHIL 3348 (c) Metaethics**

Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Fall 2015.

**PHIL 3350 (c) Theories of Equality**

Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: PHIL 1000 or higher.

Previous terms offered: Spring 2016.

**PHIL 3351 (c) Liberty**

Every Other Year. Enrollment limit: 16.

This advanced seminar will consider the value of liberty: whether it has intrinsic value or is simply valuable as a means to an end. If it is merely valuable as a means to an end, when may those ends be achieved through other means than the use of personal liberty? We will read some of the classic works on liberty (such as J.S. Mill and John Locke, Isaiah Berlin's differentiation between positive and negative liberty, and Robert Nozick's defense of libertarianism) and contemporary essays that address the value of liberty in the personal and political sphere.

Prerequisites: PHIL 1000 - 2969 or PHIL 3000 or higher.

Previous terms offered: Spring 2019.

**PHIL 3422 (c) Nihilism and Naturalism**

Non-Standard Rotation. Enrollment limit: 15.

Various areas of metaphysics (e.g., philosophy of mind, philosophy of language, metaethics, philosophy of religion) raise questions about the nature and existence of phenomena that seem central to being a person: mind, meaning, and value. Some skeptical philosophers argue that belief in such things would commit us to a kind of unscientific magic. However, if we deny the existence of mind, meaning, and value, it can seem that we collapse into a nihilistic abyss in which nothing makes sense, even the scientific worldview that brought us these problems. Philosophers attempt to find a comfortable middle ground between the extremes, but the question is whether any such position is stable.

Prerequisites: PHIL 1000 or higher.

Previous terms offered: Spring 2016.

**PHIL 3432 (c) The Story of Analytic Philosophy**

Non-Standard Rotation. Enrollment limit: 16.

Analytic philosophy is commonly regarded as the dominant school in contemporary philosophy. However, there is no set of doctrines common to all analytic philosophers, nor is there any one thing that could properly be termed the method of analytic philosophy. The term "analytic philosophy," if useful at all, indicates a shared set of concerns, a shared predilection for clarity of argument, and a shared history of the most eminent figures in the tradition. This course examines that story from 1879 through the late twentieth century, including works by Gottlob Frege, Bertrand Russell, Ludwig Wittgenstein, Rudolf Carnap, W. V. Quine, Donald Davidson, and Saul Kripke. Topics include objectivity and truth; the foundations of mathematics; and the nature of language, theories, evidence, and meaning.

Prerequisites: Two of: either PHIL 1000 - 2969 or PHIL 3000 or higher and either PHIL 1000 - 2969 or PHIL 3000 or higher.

Previous terms offered: Fall 2017.

**PHIL 3451 (c) Reasons and Persons**

Non-Standard Rotation. Enrollment limit: 16.

Derek Parfit's "Reasons and Persons" (1984) is one of the most important and influential philosophy books of the late twentieth century. It is a work of general philosophy, of ethics, and of metaphysics. Parfit explores the nature of rationality, theories about the foundations of ethics, questions about personal identity, and our obligations to future generations. Parfit's book is read and discussed, and some of the vast literature it has spawned is considered.

Prerequisites: PHIL 1000 - 2969 or PHIL 3000 or higher.

Previous terms offered: Spring 2018.

**PHIL 3455 (c) Ideas and Common Sense**

Non-Standard Rotation. Enrollment limit: 16.

Traces the rise and fall of one of the great epistemological innovations of modern philosophy, the so-called "theory of ideas." According to this theory, thinking involves the manipulation of mental items and sense perception is mediated by awareness of them. The theory is put forward by Descartes, but receives its fullest treatment in Locke's "Essay," where it is used to explain perceptual relativity, secondary qualities, the constraints on scientific explanation, and even our inability to perceive fast and slow motions. Later, Hume uses the theory to justify a far-reaching skepticism about causation and about enduring things. The theory's sharpest and most insightful critic is Reid, the Scottish philosopher of common sense whose methodological views prefigure the "ordinary language" movement of the twentieth century.

Prerequisites: PHIL 1000 - 2969 or PHIL 3000 or higher.

Previous terms offered: Fall 2018.

## Physics and Astronomy

### Overview & Learning Goals

### Learning Goals

An undergraduate major in physics should give a graduating student a basic understanding of the four basic interactions, and provide them with



an array of mathematical tools and experimental tools to explore physical phenomena involving those interactions.

Our curriculum is set up to continually test the student's ability to use these tools to analyze physical situations. The complexity of the material builds, with analysis at any level (1000, 2000, 3000) relying on the material at a lower level as a base starting point.

### The Six Learning Goals:

1. Demonstrate the ability to use basic mathematical tools (algebra, basic differential and/or integral calculus, trigonometry, geometry) to describe physical situations, whether experimental or theoretical (all sub-1100 courses focus on this).
2. Explore the relationship between physical theory and experiment, through mathematical descriptions and instrument-based verification.
3. Improve understanding of physical law through the ability to solve increasingly complex problems in physics, with more complex mathematical tools (multivariate calculus, differential equations, linear algebra, and more complex math tools).
4. Demonstrate the ability to use sophisticated instrumentation to explore physical phenomena (including computation).
5. Throughout the various levels of the curriculum, students will improve their understanding of uncertainty and its key role in defining how we know what we know.
6. Focus on expanding tools and techniques in either theoretical physics or experimental physics (or both) at the 3000 level.

Department/Program Website (<https://www.bowdoin.edu/physics>)

## Faculty

Stephen G. Naculich, *Department Chair*  
Emily C. Briley, *Department Coordinator*

*Professors:* Mark O. Battle, Thomas Baumgarte, Elizabeth F. McCormack, Madeleine E. Msall, Stephen G. Naculich, Dale A. Syphers†  
*Senior Lecturer:* Karen Topp  
*Visiting Faculty:* Jeff Hyde  
*Laboratory Instructors:* Kenneth Dennison, Paul Howell, Gary L. Miers

Faculty Website (<https://www.bowdoin.edu/physics/faculty-and-staff>)

## Requirements

### Physics Major

The major requires nine courses.

Code	Title	Credits
<b>Required Courses</b>		
Mathematics through 1700, or placement above 1700		1
PHYS 1130	Introductory Physics I (or placement above 1130)	1
PHYS 1140	Introductory Physics II	1
PHYS 2130	Electric Fields and Circuits	1
PHYS 2140	Quantum Physics and Relativity	1
PHYS 2150	Statistical Physics	1
Select one of the following advanced methods courses:		1
PHYS 3000	Methods of Theoretical Physics	
PHYS 3010	Methods of Experimental Physics	

PHYS 3020 Methods of Computational Physics

Select two additional approved courses higher than 1140. <sup>a</sup> 2

In addition to the requirements listed above, students pursuing honors are expected to take MATH 1800 Multivariate Calculus, PHYS 3000 Methods of Theoretical Physics, and PHYS 4050 Physics Honor Project. At least three courses taken for the major with honors must be at the advanced level, 3000–3999.

- <sup>a</sup> One may be MATH 1800 Multivariate Calculus or higher; or CSCI 1101 Introduction to Computer Science.

## Physics Minor

The minor consists of at least four physics courses (completed at Bowdoin) numbered 1130 or higher, one of which must be PHYS 1140 Introductory Physics II.

## Interdisciplinary Majors

The department participates in interdisciplinary programs in chemical physics and physics and education. See the Interdisciplinary Majors (p. 250).

## Additional Information

### Additional Information and Department Policies

- Students must earn a grade of C- or above in any prerequisite physics course. Up to two courses with a grade of D are allowed to be counted toward the major if they are not prerequisites.
- Majors must complete at least five physics courses at Bowdoin.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- Students interested in applying coursework taken at another college or university to the major or minor should consult the department.
- Independent studies, including honors projects, may count toward the major or minor.
- Advanced Placement/International Baccalaureate (AP/IB):
  - Students who receive a minimum score of four on the Physics 1 AP exam are exempt from taking PHYS 1130 Introductory Physics I, and do not need to take an additional course to replace it. No AP credit is awarded for the Physics 2 AP exam.
  - Students who receive a minimum score of four on the Physics C: Mechanics AP exam or a minimum score of six on the Physics without Optics IB exam are eligible to receive one credit toward the major, are exempt from taking PHYS 1130 Introductory Physics I, and are placed in PHYS 1140 Introductory Physics II. To earn the credit, a minimum grade of C- (not taken Credit/D/Fail) must be received in PHYS 1140 Introductory Physics II by the end of their junior year or no credit is awarded. Students who receive a minimum score of six on the Physics with Optics IB exam are eligible to receive one credit toward the major and have the option of being placed in either PHYS 1140 Introductory Physics II or PHYS 2130 Electric Fields and Circuits. To receive the credit, the student must earn a minimum grade of C- (not taken Credit/D/Fail) in the course in which they choose to be placed, and it must be completed by the end of their junior year.

- Minors meeting either of the criteria above are exempt from taking PHYS 1130 Introductory Physics I, but must take at least four Bowdoin physics courses.
- No credit is awarded for the Physics 2 or Physics C: Electricity and Magnetism AP exams.
- In order to receive credit for AP/IB work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.
- The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project.
- Students considering a program in engineering should consult the Special Areas of Study (<https://catalogue.bowdoin.edu/special-areas-study>).
- A major with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography should choose appropriate courses in related departments.
- Secondary school teaching requires a broad base in science courses, as well as the necessary courses for teacher certification. Students who know they want to do this should consider the physics and education interdisciplinary major.
- For a career in industrial management, some courses in economics and government should be included.

## Interdisciplinary Majors

The Department of Physics and Astronomy participates in an interdisciplinary major, Chemical Physics, with the Department of Chemistry as well as an interdisciplinary major, Physics and Education, with the Department of Education. See the Interdisciplinary Majors (p. 250) section for more information. In addition, students are able to declare a coordinate major between Physics and either Education or Environmental Studies as well. The department does not explicitly participate in a formal interdisciplinary program with the Department of Earth and Oceanographic Science. However, the Departments of Physics and Earth and Oceanographic Science have identified major/minor pathways for students interested in majoring in physics with an earth and oceanographic science application (physics major/earth and oceanographic science minor) and students interested in majoring in earth and oceanographic science with a physics application (earth and oceanographic science major/physics minor).

Students pursuing the physics major/earth and oceanographic science minor with interests in the solid earth discipline would be best served by selecting:

Code	Title	Credits
EOS 1105	Investigating Earth	1
EOSMAY 2005/ ENVS 2221	Biogeochemistry: An Analysis of Global Change	1
Select two of the following:		2
EOS 2125	Field Studies in Structural Geology	
EOS 2145	The Plate Tectonics Revolution	
EOS 2155	Geomechanics and Numerical Modeling	
EOS 2165	Mountains to Trenches: Petrology and Process	
EOS 3115	Research in Mineral Science	

Those with interests in the surface earth discipline should select:

Code	Title	Credits
EOSMAY 1305/ ENVS 1104	Environmental Geology and Hydrology	1
EOSMAY 2005/ ENVS 2221	Biogeochemistry: An Analysis of Global Change	1
EOS 2325	Environmental Chemistry	1
EOSMAY 2345/ ENVS 2270	Geomorphology: Form and Process at the Earth's Surface	1

Those with interests in the oceanography discipline should choose:

Code	Title	Credits
EOS 1505	Oceanography	1
EOSMAY 2005/ ENVS 2221	Biogeochemistry: An Analysis of Global Change	1

Select two of the following:

EOS 2525	Marine Biogeochemistry
EOS 2530	Poles Apart: Exploration of Earth's High Latitudes
EOS 2540	Equatorial Oceanography
EOS 2550	Satellite Remote Sensing of the Ocean
EOSMAY 2585/ ENVS 2282	Ocean and Climate
EOS 3515	Research in Oceanography: Topics in Paleooceanography

## Physics and 3-2 Engineering

Students planning to pursue one of the 3-2 engineering options and graduating with a physics degree must take:

Code	Title	Credits
PHYS 1140	Introductory Physics II	1
PHYS 2130	Electric Fields and Circuits	1
PHYS 2150	Statistical Physics	1
PHYS 3000 or MATH 2208	Methods of Theoretical Physics Ordinary Differential Equations	1
CHEM 1102 or CHEM 1109	Introductory Chemistry II General Chemistry	1
MATH 1800 or higher		
CSCI 1101	Introduction to Computer Science	1

Other courses are expected by the partnering engineering institution and students should contact the advisor in Bowdoin's Department of Physics and Astronomy for more information.

## Courses

### **PHYS 1082 (a, INS, MCSR) Physics of Musical Sound**

Karen Topp.

Every Other Fall. Fall 2019. Enrollment limit: 30.

An introduction to the physics of sound, specifically relating to the production and perception of music. Topics include simple vibrating systems; waves and wave propagation; resonance; understanding intervals, scales, and tuning; sound intensity and measurement; sound spectra; how various musical instruments and the human voice work. Students expected to have some familiarity with basic musical concepts such as scales and intervals. Students with musical experience who have not taken the music placement test, nor registered for any music ensemble or lesson as listed in the prerequisites, may e-mail ktopp@bowdoin.edu with a quick description of their musical background. Not open to students who have credit for or are concurrently taking any physics course numbered 1100 or higher.

Prerequisites: MUS 1051 or Placement in MUS 1401 or Placement in MUS 2403 or MUS 1801 - 1878 or MUS 2701 - 2752 or MUS 2769 - 2779 or MUS 2783 or MUS 2801 - 2878.

Previous terms offered: Fall 2017, Fall 2015.

### **PHYS 1083 (a, INS, MCSR) Energy, Physics, and Technology**

Every Other Spring. Enrollment limit: 50.

How much can we do to reduce the disruptions of the Earth's physical, ecological, and social systems caused by global climate change? How much climate change itself can we avoid? A lot depends on the physical processes that govern the extraction, transmission, storage, and use of available energy. Introduces the physics of solar, wind, nuclear, and hydroelectric power and discusses the physical constraints on their efficiency, productivity, and safety. Reviews current technology and quantitatively analyzes the effectiveness of different strategies to reduce greenhouse gas emissions. Not open to students with credit for Physics 1140. (Same as: ENVS 1083)

Previous terms offered: Spring 2019, Spring 2016.

### **PHYS 1087 (a, INS) Building a Sustainable World**

Non-Standard Rotation. Enrollment limit: 50.

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.

Previous terms offered: Spring 2018, Fall 2016.

### **PHYS 1093 (a, MCSR) Introduction to Quantitative Reasoning in the Physical Sciences**

Every Fall. Enrollment limit: 20.

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. (Same as: CHEM 1093)

Prerequisites: Placement in PHYS 1093.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

### **PHYS 1130 (a, INS, MCSR) Introductory Physics I**

Madeleine Msall; Mark Battle.

Every Semester. Fall 2019. Enrollment limit: 50.

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.

Prerequisites: 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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

### **PHYS 1140 (a, INS, MCSR) Introductory Physics II**

Stephen Naculich.

Every Semester. Fall 2019. Enrollment limit: 50.

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.

Prerequisites: 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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**PHYS 1510 (a, INS, MCSR) Introductory Astronomy**

Jeffrey Hyde.

Every Spring. Fall 2019. Enrollment limit: 50.

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.

Prerequisites: 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).

Previous terms offered: Fall 2018, Fall 2017, Spring 2017, Spring 2016.

**PHYS 2130 (a, INS, MCSR) Electric Fields and Circuits**

Mark Battle.

Every Fall. Fall 2019. Enrollment limit: 30.

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.

Prerequisites: PHYS 1140.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**PHYS 2140 (a, INS, MCSR) Quantum Physics and Relativity**

Every Spring. Enrollment limit: 35.

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.

Prerequisites: PHYS 1140.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**PHYS 2150 (a, INS, MCSR) Statistical Physics**

Every Spring. Enrollment limit: 35.

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.

Prerequisites: PHYS 1140.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**PHYS 2220 (a, INS, MCSR) Engineering Physics**

Every Other Spring. Enrollment limit: 35.

Examines the physics of materials from an engineering viewpoint, with attention to the concepts of stress, strain, shear, torsion, bending moments, deformation of materials, and other applications of physics to real materials, with an emphasis on their structural properties. Also covers recent advances, such as applying these physics concepts to ultra-small materials in nano-machines. Intended for physics majors and architecture students with an interest in civil or mechanical engineering or applied materials science.

Prerequisites: PHYS 1140.

Previous terms offered: Fall 2017, Spring 2016.

**PHYS 2230 (a, INS, MCSR) Modern Electronics**

Every Other Spring. Enrollment limit: 35.

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.

Prerequisites: PHYS 1130 or PHYS 1140.

Previous terms offered: Spring 2019, Spring 2017.

**PHYS 2240 (a, INS, MCSR) Acoustics**

Every Other Fall. Enrollment limit: 35.

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.

Prerequisites: PHYS 1140.

Previous terms offered: Fall 2018, Fall 2016.

**PHYS 2250 (a, INS, MCSR) Physics of Solids**

Every Other Spring. Enrollment limit: 35.

Solid state physics describes the microscopic origin of the thermal, mechanical, electrical and magnetic properties of solids. Examines trends in the behavior of materials and evaluates the success of classical and semi-classical solid state models in explaining these trends and in predicting material properties. Applications include solid state lasers, semiconductor devices, and superconductivity. Intended for physics, chemistry, or earth and oceanographic science majors with an interest in materials physics or electrical engineering.

Prerequisites: PHYS 2140 or CHEM 2520.

Previous terms offered: Spring 2018, Spring 2016.

**PHYS 2260 (a, INS, MCSR) Nuclear and Particle Physics**

Every Other Spring. Enrollment limit: 35.

An introduction to the physics of subatomic systems, with a particular emphasis on the standard model of elementary particles and their interactions. Basic concepts in quantum mechanics and special relativity are introduced as needed.

Prerequisites: PHYS 2140.

Previous terms offered: Spring 2019, Spring 2017.

**PHYS 2410 (a, INS, MCSR) Accident Reconstruction: Physics, The Common Good, and Justice**

Non-Standard Rotation. Enrollment limit: 35.

Introduces the applications of physics pertinent to accident reconstruction and analyzes three complex cases that were criminal prosecutions. Instructor analyzes the first case to show how the physics is applied, the second is done in tandem with students, and the third is mostly analyzed by the students, using what they have learned. The report on this third case serves as the final project for the course. While Physics 1130 is the only prerequisite for the course, familiarity with vectors and matrices, or a desire to learn how to use them, is necessary.

Prerequisites: PHYS 1130.

Previous terms offered: Fall 2018, Fall 2015.

**PHYS 2510 (a) Astrophysics**

Every Other Fall. Enrollment limit: 35.

A quantitative discussion that introduces the principal topics of astrophysics, including stellar structure and evolution, planetary physics, and cosmology.

Prerequisites: Two of: PHYS 1140 and PHYS 1510.

Previous terms offered: Fall 2018, Fall 2016.

**PHYS 2810 (a, INS, MCSR) Atmospheric and Ocean Dynamics**

Every Other Fall. Enrollment limit: 35.

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

Prerequisites: PHYS 1140.

Previous terms offered: Fall 2017, Fall 2015.

**PHYS 2900 (a, INS, MCSR) Topics in Contemporary Physics**

Madeleine Msall.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35. .5 Credit Credit/D/F Only.

Seminar exploring recent results from research in all fields of physics. Focuses on discussion of papers in the scientific literature. Grading is Credit/D/Fail. One-half credit.

Prerequisites: PHYS 2130 or PHYS 2140 or PHYS 2150.

Previous terms offered: Spring 2018.

**PHYS 3000 (a, INS, MCSR) Methods of Theoretical Physics**

Thomas Baumgarte.

Every Fall. Fall 2019. Enrollment limit: 20.

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.

Prerequisites: Two of: either PHYS 2130 or PHYS 2140 or PHYS 2150 and MATH 1800 or Placement in 2000, 2020, 2206 (M).

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**PHYS 3010 (a, INS, MCSR) Methods of Experimental Physics**

Every Spring. Enrollment limit: 14.

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.

Prerequisites: PHYS 2130.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**PHYS 3020 (a, INS, MCSR) Methods of Computational Physics**

Thomas Baumgarte.

Every Other Fall. Fall 2019. Enrollment limit: 20.

An introduction to the use of computers to solve problems in physics. Problems are drawn from several different branches of physics, including mechanics, hydrodynamics, electromagnetism, and astrophysics. Numerical methods discussed include the solving of linear algebra and eigenvalue problems, ordinary and partial differential equations, and Monte Carlo techniques. Basic knowledge of a programming language is expected.

Prerequisites: Two of: either CSCI 1101 or Placement in above CSCI 1101 or CSCI 1103 and PHYS 1140.

Previous terms offered: Fall 2017, Fall 2015.

**PHYS 3120 (a, INS, MCSR) Advanced Mechanics**

Every Other Spring. Enrollment limit: 20.

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.

Prerequisites: PHYS 3000.

Previous terms offered: Spring 2018, Spring 2017.

**PHYS 3130 (a) Electromagnetic Theory**

Every Other Spring. Enrollment limit: 20.

First the Maxwell relations are presented as a natural extension of basic experimental laws; then emphasis is given to the radiation and transmission of electromagnetic waves.

Prerequisites: Two of: PHYS 2130 and PHYS 3000.

Previous terms offered: Spring 2019, Spring 2018, Spring 2016.

**PHYS 3140 (a, INS, MCSR) Quantum Mechanics**

Stephen Naculich.

Every Fall. Fall 2019. Enrollment limit: 20.

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.

Prerequisites: Two of: PHYS 2140 and PHYS 3000.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**PHYS 3200 (a, MCSR) Fields, Particles, and Symmetries**

Non-Standard Rotation. Enrollment limit: 20.

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.

Prerequisites: Two of: PHYS 2140 and PHYS 3000.

Previous terms offered: Fall 2016.

**PHYS 3500 (a, INS, MCSR) General Relativity**

Every Other Spring. Enrollment limit: 35.

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.

Prerequisites: Two of: PHYS 2140 and PHYS 3000.

Previous terms offered: Spring 2017.

## Psychology

### Overview & Learning Goals

#### Overview

Students in the Department of Psychology may elect to major in psychology, or they may elect an interdisciplinary major in neuroscience, sponsored jointly by the Departments of Psychology and Biology (see Neuroscience (p. 294)). The program in psychology examines contemporary perspectives on principles of human behavior in areas ranging from cognition, language, development, and behavioral neuroscience to interpersonal relations and psychopathology. Its approach emphasizes scientific methods of inquiry and analysis.

#### Learning Goals

**Goal 1:** Demonstrate understanding of the major concepts, theoretical perspectives, basic research findings, and methods in psychology.

- Breadth in the discipline is accomplished through Introduction to Psychology (1101) and the 2000-level topics courses. Majors are required to complete three topics courses; minors are required to complete at least two. Depth is achieved

through 2700-level laboratory courses and the 3000-level seminar courses in which students demonstrate mastery of methodologies and literature in two or more sub-disciplines.

**Goal 2:** Apply principles of psychology to better understand one's own and others' behavior and mental processes as found in the real world.

- Introduction to Psychology, topics courses, and seminars emphasize the relevance of psychological principles and findings to everyday life.

**Goal 3:** Develop an understanding of the social and cultural context of psychology.

- Across the psychology curriculum, social and cultural differences (e.g., class, ethnicity, gender, race) are discussed and analyzed as factors that influence, and are influenced by, human behavior.

**Goal 4:** Rigorously evaluate the methods, findings, and conclusions in published research.

- Although courses across the psychology curriculum encourage rigorous questioning of the existing literature, this expectation is most thoroughly actualized by students in advanced seminars.

**Goal 5:** Acquire skills to empirically test questions and claims about behavior and mental processes.

- In PSYC 2510 Research Design in Psychology, PSYC 2520 Data Analysis, and laboratory courses, students develop the tools necessary to apply the scientific method by collecting, analyzing, and interpreting data.

**Goal 6:** Design and conduct original research.

- Laboratory courses, advanced seminars, and independent study and honors courses require students to move beyond evaluating previous research to formulate and test novel questions and hypotheses.

**Goal 7:** Communicate effectively through written, oral, and other modes (e.g., videos, images, graphs).

- Students learn to effectively convey their knowledge and critical analysis of the literature and their research findings in Research Design. These skills are further developed in laboratory courses and advanced seminars.

Department/Program Website (<https://www.bowdoin.edu/psychology>)

## Faculty

Samuel P. Putnam, *Department Chair*Donna M. Trout, *Senior Department Coordinator**Professors:* Samuel P. Putnam, Louisa M. Slowiaczek*Associate Professor:* Suzanne B. Lovett†*Assistant Professors:* Erika M. Nyhus (Neuroscience), Hannah E.

Reese, Zachary K. Rothschild

*Visiting Faculty:* Andrew Christy, Kelly Parker-Guilbert, Thomas W. Small (Neuroscience)

Faculty/Staff Website (<https://www.bowdoin.edu/psychology/faculty-and-staff>)

## Requirements

### Psychology Major

The psychology major comprises ten courses; these are selected by students with their advisors and are subject to departmental review.

Code	Title	Credits
<b>Required Courses</b>		
The following three core courses should be completed before the junior year when feasible:		
PSYC 1101	Introduction to Psychology (which is a prerequisite to further study in psychology)	1
PSYC 2510	Research Design in Psychology	1
PSYC 2520	Data Analysis	1
Select two laboratory courses from Psychology 2700–2799. <sup>a</sup>		
Select two advanced courses from Psychology 3000–3999. <sup>b,c</sup>		
Select three additional elective courses chosen from topics-level courses (2000–2699).		

- <sup>a</sup> Only one of PSYC 2750 Laboratory in Behavioral Neuroscience: Social Behavior or PSYC 2775 Laboratory in Cognitive Neuroscience may be used to fulfill the major requirements.
- <sup>b</sup> Only one of PSYC 3010 Social Development or PSYC 3011 Cognitive Development may be used to fulfill the major requirements.
- <sup>c</sup> Only one of PSYC 3050–3059 may be used to fulfill the major requirements.

### Psychology Minor

The psychology minor comprises six courses.

Code	Title	Credits
<b>Required Courses</b>		
PSYC 1101	Introduction to Psychology	1
PSYC 2510	Research Design in Psychology	1
PSYC 2520	Data Analysis	1
Select three additional elective courses including one laboratory course (2700–2799).		

### Additional Information

#### Additional Information and Department Policies

- Students are encouraged to consider an independent study course on a library, laboratory, or field research project. Independent study courses do not count toward the core, laboratory, advanced course, or topics-level requirements for the major.
- Students who are considering a major in psychology are encouraged to enroll in PSYC 1101 Introduction to Psychology during their first year at Bowdoin, and to enroll in PSYC 2510 Research Design in Psychology and PSYC 2520 Data Analysis during their second year.
- Students must take PSYC 2510 Research Design in Psychology before PSYC 2520 Data Analysis and prior to any course numbered 2700 or higher. PSYC 2520 Data Analysis must be taken concurrently with or prior to any laboratory course (numbered 2700–2799). PSYC 2520 Data Analysis must be taken prior to advanced courses

(3000–3999). If possible, students should begin their laboratory work no later than the fall of their junior year.

- Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and plan their courses so that they can complete the major after returning to campus. Students should speak with the chair of the department regarding their off-campus study plans and transfer of credit toward the major. Laboratory or advanced courses taken elsewhere may be counted as electives, but are not normally counted toward the laboratory or advanced course requirement.

### Grade Requirements

To fulfill a major (or minor) requirement in psychology, a course must be taken for a standard letter grade and a grade of C- or better must be earned. There is one exception: PSYC 1101 Introduction to Psychology may be taken with the Credit/D/Fail grading option, and it counts toward the major (or minor) if a grade of CR (Credit) is earned for the course.

### Advanced Placement/International Baccalaureate (AP/IB)

Students who receive a minimum score of four on the Psychology AP exam or a minimum score of five on the Psychology IB exam are considered to have met the prerequisite for courses requiring PSYC 1101 Introduction to Psychology. If students place out of PSYC 1101 Introduction to Psychology, ten psychology courses must still be completed for the major, and six for the minor. In order to receive credit for Advanced Placement or International Baccalaureate work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

### Courses

#### PSYC 1101 (b) Introduction to Psychology

Louisa Slowiaczek; Andrew Christy.  
Every Semester. Fall 2019. Enrollment limit: 50.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

#### PSYC 2010 (b) Infant and Child Development

Samuel Putnam.  
Every Fall. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: PSYC 1101 or Placement in above PSYC 1101.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Spring 2016, Fall 2015.

**PSYC 2025 (b) Abnormal Psychology**

Hannah Reese.

Every Fall. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: PSYC 1101 or Placement in above PSYC 1101.

Previous terms offered: Spring 2019, Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**PSYC 2030 (b) Social Psychology**

Every Spring. Enrollment limit: 35.

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.

Prerequisites: PSYC 1101 or SOC 1101 or Placement in above PSYC 1101.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**PSYC 2032 (b) Health Psychology**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: PSYC 1101 or Placement in above PSYC 1101.

Previous terms offered: Fall 2016.

**PSYC 2033 (b) Positive Psychology**

Non-Standard Rotation. Enrollment limit: 35.

While psychological research investigates the problems facing human beings, the field—and people in general—have come to realize that life devoid of the negative is not synonymous with a life well-lived. Focuses on aspects of life that help individuals and communities flourish. Topics including emotions (past-, present-, and future-oriented), character traits (strengths and virtues), and institutions (work, school, family) and how these influence the good life are discussed. Through readings, discussions, and hands-on activities, the empirical literature on positive psychology is examined, including points of conflict and avenues for future research.

Prerequisites: PSYC 1101 or Placement in above PSYC 1101.

Previous terms offered: Spring 2017.

**PSYC 2034 (b) Psychology of Diversity**

Non-Standard Rotation. Enrollment limit: 35.

An introduction to the variety of human experiences, identities, and cultures in the United States and internationally. Difference in power and privilege is analyzed as they relate to various social categories such as race, ethnicity, gender, sexual orientation, religion, and physical ability.

Prerequisites: PSYC 1101 or Placement in above PSYC 1101.

Previous terms offered: Fall 2017.

**PSYC 2040 (b) Cognitive Psychology**

Every Spring. Enrollment limit: 35.

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.

Prerequisites: PSYC 1101 or Placement in above PSYC 1101.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**PSYC 2050 (a) Physiological Psychology**

Every Other Year. Enrollment limit: 35.

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)

Prerequisites: PSYC 1101 or BIOL 1102 or BIOL 1109 or Placement in above PSYC 1101 or Placement in BIOL 2000 level.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**PSYC 2060 (a) Cognitive Neuroscience**

Every Other Year. Enrollment limit: 35.

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)

Prerequisites: PSYC 1101 or Placement in above PSYC 1101.

Previous terms offered: Fall 2018, Fall 2016, Fall 2015.



**PSYC 2510 (b) Research Design in Psychology**

Andrew Christy.

Every Semester. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: PSYC 1101 or Placement in above PSYC 1101.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**PSYC 2520 (a, MCSR) Data Analysis**

Zach Rothschild.

Every Semester. Fall 2019. Enrollment limit: 32.

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.

Prerequisites: 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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**PSYC 2710 (b) Laboratory in Developmental Psychology**

Every Spring. Enrollment limit: 20.

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.

Prerequisites: Three of: PSYC 2010 and PSYC 2510 and PSYC 2520.

Previous terms offered: Spring 2019, Spring 2018, Spring 2016.

**PSYC 2725 (b) Laboratory in Clinical Psychology**

Every Spring. Enrollment limit: 20.

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.

Prerequisites: Three of: PSYC 2025 and PSYC 2510 and PSYC 2520.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**PSYC 2735 (b) Laboratory in Social Psychology**

Zach Rothschild.

Every Fall. Fall 2019. Enrollment limit: 20.

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.

Prerequisites: Three of: either PSYC 2030 or PSYC 2032 - 2034 and PSYC 2510 and PSYC 2520.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**PSYC 2736 (b) Laboratory in Environmental Psychology**

Non-Standard Rotation. Enrollment limit: 20.

Explores research methods in the psychological and emotional response to the complex environment of modern Western society. Proceeds from a perspective of the biological basis of states such as stress and well-being and related environmental stimuli to that of neuroendocrine activity.

Prerequisites: Two of: PSYC 2510 and PSYC 2520.

Previous terms offered: Spring 2017.

**PSYC 2740 (b) Laboratory in Cognition**

Louisa Slowiaczek.

Every Fall. Fall 2019. Enrollment limit: 20.

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.

Prerequisites: Three of: PSYC 2040 and PSYC 2510 and PSYC 2520.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**PSYC 2750 (a, INS) Laboratory in Behavioral Neuroscience: Social Behavior**

Thomas Small.

Every Year. Fall 2019. Enrollment limit: 20.

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)

Prerequisites: Three of: either PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) or PSYC 2060 (same as NEUR 2060) and PSYC 2510 or either BIOL 1102 or BIOL 1109 and PSYC 2520 or either MATH 1300 or MATH 1400.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

**PSYC 2752 (b) Laboratory in Behavioral Neuroscience**

Non-Standard Rotation. Enrollment limit: 20.

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.

Prerequisites: Three of: either PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) or PSYC 2060 (same as NEUR 2060) and PSYC 2510 or either BIOL 1102 or BIOL 1109 and PSYC 2520 or either MATH 1300 or MATH 1400.

Previous terms offered: Fall 2015.

**PSYC 2775 (a, INS, MCSR) Laboratory in Cognitive Neuroscience**

Every Year. Enrollment limit: 20.

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)

Prerequisites: Three of: PSYC 2040 or either PSYC 2050 (same as NEUR 2050) or PSYC 2060 (same as NEUR 2060) 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 either MATH 1300 or MATH 1400.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**PSYC 3010 (b) Social Development**

Samuel Putnam.

Every Other Fall. Fall 2019. Enrollment limit: 14.

Research and theory regarding the interacting influences of biology and the environment as they are related to social and emotional development during infancy, childhood, and adolescence. Normative and idiographic development in a number of domains, including morality, aggression, personality, sex roles, peer interaction, and familial relationships are considered.

Prerequisites: Three of: PSYC 2010 and PSYC 2510 and PSYC 2520.

Previous terms offered: Fall 2017, Fall 2015.

**PSYC 3011 (b) Cognitive Development**

Every Other Spring. Enrollment limit: 14.

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.

Prerequisites: Three of: PSYC 2010 and PSYC 2510 and PSYC 2520.

Previous terms offered: Spring 2019, Spring 2017.

**PSYC 3025 (b) Psychotherapy and Behavior Change**

Hannah Reese.

Every Fall. Fall 2019. Enrollment limit: 14.

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.

Prerequisites: Three of: either PSYC 2020 or PSYC 2025 and PSYC 2510 and PSYC 2520.

Previous terms offered: Spring 2019, Fall 2016, Fall 2015.

**PSYC 3026 (b) Psychology of Trauma and Posttraumatic Stress Disorder**

Non-Standard Rotation. Enrollment limit: 14.

Explores the psychological impact of many different types of trauma, including military combat, accidents, interpersonal violence, sexual assault, natural disasters, and childhood physical and sexual abuse. The emphasis is on psychological theories used to explain and treat symptoms associated with posttraumatic stress disorder (PTSD). Covers diagnostic methods, research on prevalence and policy issues, comorbid psychological and medical diagnoses, and social correlates. In addition to exploring the challenges associated with PTSD, addresses mechanisms of positive change following trauma (e.g., posttraumatic growth).

Prerequisites: Two of: PSYC 2025 and PSYC 2520.

Previous terms offered: Fall 2018, Fall 2017.

**PSYC 3033 (b) The Psychology of Morality and Value**

Non-Standard Rotation. Enrollment limit: 14.

A seminar focusing broadly on moral psychology. Primary-source readings, class discussions, and critical writing assignments center on four major sub-topics: (1) Cultural, Evolutionary, and Developmental Perspectives on Morality; (2) Moral Reasoning and Judgment; (3) Morality, Affect, and Motivation; and (4) Moral and Immoral Behavior. Beyond addressing basic moral-psychological mechanisms, this course considers how findings from moral psychology may inform solutions to personal and social problems.

Prerequisites: Three of: either PSYC 2030 or PSYC 2032 - 2034 and PSYC 2510 and PSYC 2520.

Previous terms offered: Spring 2019.

**PSYC 3034 (b, ESD) Social Identities and Stigma**

Non-Standard Rotation. Enrollment limit: 14.

An advanced discussion of theory and social psychological research on identity and stigma. Topics include self and identity, self-esteem, system justification, stereotype threat, dis-identification, concealability and controllability. Why individuals stigmatize, the effects of stigmatization for low status groups, and contending with a stigmatized identity are considered.

Prerequisites: Three of: either PSYC 2030 or PSYC 2032 or PSYC 2033 or PSYC 2034 and PSYC 2510 and PSYC 2520.

Previous terms offered: Spring 2018.

**PSYC 3035 (b) Existential Social Psychology**

Every Spring. Enrollment limit: 14.

An examination of how human concerns about death, meaning, isolation, and freedom influence and motivate a wide array of human behavior. Readings and discussions address empirical research on different theories of human motivation (e.g., terror management, meaning maintenance, attachment, compensatory control, and self-determination) that enrich our understanding of topics such as intergroup conflict, religious belief, prosocial behavior, interpersonal relationships, and materialism.

Prerequisites: Three of: either PSYC 2030 or PSYC 2032 - 2034 and PSYC 2510 and PSYC 2520.

Previous terms offered: Spring 2018, Fall 2015.

**PSYC 3040 (b) The Psychology of Language**

Every Other Fall. Enrollment limit: 14.

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.

Prerequisites: Three of: PSYC 2040 and PSYC 2510 and PSYC 2520.

Previous terms offered: Fall 2018, Spring 2017, Spring 2016.

**PSYC 3050 (a) Hormones and Behavior**

Every Fall. Enrollment limit: 16.

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)

Prerequisites: Three of: either PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) or PSYC 2060 (same as NEUR 2060) and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level and PSYC 2520 or MATH 1300.

Previous terms offered: Spring 2019, Fall 2017, Fall 2016.

**PSYC 3052 (b) Psychopharmacology, Neuroscience, and Addiction**

Non-Standard Rotation. Enrollment limit: 14.

Introduction to psychopharmacology of recreationally abused drugs and their effects on the brain and behavior in human and non-human species. Discusses natural and man-made substances, including alcohol, nicotine, caffeine, opioids, stimulants, cannabinoids, hallucinogens, steroids, sedatives, and inhalants. Covers basic structure and function of the nervous system, drug classification, basic principles of pharmacology, neurochemistry, structural and functional neuroimaging, neuropsychological assessment, pharmacogenomics, as well as the history and epidemiology of specific drugs of abuse and pharmacological and non-pharmacological interventions to limit use. (Same as: NEUR 3052)

Prerequisites: Three of: either PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) or PSYC 2060 (same as NEUR 2060) and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level and PSYC 2520 or MATH 1300.

Previous terms offered: Spring 2016.

**PSYC 3055 (a) Cognitive Neuroscience of Memory**

Every Spring. Enrollment limit: 16.

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)

Prerequisites: Three of: either PSYC 2040 or PSYC 2050 (same as NEUR 2050) or PSYC 2060 (same as NEUR 2060) or BIOL 2135 (same as NEUR 2135) and PSYC 2520 or either MATH 1300 or MATH 1400 and Placement in BIOL 2000 level or PSYC 2510 or either BIOL 1102 or BIOL 1109.

Previous terms offered: Fall 2018, Fall 2015.

**PSYC 3056 (a) Computational Modelling in Cognitive Neuroscience**

Non-Standard Rotation. Enrollment limit: 14.

A survey of cognitive neuroscience literature in which researchers have used computational models to formalize their theories. Topics include executive function, learning, attention, and decisionmaking. (Same as: NEUR 3056)

Prerequisites: Three of: either PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) or PSYC 2060 (same as NEUR 2060) and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level and PSYC 2520 or MATH 1300.

Previous terms offered: Spring 2017.

**PSYC 3057 (a) Seminar in Behavioral Neuroscience**

Thomas Small.

Non-Standard Rotation. Fall 2019. Enrollment limit: 14.

An advanced seminar covering brain mechanisms that affect behavior in humans and other animals. Topics may include the neural circuits that regulate normal social interactions, learning and memory processes, and/or higher cognitive functions, as well as the relationship between disrupted neural functions and mental disorders. The major emphasis of the course will be on reading and discussing primary research articles in the field of behavioral neuroscience. (Same as: NEUR 3057)

Prerequisites: Three of: either PSYC 2050 (same as NEUR 2050) or PSYC 2060 (same as NEUR 2060) or BIOL 2135 (same as NEUR 2135) and PSYC 2510 or either BIOL 1102 or BIOL 1109 and PSYC 2520 or either MATH 1300 or MATH 1400.

## Religion

### Overview & Learning Goals

#### Overview

The Department of Religion at Bowdoin engages students in efforts to understand how and why people are religious in various historical and cultural contexts, from a range of academic perspectives, and without sectarian bias. In a global context of increasing connectivity and conflict, religion courses at Bowdoin provide an unparalleled opportunity for students to have lucid and enduring encounters with an array of authoritative narratives, gender disciplines, kinship configurations, moral and legal obligations, and imagined utopias. In addition to our discipline's specific mission, we hold ourselves accountable to the broader mandates of a liberal arts education: to provide a first-rate education for the crafting of serious scholars, engaged citizens, and free humans. Finally, we impart to students key skills for the twenty-first century: the ability to analyze a text, report, or image; to formulate relevant questions; to craft a written argument; to recognize and provide evidence; to solve problems; to communicate ideas; to evaluate plausibility and consistency; and to research independently.

There are three common entry points into the department:

- **First-year seminars:** These introductory courses focus on the study of a specific aspect of religion and may draw on other fields of learning. These seminars include readings, discussions, presentations, and substantial writing assignments. Topics change from time to time and reflect emerging or debated issues in the study of religion.
- **1000-level courses:** For students desiring a broad overview of the academic study of religion, the department offers REL 1101 Introduction to the Study of Religion. This course often uses case studies from different religions to illustrate thematic questions in the academic study of religion. The department also offers additional 1000-level courses, such as REL 1150 Introduction to the Religions of the Middle East or REL 1115 Religion, Violence, and Secularization.
- **2000-level courses:** The bulk of the department's offerings are at this level. These courses have no prerequisites and are an appropriate first course for a student desiring a more focused examination of a religion, book(s), or theme.
- **3000-level courses** study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. REL 3390 Theories about Religion is required for majors

and minors and presupposes previous coursework in the department. Other advanced courses are open to any interested student.

## Learning Goals

Students who major/minor in religion:

- Will engage with and understand classic and contemporary theories of religion and classical and contemporary methods for the study of religion
- Will be able to use material from their 2000-level courses to assess and analyze theories of and approaches to the study of religion
- Will be able to understand and analyze religious phenomena and texts in some (minors) or all (majors) of the following areas:
  - Christianity and gender
  - Asian religions
  - Bible and comparative studies
  - Islam and Post-Biblical Judaism
- Will be able to explain how religion is an important human phenomenon that cannot be disentangled from categories such as (but not limited to): politics, gender, race, and society

## Course Goals

Students in 1000-level courses:

- Will be able to distinguish confessional from academic approaches to the study of religion
- Will learn that not only is religion difficult to define, but also that claims of religious definition reveal the stakes of the problem
- Will recognize the presuppositions and historical contingencies that shape dominant definitions of religion
- Will become acquainted with some classic theories of religion
- Will study religious texts, phenomena, and practices to gain a deeper understanding of the precise contours and claims of various religions
- Will learn how those texts and practices are historically and socially constructed

Students in 2000-level courses:

- Study in greater depth a particular text (e.g., the Qur'ān), religious tradition (e.g., Theravada Buddhism), or theme (e.g., human sacrifice) to be studied across traditions
- Learn about methodological and theoretical approaches specific to the course's topic
- Read secondary literature, that goes beyond textbooks, on the course's topic

Students in 3000-level courses:

- Study a narrow topic in depth that includes understanding significant scholarly debates
- Write a long paper using primary sources in translation and/or a series of papers that examine certain theories of and approaches to the study of religion
- Conduct outside research beyond the readings listed on the syllabus

Department/Program Website (<https://www.bowdoin.edu/religion>)

## Faculty

Elizabeth A. Pritchard, *Department Chair*

Lynn A. Brettler, *Department Coordinator*

*Professors:* Robert G. Morrison\*

*Associate Professor:* Elizabeth A. Pritchard

*Assistant Professors:* Todd Berzon, Claire Robison (Asian Studies)

*Fellow:* Jessica Mutter

*Visiting Faculty:* Josh Urich

Faculty/Staff Website (<https://www.bowdoin.edu/religion/faculty-and-staff>)

## Requirements

### Religion Major

The major consists of nine courses.

Code	Title	Credits
<b>Required Courses</b>		
REL 1101	Introduction to the Study of Religion	1
REL 3390	Theories about Religion	1
Select one intermediate course (2000–2969) from each of the following four areas:		4
Asian religions (2219–2225, 2228, 2277, 2280, 2284, 2285, 2287–2289, 2745)		
Bible and comparative studies (2203, 2205, 2206, 2215–2217, 2229, 2230, 2242, 2244, 2278)		
Christianity and gender (2235, 2250–2252, 2255, 2257, 2258)		
Islam and post-biblical Judaism (2202, 2207–2211, 2232, 2237, 2239)		
Select one additional advanced course (3000–3999).		1
Select two elective courses from any level of the curriculum, one of which may be a first-year seminar.		2

### Religion Minor

A minor consists of five courses.

Code	Title	Credits
<b>Required courses</b>		
REL 1101	Introduction to the Study of Religion	1
REL 3390	Theories about Religion	1
Select three courses at the intermediate level (2000–2969) in three of the following four areas:		3
Asian religions (2219–2225, 2228, 2277, 2280, 2284, 2285, 2287–2289, 2745)		
Bible and comparative studies (2203, 2205, 2206, 2215–2217, 2229, 2230, 2242, 2244, 2278)		
Christianity and gender (2235, 2250–2252, 2255, 2257, 2258)		
Islam and post-biblical Judaism (2202, 2207–2211, 2232, 2237, 2239)		

## Additional Information

### Additional Information and Department Policies

- No more than one first-year seminar may be counted toward the major.
- Typically, up to three courses taken at another college or university may count toward the major with departmental approval. One credit

taken at another college or university may count toward the minor with departmental approval.

- Up to two independent study credits (intermediate, advanced, or honors) can be used to satisfy the elective course requirement for the major.
- In order to enroll in REL 3390 Theories about Religion, a major normally is expected to have taken four of the nine required courses.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- Each religion course required for the major or minor must be passed with a grade of C- or higher.

### Honors in Religion

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivation and scholarly maturity. At the start of the fall semester of their senior year, honors candidates enroll in REL 4050 with a faculty member who has agreed to supervise the project. If the proposal, due toward the end of the fall semester, is accepted, the student goes on to enroll in REL 4051 for the spring semester in order to complete the project.

### Courses

**REL 1004 (c, FYS) In the Beginning There Was Gender? Religion and Gender in a Global Context**

Non-Standard Rotation. Enrollment limit: 16.

What role do religious traditions play in shaping perspectives of normal and abnormal when it comes to gender presentation? How do different religions decide on, enforce, or revise these norms? Is religion an obstacle to gender equality or a resource for thinking about and doing gender in diverse ways? Examines these questions by considering contested religious practices such as veiling and circumcision, Western feminist critiques of non-Western "patriarchy," Western appropriations of yoga, reports of spirit possession by women sweatshop workers, and sex-segregated religious spaces like Promise Keepers rallies. Includes general discussion of "religion" and "gender" categories.

Previous terms offered: Fall 2015.

**REL 1008 (c, FYS) Believers, Converts, and Apostates**

Jessica Mutter.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Examines conversion in various religions, including Islam, Christianity, Judaism, and Hinduism. Through primary and secondary source materials, students will explore historical and modern understandings and practices of conversion as a signifier, rite, or ritual of entrance or immersion into a religious tradition and its community. Students will read firsthand accounts of conversions, secondhand conversion narratives, attempts to define conversion, religious guidelines for conversion, and texts examining the implications of converting away from one community and into another. Among others, accounts of apostasy, coerced conversion, conversion for the purposes of marriage or inheritance, and conversions described as spiritual epiphanies will be examined. Students will also complete a writing-focused research project on conversion over the course of the semester. The project will incorporate a series of guided assignments for each step of the research project (proposal, annotated bibliography, draft, and presentation). This managed, writing-intensive research project will allow first-year students to develop their research and writing skills at the college level while familiarizing them with the resources Bowdoin has to offer for their research. This course questions how to define conversion and whether it is possible to formulate a universal definition for conversion across religions and cultures.

**REL 1010 (c, FYS) Religion and Identity in Modern India**

Non-Standard Rotation. Enrollment limit: 16.

Examines dynamic interrelationships between religious beliefs, practices, codes of behavior, organizations, and places and identity in India. Surveys religious texts, such as the Bhagavad Gita and the Qur'an, which have shaped India's competing political identities, and studies nationalist and revivalist movements leading up to India's independence. Culminates in a role-playing game set in 1945 India, which uses innovative methodology called *Reacting to the Past*. Students argue in character adhering to religious and political views of historical figures to improve their skills in speaking, writing, critical thinking, problem solving, leadership, and teamwork. (Same as: ASNS 1026)

Previous terms offered: Fall 2017.

**REL 1013 (c, FYS) God and Money**

Non-Standard Rotation. Enrollment limit: 16.

Money is frequently assumed to be antithetical to religion even as the two are utterly inseparable. This is what makes it a particularly useful category for exploring what counts as religion—concerns that are integral to the discipline of religious studies and central to humanistic inquiry more broadly. Considers money as a measure of time, as a way human communities construct relationships, as well as how it interacts with moral categories such as value, guilt, and obligation, and theological understandings of sin, debt, poverty, charity, and prosperity. Course readings and visual media consist of predominantly Christian sources with some comparison to other traditions and focus on the significance of money in modern life.

Previous terms offered: Fall 2018.

**REL 1027 (c, FYS) Astral Religion in the Near East and Classical Antiquity**

Non-Standard Rotation. Enrollment limit: 16.

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.

Previous terms offered: Fall 2016.

**REL 1101 (c, ESD) Introduction to the Study of Religion**

Every Semester. Enrollment limit: 50.

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..

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**REL 1104 (b, ESD, IP) Introduction to African Religions and Cultures**

Deji Ogunnaike.

Every Other Fall. Fall 2019. Enrollment limit: 50.

By 2050, more than one-quarter of the world's population will live in Africa, and yet African people, cultures, and religions are more misunderstood than any other. This course provides an introduction to the varied and diverse peoples and cultures of Africa, taking religion as the starting point for their ways of life. Rather than providing a survey of specific regions and populations, we will focus on broader categories, such as cosmology, family and social structure, history, arts, gender and sexuality, and economics. We will examine the ways traditional forms of religion, Christianity, and Islam have played a fundamental role in shaping the realities of African societies as well as African diaspora traditions. This course is open to all students of all backgrounds and levels of knowledge about Africa. (Same as: AFRS 1104)

**REL 1115 (c) Religion, Violence, and Secularization**

Non-Standard Rotation. Enrollment limit: 50.

Certainly one of the most pressing challenges of the contemporary world is the issue of religious violence on a global scale. This course introduces students to the rationales and repercussions of the rise of the modern secular nation state as a solution to "religious violence." In doing so, the course complicates the association of violence and backwardness with "religion" and peace and progress with "secularism." Topics include the demarcations of state and church and public and private, the relationship between skepticism and toleration, the rise of so-called "fundamentalism," the shifting assessments of the injuriousness of religious belief, speech and act, and the assumptions surrounding what it is that constitutes "real religion."

Previous terms offered: Fall 2017.

**REL 1142 (c) Philosophy of Religion**

Scott Sehon.

Every Other Year. Fall 2019. Enrollment limit: 50.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it mean to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? Approaches these and related questions through a variety of historical and contemporary sources, including philosophers, scientists, and theologians. (Same as: PHIL 1442)

Previous terms offered: Spring 2018, Fall 2015.

**REL 1150 (c, IP) Introduction to the Religions of the Middle East**

Non-Standard Rotation. Enrollment limit: 50.

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.

Previous terms offered: Spring 2019, Spring 2017, Spring 2016.

**REL 1188 (c, IP) Epics Across Oceans**

Non-Standard Rotation. Enrollment limit: 50.

Introduces students to the classic Indian epics that form a core literary and cultural tradition within South and Southeast Asia: the Ramayana and the Mahabharata. Examines how the epics were adapted across different kingships and polities in South and Southeast Asia, becoming part of the traditional culture of almost every part of this vast region. Since the royal patrons and the heroes of these epics were often linked, the manner in which the epics were told reveals the priorities of the different regions. Drawing on film, graphic novels, and multiple performance genres, explores the continuous reworking of these epics for both conservative and radical ends, from ancient India to the present day. (Same as: ASNS 1770)

Previous terms offered: Fall 2018.

**REL 2201 (c, ESD, VPA) Black Women, Politics, Music, and the Divine**

Every Fall. Enrollment limit: 16.

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)

Previous terms offered: Fall 2018, Fall 2016, Fall 2015.

**REL 2204 (c) Science, Magic, and Religion**

Dallas Denery.

Every Other Year. Fall 2019. Enrollment limit: 35.

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 for history majors and minors. (Same as: HIST 2040)

Prerequisites: HIST 1140.

Previous terms offered: Spring 2017.

**REL 2207 (c, ESD) Modern Judaism**

Every Other Spring. Enrollment limit: 35.

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.

Previous terms offered: Fall 2017.

**REL 2208 (c, IP) Islam**

Jessica Mutter.

Every Other Year. Fall 2019. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Fall 2016.

**REL 2215 (c, ESD) The Hebrew Bible in Its World**

Todd Berzon.

Every Other Year. Fall 2019. Enrollment limit: 35.

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.

Previous terms offered: Fall 2017, Spring 2016.

**REL 2216 (c, ESD) The New Testament in Its World**

Every Other Year. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Spring 2017.

**REL 2219 (c, ESD, IP) Religion and Fiction in Modern South Asia**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2018, Fall 2016.

**REL 2220 (c, IP) Hindu Literatures**

Claire Robison.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

In this exploration of Hindu texts, we delve into some of the most ancient and beloved literature from the Indian subcontinent. Students read major scriptural sources, including the Vedas and Upanishads. In our study of the epics (the Ramayana and the Mahabharata, including the Bhagavad Gita), we discuss translations from Sanskrit and popular retellings of these stories into other languages and media. We discuss the Puranas, reading the story of the warrior Goddess in the Devi Mahatmyam and investigate visual representations of gods and goddesses. We also sample Sanskrit classical poetry and devotional literature to the Goddess translated from Bengali. (Same as: ASNS 2552)

Previous terms offered: Spring 2018, Fall 2016.

**REL 2221 (c, IP) Hindu Cultures**

Non-Standard Rotation. Enrollment limit: 35.

A consideration of various types of individual and communal religious practice and A consideration of various types of individual and communal religious practice and religious expression in Hindu tradition, including ancient ritual sacrifice, mysticism and yoga (meditation), dharma and karma (ethical and political significance), pilgrimage (as inward spiritual journey and outward ritual behavior), puja (worship of deities through seeing, hearing, chanting), rites of passage (birth, adolescence, marriage, and death), etc. Focuses on the nature of symbolic expression and behavior as understood from indigenous theories of religious practice. Religion 2220 is recommended as a previous course. (Same as: ASNS 2553)

Previous terms offered: Fall 2015.

**REL 2222 (c, ESD, IP) Theravada Buddhism**

Non-Standard Rotation. Enrollment limit: 35.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as: ASNS 2554)

Previous terms offered: Fall 2018, Spring 2017, Fall 2015.

**REL 2223 (c, IP) Mahayana Buddhism**

Non-Standard Rotation. Enrollment limit: 35.

Studies the emergence of Mahayana Buddhist worldviews as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the Buddhacarita (Life of Buddha), the Platform Sutra of the Sixth Patriarch, the Prajnaparamitra-hrdaya Sutra (Heart Sutra of the Perfection of Wisdom), the Saddharmapundarika Sutra (the Lotus Sutra), the Sukhavati Vyuha (Discourse on the Pure Land), and the Vajracchedika Sutra (the Diamond-Cutter), among others. (Same as: ASNS 2551)

Previous terms offered: Spring 2019, Fall 2017, Spring 2016.

**REL 2225 (c, IP) Tantric Traditions**

Non-Standard Rotation. Enrollment limit: 35.

Developed in the Indian subcontinent in the second millennium CE, tantric traditions often used transgressive practices, which violated rules of ritual purity. Examines "esoteric" (tantric) religious traditions, which spanned the continuum between heterodox and orthodox Hinduism, Buddhism, and Daoism. Studies tantric doctrines, rituals, and cosmologies, analyzing the role of deities, mantras, yantras (ritual diagrams), mudras (ritual gestures), meditation, and visualizations in tantric ritual. Surveys scriptures, philosophical treatises, and historical and anthropological studies to discuss the rise of tantric traditions and investigate contemporary constructions of Tantra in the West. (Same as: ASNS 2739)

Previous terms offered: Spring 2018.

**REL 2228 (c, IP) Militancy and Monasticism in South and Southeast Asia**

Christine Marrewa.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Examines monastic communities throughout South and Southeast Asia and the ways they have been at the forefront of right-wing religious politics in the twentieth and twenty-first centuries. Across Asia, Hindu and Buddhist monks have been playing a political role that some consider contradictory to their spiritual image. Investigates how various monastic communities harness political power today, as well as how different communities in early-modern Asia used their spiritual standing and alleged supernatural powers to influence emperors and kings. (Same as: ASNS 2601)

**REL 2229 (c) Religion on the Move: Religion, Migration, and Globalization**

Claire Robison.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Contemporary migration and globalization patterns have transformed where and how religious traditions are practiced, radically altering the landscape of local religion around the world. While migration has been integral to the development of many religious traditions, this course considers the role of colonialism, transnational religious networks, and the global flow of people and ideas in the creation of new religious identities. Readings highlight debates about the relation of religion to gender, ethnicity, and nationality, including the global popularity of yoga, Hindu identity in diaspora, transnational networks of Islamic learning, and changing gender norms in Buddhist monasteries. Through historical primary sources and recent ethnographies, this course focuses on questions such as: How is religious identity transformed by migration? Do religious rituals change in diaspora? And what role does religion play in shaping trends of globalization? (Same as: ASNS 2831)



**REL 2230 (c, ESD) Human Sacrifice**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Fall 2018, Fall 2015.

**REL 2232 (c, IP) Approaches to the Qur'an**

Every Other Spring. Enrollment limit: 35.

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.

Previous terms offered: Spring 2018, Spring 2016.

**REL 2235 (c, ESD) Gender and Sexuality in Early Christianity**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Spring 2016.

**REL 2237 (c) Judaism Under Islam**

Non-Standard Rotation. Enrollment limit: 35.

Since the rise of Islam in the early seventh century C.E., Jews have lived in the Islamic world. The historical experience of these Jews has shaped their religious traditions in ways that have touched Jews worldwide. Places developments in Jewish liturgy, thought, and identity within the context of Islamic civilization. Answers the question of how Jews perceive themselves and Judaism with regard to Muslims and Islam. Analyzes the significance of the Jewish experience under Islam for current debates in Judaism and in Middle East politics.

Previous terms offered: Spring 2018, Fall 2015.

**REL 2239 (c, ESD) Judaism in the Age of Empires**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Fall 2016.

**REL 2242 (c, ESD, IP) Death and Immortality in the Ancient World**

Non-Standard Rotation. Enrollment limit: 35.

How do different cultures respond to the oblivion caused by death—the loss of personhood, the deterioration of the body, and the fading memories of those who have died? What rituals and ideologies preserve the memory of the dead among the living? Is this commemoration a kind of immortality? Explores such questions and critically examines the nature of memory as it relates to ancient ideas about death and afterlife. Analyzes epic narrative, ritual texts, and material culture and compares traditions from Mesopotamia, Syria, Israel, Egypt, Greece, and Rome.

Previous terms offered: Fall 2017.

**REL 2244 (c, ESD, IP) War and the Bible**

Non-Standard Rotation. Enrollment limit: 35.

From the battle of Jericho to the apocalyptic wars of Revelation, the Bible is full of violent conflict between nations, peoples, and even gods. What ideologies of war underlie these depictions? How does the Bible define a just or holy war? What does the Bible consider a war crime? Why do gods fight for one side or another? Examines such issues in the Hebrew Bible and the New Testament. Explores the relationship between warfare and gender, race, and class distinctions in the ancient world. Analyzes the ongoing influence of biblical warfare on modern discourse about armed conflict around the world.

Previous terms offered: Spring 2018.

**REL 2251 (c) Christianity**

Every Other Fall. Enrollment limit: 35.

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.

Previous terms offered: Spring 2019, Fall 2016.

**REL 2252 (c) Marxism and Religion**

Non-Standard Rotation. Enrollment limit: 35.

Despite Karl Marx's famous denunciation of religion as the opiate of the masses, Marxism and religion have become companionable in the last several decades. Examines this development through the works of thinkers and activists from diverse religious frameworks, including Catholicism and Judaism, which combine Marxist convictions and analyses with religious commitments in order to further their programs for social emancipation. Included are works by liberation theologians Hugo Assmann, Leonardo Boff, and José Miguez Bonino, and philosophers Theodor Adorno, Walter Benjamin, Herbert Marcuse, and Cornel West.

Previous terms offered: Spring 2019, Spring 2017.

**REL 2253 (c, ESD) Gender, Body, and Religion**

Non-Standard Rotation. Enrollment limit: 35.

A significant portion of religious texts and practices is devoted to the disciplining and gendering of bodies. Examines these disciplines including ascetic practices, dietary restrictions, sexual and purity regulations, and boundary maintenance between human and divine, public and private, and clergy and lay. Topics include desire and hunger, abortion, women-led religious movements, the power of submission, and the related intersections of race and class. Materials are drawn from Christianity, Judaism, Neopaganism, Voudou, and Buddhism. (Same as: GSWS 2256)

Previous terms offered: Fall 2017.

**REL 2257 (c) Christian Sexual Ethics**

Non-Standard Rotation. Enrollment limit: 35.

An examination of the historical development, denominational variety (e.g. Catholic, Evangelical, Mormon), and contemporary relevance of Christian teachings and practices regarding sex and sexuality. The course is designed to acquaint students with the centrality of sex to Christian notions of sin and virtue as well as with the broader cultural impact of Christian sexual ethics on the understanding and regulation of gender, the rise of secularization and "family values," and public policy regarding marriage, contraception, reproductive technologies, sex work, and welfare. In addition, students will have opportunities to construct and test moral frameworks that address sexual intimacy and assault, the stigmatization of bodies (with regard to race, class, size, sexuality and disability), and the commoditization of sex and persons. Materials are drawn from the Bible, Church dogmatics, legal cases, contemporary ethicists and documentary film. (Same as: GSWS 2252)

Previous terms offered: Spring 2018.

**REL 2265 (c) On Secular Authority: Religion and Politics in Western Thought**

Non-Standard Rotation. Enrollment limit: 35.

Separating religion and politics is a hallmark of modernity. Yet what counts as religion or politics continues to be a point of conflict. Does politics imitate or even rival divine sovereignty? Is politics possible precisely because it is distinct from divine sovereignty? Does separation protect religion from politics or politics from religion? Examines how these notions came to be defined in relation to each other in Western thought, through theological works, political theory, court cases, and debates on secularism. While focusing on Christianity and its legacy, also examines the effects of this issue on Judaism and Islam in their confrontations with Christianity in modernity.

Previous terms offered: Spring 2016.

**REL 2271 (c, ESD) Spirit Come Down: Religion, Race, and Gender in America**

Every Spring. Enrollment limit: 35.

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)

Previous terms offered: Spring 2017, Spring 2016.

**REL 2276 (c, ESD, IP) Religion and the Unconscious**

Non-Standard Rotation. Enrollment limit: 35.

Focuses on three central figures in psychology and religion: Sigmund Freud and his pupils C.G. Jung and Wilhelm Reich, none particularly "popular" at present. Studies selected writings by the three, then moves to William James on individual religious experience and to Islamic mysticism and an anthropological critique of the modern appropriation of the term "shamanism."

Previous terms offered: Fall 2015.

**REL 2280 (c, ESD, IP) Gods, Goddesses, and Gurus: Gender and Power in South Asian Religions**

Non-Standard Rotation. Enrollment limit: 35.

Examines representations of gender, divinity, and power in cosmology, mythology, literature, and society in Hinduism and esoteric tantric traditions. Delving into India's philosophical tradition, we discuss prak#ti, the feminine principle or nature, and the male or pure spirit, puru#a. We analyze issues of authority and gender in Sanskrit epics, the Rāmāyana and the Mahābharata, as they are retold in vernacular languages, songs, and animated films. We learn how Kālī, the most militant goddess in the Devī Māhātmyam, serves in the cause of nationalist politics and how she is "sweetened" and democratized over time. The course culminates in a role-playing game "A virtuous woman? The Abolition of Sati in India, 1829" which uses an innovative methodology called reacting to the past (RTTP). In RTTP, students research and articulate opinions of historical players through in-character writing and speaking assignments, learning to express themselves with clarity, precision, and force. (Same as: ASNS 2740, GSWS 2292)

Previous terms offered: Spring 2019.

**REL 2284 Religion and Ecofeminism in India and Sri Lanka**

Every Other Fall. Enrollment limit: 35. .5 Credit

Focuses on environmental predicaments faced by disadvantaged people (especially rural women and the agrarian and tribal poor) in contemporary India and Sri Lanka. Students read and discuss case studies that illustrate how various Hindu and Buddhist religious concepts, as well as various political discourses about nationhood, have been deployed by various actors (government, business, political organizations, environmental activists, and the disadvantaged themselves) in order to legitimate or critique the exploitation and alienation of natural resources (rivers, forests, and farm lands). Students write three short essays aimed at gaining an understanding of how issues germane to environmental degradation, economic development, and eco-feminism are understood specifically within contemporary South Asian social, cultural, and political contexts. This one-half credit course meets from September 2 thru October 26. (Same as: ASNS 2651, ENVS 2451, GSWs 2300)

Previous terms offered: Fall 2015.

**REL 2287 (c, IP) The Buddhist Tradition and Women**

Non-Standard Rotation. Enrollment limit: 35.

Explores and explains the position of women in Buddhist canonical texts and women in Buddhist society. Analysis and discussion focuses on the complex "separate interdependence" between the family on the one hand, and the life of the renouncer on the other. This tension lies at the heart of the Buddhist position on women. Special attention given to selected narratives of women encountering the Buddha: Patacara and Kisagotami, the two women in deep sorrow from loss in the family, and Maha-Pajapati, the first fully ordained nun in Buddhism. Considers implications for the economic roles, access to education, and religious freedom for women in contemporary (Thai) Buddhist society. (Same as: ASNS 2760, GSWs 2355)

Previous terms offered: Spring 2017.

**REL 2288 (c, IP) Religious Culture and Politics in Southeast Asia**

Every Other Year. Enrollment limit: 35.

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)

Previous terms offered: Spring 2016.

**REL 2289 (c, IP) Construction of Goddess and Deification of Women in Hindu Tradition**

Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Fall 2016.

**REL 2300 (c, ESD) Religious Conversion**

Non-Standard Rotation. Enrollment limit: 35.

Examines conversion in various religions, including Islam, Christianity, Judaism, and Buddhism. Through primary and secondary source materials, students will explore historical and modern understandings and practices of conversion as a signifier, rite, or ritual of entrance or immersion into a religious tradition and its community. Students will read firsthand accounts of conversions, secondhand conversion narratives, attempts to define conversion, religious guidelines for conversion, and texts examining the implications of converting away from one community and into another. Among others, accounts of apostasy, coerced conversion, conversion for the purposes of marriage or inheritance, and conversions described as spiritual epiphanies will be examined. Questions how to define conversion and whether it is possible to formulate a universal definition for conversion across religions and cultures.

Previous terms offered: Spring 2019.

**REL 2350 (c, ESD, IP) Myth in Arabic Literature: From the Qur'an to Modern Poetry and Prose**

Non-Standard Rotation. Enrollment limit: 35.

Examines various myths in Arabic literature in translation. Discusses how myths of different origins (Ancient Near East, Greco-Roman Mediterranean, Ancient Arabia, Iran, India, Judeo-Christian traditions) have been reinterpreted and used in Arabic-speaking cultures from the sixth until the twenty-first century, to deal with questions such as the struggle of people against gods, their defiance against fate, their quest for salvation, their pursuit of a just society, and their search for identity. Explores various genres of Arabic literature from the Qur'an, the hadith (i.e., prophetic sayings), ancient and modern poetry, medieval prose and travel literature, "1001 Nights", Egyptian shadow theater, and modern short stories and novels. In this way, presents Arabic literature as global, rooted in different ancient traditions and dealing with the perennial questions of humanity. (Same as: ARBC 2350, CLAS 2350)

Previous terms offered: Spring 2019.

**REL 2520 (c) Popular Religion in the Americas**

Joshua Urich.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

What makes a particular religious practice "popular" and what does "popular" religion indicate about the future of religion in America? This course explores the relationship between institutional religion and popular religion—sometimes labeled "lived" or "vernacular" religion—in the Americas. We will pay particular attention to the ways in which popular religious practices challenge or complement institutional religion in the lives of practitioners. Readings will focus on social, economic, and political aspects of popular religious practices, examining the ways they challenge or reinforce categories like class, race, and gender. Topics may include the Mexican saint of death (Santa Muerte), the emergence of the designation "spiritual but not religious," Sherlock Holmes fan culture, the veneration of science and scientists.

**REL 2522 (c) Buddhism in America**

Joshua Urich.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Examines the two major strands of Buddhism in America: that of immigrant communities and that which is practiced by Americans without preexisting cultural ties to Buddhist traditions. After a brief introduction to Buddhism's emergence and spread in the first millennium, readings trace the differences between these varieties of American Buddhism. Themes to be explored include temples as sources of material, emotional, and spiritual support, Buddhist practices as source of cultural identity and connection to homelands, and religious innovations and controversies among American "converts." These latter include the poetry of Allen Ginsberg, Zen and the Art of Motorcycle Maintenance, and the widespread commercialization of Zen. (Same as: ASNS 2839)

**REL 2745 (c, IP) The Tigress' Snare: Gender, Yoga, and Monasticism in South and Southeast Asia**

Non-Standard Rotation. Enrollment limit: 35.

There is no dearth of stories regarding the dangers of women and sexuality for Hindu, Buddhist, Jain, and Nath yogis and ascetics. Texts after texts written on ancient, classical, and early modern Asian monasticism point to the evil of women and the dangers they pose to those attempting to live monastic lives. Women, however, have historically been and continue to be involved in these religious traditions. This class will examine the highly gendered worldview found within South and Southeast Asian yogic and monastic texts. Primarily reading Hindu, Nath yogi, Jain, and Buddhist canonical teachings, the class will discuss the manner in which women have historically been viewed within these religious traditions. It will then shift to look at the manner in which women have been and continue to take part in these communities in their everyday life. Through the use of both academic readings and multimedia texts, the class will examine how women navigate their roles within these male-dominated communities, their reasons for joining these communities, and the differences that exist for women within the different monastic and yogic communities. (Same as: ASNS 2745, GSWS 2745)

Previous terms offered: Spring 2019.

**REL 3310 (c) Religious Toleration and Human Rights**

Non-Standard Rotation. Enrollment limit: 16.

Is toleration a response to difference we cannot do without or is it simply a strategy for producing religious subjectivities that are compliant with liberal political rule? Is toleration a virtue like forgiveness or a poor substitute for justice? Examines the relationship between early modern European arguments for toleration and the emergence of universal human rights as well as the continuing challenges that beset their mutual implementation. Some of these challenges include confronting the Christian presuppositions of liberal toleration, accommodating the right to religious freedom while safeguarding cultural diversity by prohibiting proselytism, and translating arguments for religious toleration to the case for nondiscrimination of sexual orientations and relationships. In addition to case studies and United Nations documents, course readings include selections from Locke, Marx, Heyd, Walzer, Brown, Pellegrini, and Richards.

Previous terms offered: Spring 2018.

**REL 3325 (c) Deadly Words: Language and Power in the Religions of Antiquity**

Non-Standard Rotation. Enrollment limit: 16.

In the ancient Mediterranean world, speech was fraught with danger and uncertainty. Words had enormous power—not just the power to do things but a tangible power as things. Words attached themselves to people as physical objects. They lived inside them and consumed their attention. They set events in motion: war, conversion, marriage, death, and salvation. This course investigates the precarious and deadly presence of oral language in the religious world of late antiquity (150 CE to 600 CE). Focusing on evidence from Christian, Jewish, and pagan sources—rabbinic literature, piyyutim, curse tablets, amulets, monastic sayings, creeds, etc.—students will come to understand the myriad ways in which words were said to influence and infect religious actors. For late ancient writers, words were not fleeting or ethereal, but rather quite tactile objects that could be felt, held, and experienced. It is the physical encounter with speech that orients this course. (Same as: CLAS 3325)

Previous terms offered: Spring 2019.

**REL 3333 (c) Islam and Science**

Every Other Year. Enrollment limit: 15.

Surveys the history of science, particularly medicine and astronomy, within Islamic civilization. Pays special attention to discussions of science in religious texts and to broader debates regarding the role of reason in Islam. Emphasizes the significance of this history for Muslims and the role of Western civilization in the Islamic world. Students with a sufficient knowledge of Arabic may elect to read certain texts in Arabic.

Previous terms offered: Spring 2017.

**REL 3390 (c) Theories about Religion**

Todd Berzon.

Every Fall. Fall 2019. Enrollment limit: 16.

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.

Prerequisites: REL 1101.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

## Romance Languages and Literatures

### Overview & Learning Goals

#### Overview

The Department of Romance Languages and Literatures offers courses in Francophone studies, Hispanic studies, and Italian studies. In addition to focusing on developing students' fluency in the languages, the department provides students with a broad understanding of the cultures and literatures of the French-speaking, Italian-speaking, and Spanish-speaking worlds through a curriculum that prepares students for international work, teaching, or graduate study. Native speakers are involved in most language courses. Unless otherwise indicated, all courses are conducted in the respective language.

## Learning Goals

Majors and non-majors will be able to:

- Accurately and effectively use French, Italian, and/or Spanish for interpersonal (dialogues), interpretive (reading, listening), and presentational (writing, speaking) modes of communication, ranging in complexity from everyday interaction to abstract, educated discourse in both oral and written forms (1101–2305).
- Demonstrate critical understanding of Francophone, Hispanic, and/or Italian cultural productions through the discussion and critique of literary, artistic, historical, and sociological works of various authors, genres, periods, and regions (2400–3000).

In addition, majors and minors will be able to:

- Identify and describe widely recognized intellectual and cultural movements throughout the history of Francophone, Hispanic, and/or Italian societies.
- Explain fundamental concepts for, and contrast diverse approaches to, the scholarly study of literature, film, and cultural production (2400–3000).
- Conduct analytical research in Francophone, Hispanic, and/or Italian Studies, and present it with scholarly rigor, in written or oral form, using the methods specific to such disciplines (3000–Independent Studies/Honors Project).

Department/Program Website (<https://www.bowdoin.edu/romance-languages>)

## Faculty

Arielle Saiber, *Department Chair*  
Kate Flaherty, *Department Coordinator*

*Professors:* Elena Cueto Asín, Arielle Saiber, Hanétha Vété-Congolo  
*Associate Professors:* Margaret Boyle‡, Nadia V. Celis, Charlotte Daniels, Katherine L. Dauge-Roth‡, Gustavo Faverón Patriau, Carolyn Wolfenzon  
*Assistant Professors:* Meryem Belkaïd, Allison A. Cooper, Sebastian D. Urli  
*Senior Lecturers:* Davida Gavioli, Anna Rein  
*Visiting Faculty:* Gerard Keubeung, Ian MacDonald, Barbara Sawhill, Holly Sims, Julia Venegas  
*Teaching Fellows:* Enora Boivin, Hanane El hidaoui, Paula March, Guiliano Marmora, Claudia Ortiz

Faculty/Staff Website (<https://www.bowdoin.edu/romance-languages/faculty-and-staff>)

## Requirements

### Majors in the Department of Romance Languages and Literatures

Students may declare a major in Francophone studies, Hispanic studies, Italian studies, or in Romance languages and literatures (with a concentration in two of the three areas: Francophone studies, Hispanic studies, and Italian Studies). All majors are expected to achieve breadth in their knowledge of the French-, Italian-, and/or Spanish-speaking worlds by taking courses on the literatures and cultures of these areas across all genres from the medieval period to the present, including at the 3000 level. Students should also take complementary courses in study-away programs or in other departments and programs.

### Francophone Studies Major

Nine courses higher than FRS 2204 Intermediate French II, including:

Code	Title	Credits
<b>Required Courses</b> <sup>a</sup>		
FRS 2409	Spoken Word and Written Text	1
FRS 2410	Literature, Power, and Resistance	1
Select at least one of the following:		
FRS 2407	Francophone Cultures	1
FRS 2408	Contemporary France through the Media	1

Select three courses at the advanced level (3000–3999), at least two of which must be taught in French, and at least two of which must be taken at Bowdoin.

- <sup>a</sup> Or eight courses higher than 2204 for students beginning with 2203 or lower. Equivalent courses from off campus may be substituted for required courses in consultation with a faculty advisor for the major.

Students who place out of any of the courses listed above must still take at least nine courses in Francophone studies or Romance languages and literatures for the major.

### Hispanic Studies Major

Nine courses higher than HISP 2204 Intermediate Spanish II, including:

Code	Title	Credits
<b>Required Courses</b> <sup>b</sup>		
HISP 2305	Advanced Spanish	1
HISP 2409	Introduction to Hispanic Studies: Poetry and Theater	1
HISP 2410	Introduction to Hispanic Studies: Essay and Narrative	1

Select three courses at the advanced level (3000–3999), at least two of which must be taught in Spanish, and at least two of which must be taken at Bowdoin.

- <sup>b</sup> Or eight courses higher than 2204 for students beginning with 2203 or lower. Equivalent courses from off campus may be substituted for required courses in consultation with a faculty advisor for the major.

Students who place out of any of the courses listed above must still take at least nine courses in Hispanic studies or Romance languages and literatures for the major.

### Italian Studies Major

Nine courses higher than ITAL 1101 Elementary Italian I, including:

Code	Title	Credits
ITAL 1102	Elementary Italian II	1
or ITAL 1103	Accelerated Elementary Italian	
ITAL 2203	Intermediate Italian I	1
ITAL 2204	Intermediate Italian II	1
ITAL 2305	Advanced Italian I	1
ITAL 2408	Introduction to Contemporary Italy: Dalla Marcia alla Vespa	1
Select two courses taught in English whose focus is on Italian art, culture, cinema, or music (such as courses by art history, classics, cinema studies, and music). <sup>e</sup>		

Select at least one advanced course (3000–3999) taught in Italian and at Bowdoin. 1

- e One must be taught by a member of the Italian studies faculty. Bowdoin courses taught by faculty other than Italian studies faculty or courses taken abroad require approval from the department to fulfill this requirement.

Students who place out of any of the courses listed above must still take at least nine courses in Italian studies, or Romance languages and literatures, or approved courses for the major.

## Romance Languages and Literatures Major

Nine courses higher than 2204. Students must fulfill the requirements below from two different areas.

Code	Title	Credits
<b>Area-Specific Option Requirements<sup>c</sup></b>		
Francophone studies requirements:		2
FRS 2409	Spoken Word and Written Text	
FRS 2410	Literature, Power, and Resistance	
Hispanic studies requirements:		2
HISP 2409	Introduction to Hispanic Studies: Poetry and Theater	
HISP 2410	Introduction to Hispanic Studies: Essay and Narrative	
Italian studies requirements:		2
ITAL 2305	Advanced Italian I	
ITAL 2408	Introduction to Contemporary Italy: Dalla Marcia alla Vespa	

For any of the above combinations, three additional courses at the advanced level (3000–3999) are required, at least two of which must be taken at Bowdoin. These courses may be taken in either or both areas of the student's concentration. 3

- c Or eight courses higher than 2204 for students beginning with 2203 or lower. Equivalent courses from off campus may be substituted for required courses in consultation with a faculty advisor for the major.

## Minors in Romance Languages and Literatures

Students may declare a minor in Francophone studies, Hispanic studies, or Italian studies.

### Francophone Studies Minor

- at least four Bowdoin courses in Francophone studies numbered higher than 2204
- One must be an advanced course (3000–3999) taught in French.
- Courses taken away do not satisfy the requirements for the minor.

### Hispanic Studies Minor

- at least four Bowdoin courses in Hispanic studies numbered higher than 2204
- One must be an advanced course (3000–3999) taught in Spanish.
- Courses taken away do not satisfy the requirements for the minor.

### Italian Studies Minor

- at least four Bowdoin Italian courses numbered higher than 2203 taught in Italian
- All minors are required to take one 3000-level course at Bowdoin taught in Italian.
- Up to one 2000-level course taken away in a semester or yearlong program may be applied to the minor, pending departmental approval.

## Additional Information

### Additional Information and Department Policies

- No fewer than five courses for the major must be taken at Bowdoin.
- Students must achieve a grade of C- or higher in all courses for the major or minor, including prerequisites.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- No more than one course for the major may be in independent study. Courses taken in independent study do not fulfill the advanced course (3000–3999) requirement.

### Placement

Entering first-year and transfer students who plan to take Francophone studies, Hispanic studies, or Italian studies courses must take the appropriate placement test administered online. Students with questions regarding placement should speak with a faculty member in the department.

### Advanced Placement and International Baccalaureate

Students who receive a minimum score of four on the French Language and Culture AP exam, or a minimum score of six on the French IB exam, are eligible to receive a general credit toward the degree, not the major/minor, if they complete FRS 2305 Advanced French through Film or higher and earn a minimum grade of B-. Students meeting these criteria do not receive credit if they place into or elect to take a course lower than FRS 2305 Advanced French through Film.

Students who receive a minimum score of four on the Italian Language and Culture AP exam, or a minimum score of six on the Italian IB exam, are eligible to receive a general credit toward the degree, not the major/minor, if they complete ITAL 2305 Advanced Italian I or higher and earn a minimum grade of B-. Students meeting these criteria do not receive credit if they place into or elect to take a course lower than ITAL 2305 Advanced Italian I.

Students who receive a minimum score of four on the Spanish Language AP exam or the Spanish Literature and Culture AP exam, or a minimum score of six on the Spanish IB exam, are eligible to receive a general credit toward the degree, not the major/minor, if they complete HISP 2305 Advanced Spanish or higher and earn a minimum grade of B-. Students meeting these criteria do not receive credit if they place into or elect to take a course lower than HISP 2305 Advanced Spanish.

In order to receive credit for Advanced Placement or International Baccalaureate work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

### Study Away

A period of study in an appropriate country, usually in the junior year, is strongly encouraged. Bowdoin College is affiliated with a wide range

of excellent programs abroad, and interested students should seek the advice of a member of the department early in their sophomore year to select a program and to choose courses that complement the offerings at the College. Students who study away for one semester receive a maximum of three credits toward the major. Those who study away for the academic year receive a maximum of four credits toward the major. Courses taken away cannot count toward the Francophone or Hispanic studies minors.

## Independent Study

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular coursework. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

## Honors in Romance Languages and Literatures

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a faculty committee. Candidates for departmental honors must have an outstanding record in other courses in the department. Seniors engaging in independent study toward the completion of an honors project must enroll concurrently in another course in the department in the fall semester.

## Courses

### Francophone Studies

#### FRS 1101 (c) Elementary French I

Hanetha Vete-Congolo.  
Every Fall. Fall 2019. Enrollment limit: 18.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

#### FRS 1102 (c) Elementary French II

Every Spring. Enrollment limit: 18.

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.

Prerequisites: FRS 1101 or Placement in FRS 1102.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017.

#### FRS 2203 (c) Intermediate French I

Jacques Gerard Keubeung Fokou; Meryem Belkaid.  
Every Fall. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: FRS 1102 or Placement in FRS 2203.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

#### FRS 2204 (c) Intermediate French II

Every Spring. Enrollment limit: 18.

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.

Prerequisites: FRS 2203 or Placement in FRS 2204.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017.

#### FRS 2305 (c, VPA) Advanced French through Film

Jacques Gerard Keubeung Fokou; Charlotte Daniels.  
Every Fall. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: FRS 2204 or Placement in FRS 2305.

Previous terms offered: Spring 2019, Fall 2018, Fall 2017, Fall 2016.

#### FRS 2407 (c, ESD, IP) Francophone Cultures

Every Spring. Enrollment limit: 18.

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

Prerequisites: FRS 2305 or higher or Placement in FRS 2400 level.

Previous terms offered: Spring 2018, Spring 2017.

#### FRS 2408 (c, ESD, IP) Contemporary France through the Media

Every Spring. Enrollment limit: 18.

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.

Prerequisites: FRS 2305 or higher or Placement in FRS 2400 level.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017.

**FRS 2409 (c, ESD, IP) Spoken Word and Written Text**

Charlotte Daniels.

Every Semester. Fall 2019. Enrollment limit: 18.

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)

Prerequisites: FRS 2305 or higher or Placement in FRS 2400 level.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**FRS 2410 (c, ESD, IP) Literature, Power, and Resistance**

Meryem Belkaid.

Every Semester. Fall 2019. Enrollment limit: 18.

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)

Prerequisites: FRS 2305 or higher or Placement in FRS 2400 level.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**FRS 3201 (c) Voices of Women, Voices of the People**

Non-Standard Rotation. Enrollment limit: 16.

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

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2017.

**FRS 3203 (c) Murder, Mystery, and Mayhem: The fait divers in French Literature and Film**

Non-Standard Rotation. Enrollment limit: 16.

Examines the fait divers, a news item recounting an event of a criminal, strange, or licentious nature, as a source for literary and cinematographic production. Traces the development of the popular press and its relationship to the rise of the short story. Explores how literary authors and filmmakers past and present find inspiration in the news and render "true stories" in their artistic work. Readings may include selections from Rosset, J-P. Camus, Le Clézio, Cendrars, Beauvoir, Duras, Genet, Modiano, Bon, newspapers, and tabloids.

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2018.

**FRS 3204 (c, VPA) French Theater Production**

Non-Standard Rotation. Enrollment limit: 16.

Students read, analyze, and produce scenes from French plays. At the end of the semester, student groups produce, direct, and perform in one-act plays. Authors studied may include Molière, Marivaux, Beckett, Ionesco, Sartre, Camus, Genet, Sarraute, and Anouilh. Conducted in French.

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Spring 2019.

**FRS 3206 (c) Body Language: Writing the Body in Early Modern France**

Non-Standard Rotation. Enrollment limit: 16.

Analysis of texts and images from early modern literary, philosophical, medical, ecclesiastical, and artistic sources from the sixteenth through eighteenth centuries, as well as of modern film, Web, and textual media, allows students to explore the conflicting roles of early modern bodies through several themes: birth and death, medicine and hygiene, gender and sexuality, social class, race, monstrosity, Catholic and Protestant visions of the body, the royal body, the body politic. Thoughtful comparison and examination of the meanings of the body today encouraged throughout. Conducted in French.

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2017.



**FRS 3207 (c) Love, Letters, and Lies**

Non-Standard Rotation. Enrollment limit: 16.

A study of memoir novels, epistolary novels (letters), and autobiography. What does writing have to do with love and desire? What is the role of others in the seemingly personal act of "self-expression"? What is the truth value of writing that circulates in the absence of its author? These and other related issues are explored in the works of the most popular writers of eighteenth-century France: Prévost, Graffigny, Laclos, and Rousseau. Conducted in French.

Prerequisites: FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher or FRS 3000 or higher.

Previous terms offered: Spring 2018.

**FRS 3211 (c) Bringing the Female Maroon to Memory: Female Marronage and Douboutism in French Caribbean Literature**

Non-Standard Rotation. Enrollment limit: 16.

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 Coba. 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)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2016.

**FRS 3213 (c) Aesthetics in Africa and Europe**

Hanetha Vete-Congolo.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

Aesthetics – the critical reflection on art, taste, and culture; as much as beauty, the set of properties of an object that arouses pleasure—are central to all aspects of society-building and human life and relationships. Examines the notions of aesthetics and beauty, from pre-Colonial to contemporary times in cultures of the African and Western civilizations as expressed in various humanities and social sciences texts, as well as the arts, iconography, and the media. Considers the ways Africans and afro-descendants in the New World responded to the Western notions of aesthetics and beauty. Authors studied may include Anténor Firmin, Jean Price Mars, Senghor, Damas, Césaire, Cheick Anta Diop, Fanon, Glissant, Chamoiseau, Gyekye Kwame, Socrates, Plato, Jean-Baptiste du Bos, Diderot, Le père André, Baumgarten, Kant, Schopenhauer, Hegel, Hugo. (Same as: AFRS 3213, LAS 3213)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

**FRS 3214 (c) French and Francophone Crime Fiction as History**

Non-Standard Rotation. Enrollment limit: 16.

Examines French and Francophone crime fiction (novels, short stories, graphic novels, films) whose events question the past, not only of the victim, investigator, or suspect, but also of the society in which the crime has taken place. Explores texts and films in French that actively engage with the history of war, occupation, colonization, and decolonization, and examines their potential to foster social transformation and political revolution. Writers and filmmakers may include Yasmina Khadra, Driss Chraïbi, Jean-Patrick Manchette, Patrick Modiano, Didier Daeninckx, Michel Del Castillo, Tonino Benacquista, and Costa Gavras. Conducted in French.

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Spring 2018.

**FRS 3215 (c, VPA) Creative Writing and Filmmaking**

Non-Standard Rotation. Enrollment limit: 16.

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)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2016.

**FRS 3216 (c) North African Cinema: From Independence to the Arab Spring**

Non-Standard Rotation. Enrollment limit: 16.

Seminar. Provides insight into contemporary film production from the Maghreb (Algeria, Tunisia, and Morocco). Explores questions of gender and sexuality, national identity, political conflict, and post- and neo-colonial relationships in the context of globalization and in conditions of political repression and rigid moral conservatism. Examines how filmmakers such as Lakhdar Hamina, Férid Boughedir, Moufida Tlatli, Nedir Moknèche, Malek Bensmaïl, Lyès Salem, Hicham Ayoub, and Leyla Bouzid work in a challenging socio-economic context of film production in consideration of setbacks and obstacles specific to the developing world. Taught in French. (Same as: CINE 3352)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Spring 2017.

**FRS 3220 (c) African Immigrant Voices in France**

Non-Standard Rotation. Enrollment limit: 16.

Examines the ways both writers and sociologists give voice to the immigrant experience. Focuses on novels as well as sociological studies on African immigration in contemporary France. From a sociological survey that reads like a novel to a novel that reads like an ethnography, we will think through how these disciplines converge and diverge. Introduces students to the methodology behind qualitative interviews. Students conduct fieldwork in Lewiston or Portland and produce podcasts based on in-depth interviews. Students will grapple with positionality as well as the ethics and politics of storytelling. Brings attention to local francophone African immigrant communities in Maine. Readings include selections from Alain Mabanckou, Bessora, Stéphane Béaud, and Abdelmalek Sayad among others. (Same as: AFRS 3220)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Fall 2018.

**FRS 3221 (c) The African Diaspora in France and the Crisis of Citizenship**

Non-Standard Rotation. Enrollment limit: 16.

One of the consequences of the French imperial experience has been the profound transformation not only of colonized regions, but also of French society and culture. This seminar will scrutinize the relationship between France and its former colonies in Africa, with a special emphasis on the current debates about national identity, difference, and assimilation in France. Through an exploration of novels, films, and popular cultures, our descent into the debate about national identity in France will trace and understand the presumed differences between French "natives," "immigrants," and "citizens." Novels and films will include works by Medhi Charef, thomte Ryam, Faïza Guène, Tahar ben Jelloun, Rachid Bouchareb, Mathieu Kassovitz, and Yamina Benguigui. (Same as: AFRS 2406)

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

Previous terms offered: Spring 2019.

**FRS 3222 (c, ESD, IP) Texts Talking Back: French Canada Speaking to Itself and to the World through Literature**

Ian MacDonald.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Explores the ways in which authors refer to history, geography, and most particularly to other literary texts in order to form a community of voices that constitutes a body of expression unique to Francophone Canada. The literature of French Canada evokes a history of displacements, conflicts, triumphs, oppressions, and liberations that play out in relationship to "others" to whom texts respond. We will read essays, novels, plays, and poems from Francophone Canada and familiarize ourselves with events, texts, and places that will help us deepen our understanding and appreciation of the literary traditions of Canada, with an emphasis on Québécois and Acadian authors. Readings may include texts by Marie-Claire Blais, Roch Carrier, Herménégilde Chiasson, Evelyne de la Chenelière, Madeleine Gagnon, Claude Gauvreau, Anne Hébert, Dany Laferrière, Michèle Lalonde, Robert LePage, Antonine Maillet, Gaston Miron, Wajdi Mouawad, Émile Nelligan, Gabrielle Roy, and Michel Tremblay.

Prerequisites: Two of: either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher and either FRS 2409 (same as AFRS 2409 and LAS 2209) or FRS 2410 (same as AFRS 2412 and LAS 2210) or FRS 3000 or higher.

## Hispanic Studies

**HISP 1101 (c) Elementary Spanish I**

Barbara Sawhill.

Every Fall. Fall 2019. Enrollment limit: 18.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016.

**HISP 1102 (c) Elementary Spanish II**

Julia Venegas.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: HISP 1101 or Placement in HISP 1102.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017.

**HISP 1103 (c) Accelerated Elementary Spanish**

Every Semester. Enrollment limit: 16.

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).

Prerequisites: Placement in HISP 1103.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017.

**HISP 2116 (c) Spanish Cinema: Taboo and Tradition**

Non-Standard Rotation. Enrollment limit: 16.

Introduces students to film produced in Spain, from the silent era to the present, focusing on the ways in which cinema can be a vehicle for promoting social and cultural values, as well as for exposing religious, sexual, or historical taboos in the form of counterculture, protest, or as a means for society to process change or cope with issues from the past. Looks at the role of film genre, authorship, and narrative in creating languages for perpetuating or contesting tradition, and how these apply to the specific Spanish context. Taught in English. Note: Fulfills the non-US cinema requirement for cinema studies minors. (Same as: CINE 2116)

Previous terms offered: Spring 2019.

**HISP 2203 (c) Intermediate Spanish I**

Holly Sims; Barbara Sawhill; Elena Cueto Asin.

Every Semester. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: HISP 1102 or HISP 1103 or Placement in HISP 2203.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Fall 2016.

**HISP 2204 (c) Intermediate Spanish II**

Carolyn Wolfenzon Niego; Nadia Celis.

Every Semester. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: HISP 2203 or Placement in HISP 2204.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**HISP 2220 (c, IP) Health and Healing in Early Modern Spain and Spanish America**

Non-Standard Rotation. Enrollment limit: 08.

Explores a range of literary and cultural texts related to the theory, practice, and experience of health and healing in the early modern Hispanic world. Topics include gender and medicine; health and spiritual practices; herbalists and apothecaries; botanists and natural historians; gardens and gardeners; diet and food; healer and patients. Taught in English. Students wishing to take the course for Spanish credit should register for Hispanic Studies 3220 and complete all written work in Spanish. (Same as: LAS 2220)

Previous terms offered: Fall 2017.

**HISP 2305 (c) Advanced Spanish**

Sebastian Urli.

Every Semester. Fall 2019. Enrollment limit: 18.

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)

Prerequisites: HISP 2204 or Placement in HISP 2305.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**HISP 2306 (c, ESD, IP) Spanish Non-Fiction Writing Workshop**

Non-Standard Rotation. Enrollment limit: 12.

Designed for heritage speakers (who grew up speaking Spanish in the home), bilinguals, and other Spanish-speaking students. The class will examine nonfictional accounts of current events and issues in the Hispanic world written by leading Spanish and Latin American authors and journalists. Throughout the semester, students will conduct research on a given topic or a particular environment of their choosing, writing their own nonfictional accounts of their research. Students will gain valuable real world experience researching, reporting, and working with speakers of Spanish in Brunswick or the surrounding communities. Through work specifically tailored to individual needs, students will hone their writing skills and build confidence in the language. (Same as: LAS 2306)

Previous terms offered: Spring 2019.

**HISP 2409 (c, IP) Introduction to Hispanic Studies: Poetry and Theater**

Gustavo Faveron Patriau.

Every Semester. Fall 2019. Enrollment limit: 18.

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. Conducted in Spanish. (Same as: LAS 2409)

Prerequisites: HISP 2305 (same as LAS 2205) or LAS 2205 or Placement in HISP 2409 or 2410.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**HISP 2410 (c, IP) Introduction to Hispanic Studies: Essay and Narrative**

Elena Cueto Asin; Holly Sims.

Every Semester. Fall 2019. Enrollment limit: 18.

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)

Prerequisites: HISP 2305 (same as LAS 2205) or LAS 2205 or Placement in HISP 2409 or 2410.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**HISP 2505 (c, ESD) The Making of a Race: Latino Fictions**

Non-Standard Rotation. Enrollment limit: 18.

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)

Previous terms offered: Fall 2016.

**HISP 2515 (c, IP) Reading "Don Quixote"**

Non-Standard Rotation. Enrollment limit: 08.

Provides a semester immersion in the reading, words, and libraries of "Don Quixote" and its author, Miguel de Cervantes. Alongside close reading of the novel, students explore the material culture of early modern Spain as well as its afterlife and emergence into the digital world. The course also provides an introduction to manuscript and book culture through intensive collaboration with Bowdoin College special collections. Course discussion, reading, and writing in English. Students wishing to take the course for credit in Spanish should enroll in Hispanic Studies 3115.

Previous terms offered: Fall 2018.

**HISP 3005 (c, ESD) The Making of a Race: Latino Fictions**

Non-Standard Rotation. Enrollment limit: 18.

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)

Prerequisites: HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410).

Previous terms offered: Fall 2016.

**HISP 3110 (c, IP, VPA) Hispanic Theater and Performance**

Non-Standard Rotation. Enrollment limit: 18.

Explores the professionalization of Spanish theater, starting in Spain with the development of the three-act comedia and moving across the Atlantic within public theaters, courtyards, convent theaters, and the streets. Examines the topic of performance, considering staging, costuming, set design, the lives of actors, and adaptation in both historical and contemporary contexts. Playwrights of special focus include: Calderón de la Barca, Lope de Vega, Tirso de Molina, María de Zayas, Ana Caro, Sor Juana Inés de la Cruz, and Juan Ruiz de Alarcón. Taught in Spanish. (Same as: LAS 3210, THTR 3503)

Prerequisites: HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410).

Previous terms offered: Spring 2018.

**HISP 3115 (c) Reading "Don Quixote"**

Non-Standard Rotation. Enrollment limit: 08.

Provides a semester immersion in the reading, words, and libraries of "Don Quixote" and its author, Miguel de Cervantes. Alongside close reading of the novel, students explore the material culture of early modern Spain as well as its afterlife and emergence into the digital world. The course also provides an introduction to manuscript and book culture through intensive collaboration with Bowdoin College special collections. Course readings, discussion, and writing in Spanish.

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2018, Spring 2017.

**HISP 3116 (c) Spanish Cinema: Taboo and Tradition**

Non-Standard Rotation. Enrollment limit: 16.

Introduces students to film produced in Spain, from the silent era to the present, focusing on the ways in which cinema can be a vehicle for promoting social and cultural values, as well as for exposing religious, sexual, or historical taboos, in the form of counterculture, protest, or as a means for society to process change or cope with issues from the past. It looks at the role of film genre, authorship, and narrative in creating languages for perpetuating or contesting tradition, and how these apply to the specific Spanish context. Taught in English. Written assignments in Spanish.

Prerequisites: HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410).

Previous terms offered: Spring 2019.

**HISP 3117 (c) Hispanic Cities in Cinema: Utopia, Distopia, and Transnationality**

Non-Standard Rotation. Enrollment limit: 15.

Examines how cinema portrays urban spaces in Latin America, Spain and USA from an aesthetic point of view that facilitates discourses on Hispanic history and identity. It looks at the city (Barcelona, Bogotá, Buenos Aires, Habana, Los Angeles, Madrid, Mexico DF and New York) as a cinematic setting for narratives on crime, immigration, political activity and romance, and how it conveys utopic or distopic views of physical and social urban development. Also considers how cities lend themselves as transnational subjects for directors who cross national boundaries, such as Luis Buñuel, Woody Allen, Pedro Almodóvar and Alejandro González Iñárritu. Conducted in English. Writing assignments in Spanish. (Same as: LAS 3217)

Prerequisites: HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410).

Previous terms offered: Spring 2017.

**HISP 3218 (c) A Journey around Macondo: Garcia Marquez and His Contemporaries**

Nadia Celis.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Studies the main topics, techniques, and contributions of Colombian Nobel Prize winner Gabriel García Márquez as presented in "One Hundred Years of Solitude." Explores the actual locations and the social, cultural, and literary trends that inspired the creation of Macondo, the so-called village of the world where the novel takes place, and the universal themes to which this imaginary town relates. Contemporary authors include Fuenmayor, Rojas Herazo, and Cepeda Samudio. (Same as: LAS 3218)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

**HISP 3219 (c) Letters from the Asylum: Madness and Representation in Latin American Fiction**

Non-Standard Rotation. Enrollment limit: 16.

Explores the concept of madness and the varying ways in which mental illness has been represented in twentieth-century Latin American fiction. Readings include short stories and novels dealing with the issues of schizophrenia, paranoia, and psychotic behavior by authors such as Jorge Luis Borges, Carlos Fuentes, Cristina Rivera Garza, and Horacio Quiroga. . Also studies the ways in which certain authors draw from the language and symptoms of schizophrenia and paranoia in order to construct the narrative structure of their works and in order to enhance their representation of social, political, and historical conjunctures. Authors include César Aira, Roberto Bolaño, Diamela Eltit, and Ricardo Piglia, . (Same as: LAS 3219)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2018.

**HISP 3220 (c, IP) Health and Healing in Early Modern Spain and Spanish America**

Non-Standard Rotation. Enrollment limit: 08.

Explores a range of literary and cultural texts related to the theory, practice and experience of health and healing in the early modern Hispanic world. Topics include gender and medicine; health and spiritual practices; herbalists and apothecaries; botanists and natural historians; gardens and gardeners; diet and food; healer and patients. Taught in English; all written work will be completed in Spanish. (Same as: LAS 3220)

Prerequisites: Two of: HISP 2409 (same as LAS 2409) and HISP 2410 (same as LAS 2410).

Previous terms offered: Fall 2017.

**HISP 3223 (c) The War of the (Latin American) Worlds**

Carolyn Wolfenzon Niego.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Discusses the historical, social, and political consequences of the clash between tradition and modernity in Latin America during the nineteenth and twentieth centuries as seen through novels, short stories, and film. Particular attention will be given to the ways in which the processes of modernization have caused the coexistence of divergent worlds within Latin American countries. Analyzes different social and political reactions to these conflictive realities, focusing on four cases: the Mexican Revolution, the Cuban Revolution, the dictatorship of Augusto Pinochet in Chile, and Andean insurgencies in Perú. Authors to be read may include Reinaldo Arenas, Roberto Bolaño, Simón Bolívar, Jorge Luis Borges, Cromwell Jara, Mario Vargas Llosa, Gabriel García Márquez, José Martí, Elena Poniatowska, and Juan Rulfo, among others. (Same as: LAS 3223)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

**HISP 3224 (c) Modern Spanish Theater in Context**

Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2016.

**HISP 3225 (c) Self-Figuration and Identity in Contemporary Southern Cone Literature**

Non-Standard Rotation. Enrollment limit: 16.

Who speaks in a text? What relationship exists between literature and identity? How can we portray ourselves in specific political contexts? Addresses these and other questions by studying contemporary Southern Cone literary texts that deal with problems of subjectivity and self-representation in poetry and novels. Concentrates on texts that display a literary "persona" in contexts of violence and resistance (the dictatorships of the 1970s) and in more contemporary Latin American ones. Some authors include Borges, Gelman, and Peri-Rossi. Films and contextual historical readings used. Taught in Spanish. (Same as: LAS 3225)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2017.

**HISP 3226 (c) A Body "of One's Own": Latina and Caribbean Women Writers**

Non-Standard Rotation. Enrollment limit: 16.

What kind of stories do bodies tell or conceal? How are those stories affected by living in a gendered body/subject? How do embodied stories relate to history and social realities? These are some of the questions addressed in this study of contemporary writing by women from the Hispanic Caribbean and the United States Latina/Chicana communities. Films and popular culture dialogue with literary works and feminist theory to enhance the examination of the relation of bodies and sexuality to social power, and the role of this relation in the shaping of both personal and national identities. Authors include Julia Álvarez, Fanny Buitrago, Judith Ortiz Cofer, Magali García Ramis, and Mayra Santos-Febres, among others. Taught in Spanish with readings in Spanish and English.. (Same as: GSWS 3326, LAS 3226)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2017.

**HISP 3227 (c, IP) The Hispanic Avant-Garde: Poetry and Politics**

Non-Standard Rotation. Enrollment limit: 16.

Questions what is meant by "avant-garde": how it was manifested in the Hispanic world in the first half of the twentieth century; how contemporaneous politics shaped or became shaped by it; how this relates to the world today. Focuses on poets such as Aleixandre, Garcia Lorca, Borges, Neruda, Huidobro, Storni, Lange, Novo, and Vallejo, while also considering a wide array of manifestos, literary journals, films, and other art forms from Spain, Argentina, Uruguay, Chile, Peru, Mexico, and Brazil. Taught in Spanish with some theoretical and historical readings in English. (Same as: LAS 3227)

Prerequisites: Two of: HISP 2409 (same as LAS 2409) and HISP 2410 (same as LAS 2410).

Previous terms offered: Spring 2018.

**HISP 3228 (c) Beyond the Postcard: Thinking and Writing the Caribbean**

Non-Standard Rotation. Enrollment limit: 16.

From the first chronicles of Columbus, who believed he had arrived in "The Indies," to the fantasies of global visitors lured by the comforts of secluded resorts, imagination has been a defining force impacting both the representation and the material lives of Caribbean people. Explores the historical trends that have shaped Caribbean societies, cultural identities, and intellectual history through a panoramic study of twentieth- and twenty-first-century fiction, essays, and films, with a focus on authors from the Hispanic Caribbean and US-Latinas of Caribbean descent. Engaging with the responses from Caribbean intellectuals to the challenges of the distorting mirror, addresses: how writers and artists have responded to the legacy of colonialism, slavery, and the plantation economy; how literature and art have depicted dominant trends in the region's more recent history such as absolutist regimes, massive migrations, the tourist industry, and even natural disasters; how the Caribbean drawn by artists and intellectuals relates to global representations of the region. Authors include Piñera, Padura, Santos-Febres, Chaviano, and Junot Díaz. Taught in Spanish. (Same as: AFRS 3228, LAS 3228)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2018.

**HISP 3230 (c) Colonial Seductions in Spanish America**

Non-Standard Rotation. Enrollment limit: 16.

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)

Prerequisites: 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.

Previous terms offered: Fall 2016.

**HISP 3231 (c, IP) Sor Juana and María de Zayas: Early Modern Feminisms**

Every Other Year. Enrollment limit: 16.

Did feminism exist in the early modern period? Examines key women authors from the early Hispanic World, considering the representation of gender, sexuality, race, and identity in distinct political and social contexts. Focuses on Mexican author Sor Juana Inés de la Cruz (1651-1695) and Spanish author María de Zayas (1590-1661), alongside other prominent women writers from the period. Students read short stories, essays, poems, and personal letters. Conducted in Spanish. (Same as: GSWS 3231, LAS 3231)

Prerequisites: HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410).

Previous terms offered: Spring 2019.

**HISP 3235 (c, IP) Mexican Fictions: Voices from the Border**

Every Other Year. Enrollment limit: 16.

Explores the representation of Mexican history in literature by Mexico's most canonical writers of the twentieth and early twenty-first century. Key moments in the history of Mexico discussed include the Mexican Revolution and its legacy, the struggles for modernization, the 1968 massacre of Tlatelolco, the concept of the border from a Mexican perspective, immigration to the United States, and the War on Drugs. Literary texts in a variety of genres (short stories, novellas, novels, theater, essays, chronicles and film) are complemented by historical readings and critical essays. Authors include: Mariano Azuela, Sabina Berman, Rosario Castellanos, Luis Humberto Crosthwhite, Carlos Fuentes, Yuri Herrera, Jorge Ibaranguoitia, Octavio Paz, Valeria Luiselli, Elmer Mendoza, Guadalupe Nettel, Octavio Paz, Juan Rulfo, Daniel Sada, Paco Ignacio Taibo II, and Helena María Viramontes (Same as: LAS 3235)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2017.

**HISP 3237 (c) Hispanic Short Story**

Gustavo Favaron Patriau.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

An investigation of the short story as a literary genre, beginning in the nineteenth century, involving discussion of its aesthetics, as well as its political, social, and cultural ramifications in the Spanish-speaking world. Authors include Pardo Bazán, Borges, Cortázar, Echevarría, Ferré, García Márquez, and others. (Same as: LAS 3237)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2017.

**HISP 3239 (c) Borges and the Borgesian**

Every Other Year. Enrollment limit: 16.

An examination of the Argentinian writer Jorge Luis Borges's work, focusing not only on his short stories, poems, essays, film scripts, interviews, and cinematic adaptations, but also on the writers who had a particular influence on his work. Also studies Latin American, European, and United States writers who were later influenced by the Argentinian master. An organizing concept is Borges's idea that a writer creates his own precursors. (Same as: LAS 3239)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2018.

**HISP 3243 (c) Imaginary Cities/Real Cities in Latin America**

Non-Standard Rotation. Enrollment limit: 16.

Examines the representation of urban spaces in Spanish American literature during the last six decades. While mid-twentieth-century fictional towns such as Macondo and Comala tended to emphasize exoticism, marginality, and remoteness, more recent narratives have abandoned the "magical" and tend to take place in metropolitan spaces that coincide with contemporary large cities such as Lima and Buenos Aires. The treatment of social class divisions and transgressions, territoriality, and the impact of the space on the individual experience are studied in novels, short stories, and film from the 1950s to the present. Authors include Rulfo, García Márquez, Onetti, Donoso, Vargas Llosa, Sábato, Reynoso, Ribeyro, Piñera, Gutiérrez, Bellatín, Caicedo, and Junot Díaz, among others. (Same as: LAS 3243)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2018.

**HISP 3247 (c) Translating Cultures**

Non-Standard Rotation. Enrollment limit: 16.

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. Course taught in Spanish. (Same as: LAS 3247)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2017, Fall 2016.

**HISP 3249 (c, IP) The Southern Cone Revisited: Contemporary Challenges**

Non-Standard Rotation. Enrollment limit: 16.

How do artists distinguish their contemporary moment from the past? What challenges does it pose to literature and film? Building on ideas by Agamben, Benjamin, and Didi-Huberman, explores these questions in the context of contemporary Argentinean, Chilean, and Uruguayan poetry, short stories, novels, and films. Topics include post-dictatorship societies, text/image dynamics, new forms of subjectivity, human/post-human interactions, and economic and bio-political violence, as seen in works by Sergio Chejfec, Cristina Peri Rossi, Nadia Prado, Gabriela Cabezón Cámara, Pedro Lemebel, Fernanda Trías, and others. Taught in Spanish. (Same as: LAS 3250)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Fall 2018.

**HISP 3251 (c, IP) Attesting to Violence: Aesthetics of War and Peace in Contemporary Colombia**

Non-Standard Rotation. Enrollment limit: 16.

The enduring armed conflict in Colombia has nurtured a culture of violence, with effects in every sector of society. Among its better-known actors are the leftist guerrillas, the right-wing paramilitary forces, and the national army, all influenced by the rise of drug trafficking in the Americas and by United States interventions. This course focuses on how contemporary Colombian writers and artists have responded to war, and how they resist the erasure of memory resulting from pervasive violence. In light of the most recent peace process, the course also examines how artists, activists, and civil society are using aesthetics, arts, and performance to face challenges such as healing the wounds of conflict and inventing peace in a society whose younger generations have no memory of life without violence. Materials include articles in the social sciences, movies, and TV series, along with literary works (Abad, García Márquez, Restrepo, and Vásquez, among others). (Same as: LAS 3251)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2019.

**HISP 3252 (c, IP) The Battle of Chile: From Allende to Pinochet**

Non-Standard Rotation. Enrollment limit: 16.

In 1970, the Chilean Salvador Allende became one of the first Marxists in the world to be democratically elected president of a country. His attempted reforms led to years of social unrest. In 1973, a right-wing military coup led to what would be General Augusto Pinochet's seventeen years of brutal dictatorship. This course discusses that period of Chilean (and Latin American) history through locally produced sources, both from the social sciences and the arts, with a focus on literature (Bolaño, Meruane, Lemebel, Neruda, Lihn) and cinema (Ruiz, Larrain), with the goal of understanding the ways in which Latin American nations deal with their historical past with regard to issues of memory, collective memory, postdictatorial political negotiations, human rights, and social reconciliation. (Same as: LAS 3252)

Prerequisites: Two of: either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher and either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher.

Previous terms offered: Spring 2019.

**Italian Studies****ITAL 1101 (c) Elementary Italian I**

Anna Rein; Davida Gavioli.

Every Fall. Fall 2019. Enrollment limit: 18.

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.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**ITAL 1102 (c) Elementary Italian II**

Every Spring. Enrollment limit: 18.

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.

Prerequisites: ITAL 1101 or Placement in ITAL 1102.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ITAL 1103 (c) Accelerated Elementary Italian**

Every Spring. Enrollment limit: 16.

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.

Prerequisites: 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.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.



**ITAL 2203 (c) Intermediate Italian I**

Davida Gavioli.

Every Fall. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: ITAL 1102 or ITAL 1103 or Placement in ITAL 2203.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**ITAL 2204 (c) Intermediate Italian II**

Every Spring. Enrollment limit: 18.

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.

Prerequisites: ITAL 2203 or Placement in ITAL 2204.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ITAL 2222 (c) Dante's Divine Comedy**

Non-Standard Rotation. Enrollment limit: 35.

One of the greatest works of literature of all times. Dante's Divine Comedy leads us through the torture-pits of Hell, up the steep mountain of Purgatory, to the virtual, white-on-white zone of Paradise, and then back to where we began: our own earthly lives. Accompanies Dante on his allegorical journey, armed with knowledge of Italian culture, philosophy, politics, religion, and history. Pieces together a mosaic of medieval Italy, while developing and refining abilities to read, analyze, interpret, discuss, and write about both literary texts and critical essays. Conducted in English.

Previous terms offered: Spring 2018.

**ITAL 2305 (c) Advanced Italian I**

Arielle Saiber.

Every Fall. Fall 2019. Enrollment limit: 18.

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.

Prerequisites: ITAL 2204 or Placement in ITAL 2305.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**ITAL 2408 (c, IP) Introduction to Contemporary Italy: Dalla Marcia alla Vespa**

Every Spring. Enrollment limit: 18.

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.

Prerequisites: ITAL 2305 or Placement in ITAL 2400 level.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**ITAL 2553 (c, VPA) Italy's Cinema of Social Engagement**

Every Other Spring. Enrollment limit: 35.

An introduction to Italian cinema with an emphasis on Neorealism and its relationship to other genres, including Comedy Italian Style, the Spaghetti Western, the horror film, the "mondo" (shock documentary), and mafia movies, among others. Readings and discussions situate films within their social and historical contexts, and explore contemporary critical debates about the place of radical politics in Italian cinema (a hallmark of Neorealism), the division between art films and popular cinema, and the relevance of the concept of an Italian national cinema in an increasingly globalized world. No prerequisite required. Taught in English (films screened in Italian with English subtitles). Note: Fulfills the non-US cinema requirement for cinema studies minors. (Same as: CINE 2553)

Previous terms offered: Fall 2018.

**ITAL 2600 (c, ESD, IP) How To Do It: Italian Renaissance Guides to Living Well**

Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Fall 2016.

**ITAL 3008 (c, ESD) Of Gods, Leopards, and 'Picciotti': Literary Representations of Sicily between Reality and Metaphor**  
Non-Standard Rotation. Enrollment limit: 16.

In their attempt to write Sicily, nineteenth- and twentieth-century Sicilian authors have had to come to terms with a land rife with contradictions that have often been considered a reality unto themselves. Since ancient times, Sicily has been a crossroads of cultures and civilizations whose influence has created a Babel of languages, customs, and ideas that separates it from, while uniting it to, the mainland. Examines the construction of the idea of Sicily and *sicilianità* in the writing of twentieth-century natives like Luigi Pirandello, Giuseppe Tomasi di Lampedusa, Vitaliano Brancati, Leonardo Sciascia, Vincenzo Consolo, and Andrea Camilleri. Emphasis placed on a critical analysis of attempts to define the essence of the Sicilian character within the social and historical context of post-Unification Italy.

Prerequisites: ITAL 2408.

Previous terms offered: Spring 2018, Spring 2016.

**ITAL 3009 (c, IP) Introduction to the Study and Criticism of Medieval and Early Modern Italian Literature**  
Every Other Fall. Enrollment limit: 16.

An introduction to the literary tradition of Italy from the Middle Ages through the early Baroque period. Focus on major authors and literary movements in their historical and cultural contexts. Conducted in Italian.

Prerequisites: ITAL 2408.

Previous terms offered: Fall 2017, Fall 2015.

**ITAL 3011 (c, IP) The Digital Renaissance**  
Non-Standard Rotation. Enrollment limit: 16.

Examines the digitization of Renaissance Italy (spanning the years 1350–1650). Studies how the medium of a work impacts its interpretation and how digital humanities tools can reveal how new knowledge and creative practices developed in this rich period of innovation and experimentation. Emphasis on the unlikely genre partners in the dissemination of ideas in the period: comedy, correspondence, epic poetry, and natural science treatises. Materials include primary source texts in Italian and digital projects. Assumes no knowledge of programming or any software that will be used. Taught in Italian.

Prerequisites: ITAL 2408.

Previous terms offered: Spring 2019.

**ITAL 3016 (c) Red, White, Green, and...Noir: Reading Italy through Crime Fiction**  
Non-Standard Rotation. Enrollment limit: 16.

Examines the genre of the Italian Giallo and its importance in contemporary Italian fiction. Considers critical approaches to the genre and addresses specific theoretical and cultural issues in the context of modern Italy, with specific focus on the cultural/geographic context that so thoroughly informs the Giallo. Examines the style and the formal and thematic choices of authors such as Sciascia, Scerbanenco, Macchiavelli, Lucarelli, Carlotto, and Camilleri.

Prerequisites: ITAL 2408.

Previous terms offered: Fall 2018.

**ITAL 3020 (c, IP) Dante's "Commedia"**

Arielle Saiber.

Every Other Fall. Fall 2019. Enrollment limit: 16.

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.

Prerequisites: ITAL 2408.

Previous terms offered: Fall 2016.

**ITAL 3077 (c, IP, VPA) Divas, Stardom, and Celebrity in Modern Italy**  
Non-Standard Rotation. Enrollment limit: 16.

Examines Italy's role in the evolution of the modern-day diva, star, and celebrity: from the transformation of religious icons such as the Madonna and the Magdalene into the divas, vamps, and femme fatales of early cinema to the development of silent cinema's strongman into a model for charismatic politicians like Fascist leader Benito Mussolini and media-mogul-turned-prime-minister Silvio Berlusconi. Pays special attention to tensions between Italy's association with cinematic realism and its growing celebrity culture in the second half of the twentieth century through today. Texts may include *Cabiria*, *La Dolce Vita*, *A Fistful of Dollars*, *A Special Day*, and *The Young Pope*, along with readings on key topics in star studies, such as silent stardom; stardom and genre; transnational stardom; and race, sex, and stardom. Students make use of bibliographic and archival sources to conduct independent research culminating in term papers and audiovisual essays. Note: fulfills the non-US cinema and theory requirements for Cinema Studies minors. Taught in English. (Same as: CINE 3077)

Previous terms offered: Spring 2018, Spring 2017.

## Russian

### Overview & Learning Goals

#### Overview and Learning Goals

The Department of Russian offers courses on Russian language, literature, and culture which are supplemented by courses taught on Russian history and politics by affiliated faculty. Students can choose to specialize in the Russian language, literature, and culture or to undertake a broad course of interdisciplinary study including courses on Russian history and politics. Students who complete the Russian major will develop skills and knowledge including the following:

1. Majors will have completed a program of language learning and literary and cultural studies that will permit them to operate at an advanced level of Russian and to exhibit core competencies in listening, speaking, reading, writing, and cultural engagement.
2. Students are able to understand the main ideas in one-on-one and group communication, including conversations, interviews, and lectures on familiar topics.
3. Students are able to speak clearly in most social situations, narrate and describe events, communicate facts, ask questions, and speak about topics of public and personal interest.

4. Students are able to read with understanding and follow the essential points in most texts on familiar topics. They can comprehend texts from diverse genres in order to make appropriate inferences and to recognize different uses of language and styles.
  5. Students are able to write about a variety of topics with sufficient precision.
  6. Students display grammatical accuracy in their speaking and writing and familiarity with higher-level language competencies such as a sense for stylistic register.
  7. Students have a general knowledge of Russian literary history and literary genres and are familiar with some of the major Russian writers of the nineteenth and twentieth centuries. They have developed the tools for effective analysis and close reading of literary texts in Russian and in translation.
  8. Students have a basic knowledge of Russian culture, as well as history and politics depending on their course selection.
  9. Students have achieved a sufficient level of cultural competency to be able to interact in appropriate ways in contemporary Russian society.
  10. Students are able to appreciate the diversity and complexity of human thought and experience embodied by the similarities and differences between Russophone and Anglophone cultures.
- Students in this concentration are encouraged to choose courses dealing with a range of time periods, topics, and literary genres whenever possible. Advanced work is likewise strongly encouraged.
  - In this concentration, students may count study-away courses toward the language requirement only; please refer to the study-away section on the Additional Information tab.
- a Students who have prior knowledge of Russian begin their language study at the appropriate placement level, but are still required to complete six language courses for the major. The sequence given here is the sequence that applies to students with no prior knowledge of Russian.
  - b At least three of these courses must be chosen from course offerings in Bowdoin's Russian department.
  - c One course may be an advanced independent study in the department.
  - d Students pursuing honors projects complete two semesters of advanced independent study; only one of these may count toward the major, and the second semester is an eleventh course, taken in addition to the ten required for the major.

Department/Program Website (<https://www.bowdoin.edu/russian>)

## Faculty

Alyssa Dinega Gillespie, *Department Chair*  
Sandra Kauffman, *Department Coordinator*

*Associate Professor:* Alyssa Dinega Gillespie  
*Lecturer:* Reed Johnson

Faculty/Staff Website (<https://www.bowdoin.edu/russian/faculty-and-staff>)

## Requirements Russian Major

The Russian major consists of ten courses. There are two concentrations:

- Russian Language, Literature, and Culture
- Russian Area Studies

### Language, Literature, and Culture Concentration

Code	Title	Credits
<b>Language Requirement:</b> <sup>a</sup>		
RUS 1101	Elementary Russian I	1
RUS 1102	Elementary Russian II	1
RUS 2203	Intermediate Russian I	1
RUS 2204	Intermediate Russian II	1
RUS 3405	Advanced Russian I	1
RUS 3406	Advanced Russian II	1
<b>Literature and Culture Requirement</b> <sup>b,c,d</sup>		
Select four courses on topics in Russian literature and culture at the 2000 or 3000 level.		4

### Area Studies Concentration

Code	Title	Credits
<b>Language Requirement</b> <sup>e</sup>		
RUS 1101	Elementary Russian I	1
RUS 1102	Elementary Russian II	1
RUS 2203	Intermediate Russian I	1
RUS 2204	Intermediate Russian II	1
<b>Literature and Culture Requirement</b>		
Select two courses on topics in Russian literature and culture chosen from course offerings in Bowdoin's Russian department at the 2000 or 3000 level.		2
<b>Area Studies Requirement</b> <sup>f</sup>		
Select two approved courses chosen from course offerings and taught by Russian department-affiliated faculty at Bowdoin in two additional departments at the 2000 or 3000 level.		2
<b>Electives</b> <sup>g,h</sup>		
Select two courses on Russian topics or on Russian language at the advanced level.		2

- In this concentration, students may count study-away courses to the language requirement only; please refer to the study-away section on the Additional Information tab.
  - Students in this concentration are encouraged to choose courses dealing with a range of time periods, topics, and intellectual disciplines whenever possible. Advanced work is likewise strongly encouraged.
- e Students who have prior knowledge of Russian begin their language study at the appropriate placement level, but are still required to complete four language courses for the major. The sequence given here is the sequence that applies to students with no prior knowledge of Russian.
  - f Normally, this requirement is satisfied by one course on Russian politics and one course on Russian history.
  - g At least one elective must be an approved course taught by Russian department faculty or department-affiliated faculty at Bowdoin at the 2000 or 3000 level.

- h One elective may be an advanced independent study on a topic in Russian literature, culture, history, politics, etc., or a rigorous topics course taken during study away (with approval).

## Russian Minor

The Russian minor consists of five courses:

Code	Title	Credits
<b>Language Requirement<sup>i</sup></b>		
RUS 1101	Elementary Russian I	1
RUS 1102	Elementary Russian II	1
RUS 2203	Intermediate Russian I	1
<b>Literature and Culture Requirement</b>		
Select two courses on topics in Russian literature and culture chosen from course offerings in Bowdoin's Russian department at the 2000 or 3000 level.		2

- i Students who have prior knowledge of Russian begin their language study at the appropriate placement level, but are still required to complete three language courses for the minor. The sequence given here is the sequence that applies to students with no prior knowledge of Russian.

## Additional Information

### Additional Information and Department Policies

- A first-year seminar on an approved topic may be counted toward the major or minor in place of a 2000-level course.
- To be counted toward the Russian major or minor, courses must be taken for a letter grade (not Credit/D/Fail) and must receive a grade of at least C-.

### Courses Taught in English Translation

The department offers courses in English that focus on Russian literature and culture, numbered in the 2000s. These courses welcome non-majors and have no prerequisites; no knowledge of Russian language is required.

### Study Away

Students are encouraged to spend at least one semester in Russia or another Russian-speaking region. There are intensive Russian language immersion programs in Moscow, St. Petersburg, Irkutsk, Yaroslavl, and other cities that are open to students who have taken at least two semesters of college Russian. Programs and proposed coursework should be discussed with the Russian department. Russian majors returning from study away are expected to take two courses in the department unless exceptions are granted by the chair. Two courses from a one-semester study-away program may be counted toward the Russian major; three courses may be counted toward the major from a yearlong program. Up to two courses from study away may be counted toward the minor. Students who wish to transfer credit from summer study away (limit: one course per summer) should gain approval of their plans in advance; refer to Transfer of Credit from Other Institutions (p. 21).

### Advanced Independent Study

This is an option intended for students who wish to work on honors projects or who have taken advantage of all the available course offerings and wish to work more closely on a particular topic already studied. Independent study is normally not an alternative to regular coursework,

and no more than one advanced independent study counts toward the Russian major. Application should be made to a member of the department prior to the semester in which the project is undertaken.

### Honors in Russian

Russian majors may elect to complete an honors project. Candidates for departmental honors must have an outstanding record in other courses for the major (minimum grade point average of 3.5 in courses counting toward the major) and must secure the agreement of a faculty member to serve as advisor; the advisor may be chosen from outside the Russian department with the chair's approval. A research proposal outlining the project is due to the advisor and department chair by April 15 of the junior year. The proposal must be well-focused and must address an area of study in which the student can already demonstrate basic knowledge; honors candidates completing a Russian language, literature, and culture concentration in the major are required to choose a topic containing a strong literary, cinematic, or linguistic component. The bibliography should incorporate several primary and secondary sources in the original language; in most cases, the project itself is written in English. Expected length and format are determined in consultation with the faculty advisor on a project-specific basis. The honors project is completed in the context of two semesters of advanced independent study in the senior year; one of these semesters may be counted toward major requirements. In addition, candidates for honors are required to take at least one course in the Russian department in the senior year. The student must receive a grade of A- or higher on the completed honors project to receive departmental honors.

### Post-Graduate Study

Students planning post-graduate study should note that they present a stronger application if they take additional courses beyond what is strictly required to complete the Russian major. In particular, at least two courses on topics in Russian literature or culture at the 3000 level (taught entirely in Russian) are strongly recommended to all graduate school-bound Russian majors, regardless of concentration. Students wishing to pursue graduate study in the field of Russian language and literature should take additional courses on literary topics at the 2000 or 3000 level covering a wide range of literary-historical periods and genres (at a minimum, at least one course each focused on nineteenth-, twentieth-, and twenty-first-century literature, poetic genres, and prose genres). Students wishing to pursue graduate studies in an allied field (e.g., Russian politics, Russian history, Russian musicology, Russian cinema studies, and so on) are advised to take additional relevant courses both in the Russian department and in their field(s) of interest. All students who intend to pursue a graduate degree in a Russian-related field or subfield are strongly advised to consult with faculty on the design of their major and discuss the options of research projects through advanced independent studies, honors projects, fellowship-funded summer research, and intensive Russian language immersion programs.

## Courses

### **RUS 1022 (c, FYS) "It Happens Rarely, Maybe, but It Does Happen"--- Fantasy and Satire in East Central Europe**

Non-Standard Rotation. Enrollment limit: 16.

Explores the fantastic in Russian and East European literature from the 1830s into the late twentieth century. Studies the origins of the East European fantastic in Slavic folklore and through the Romantic movement, and traces the historical development of the genre from country to country and era to era. Examines the use of the fantastic for the purpose of satire, philosophical inquiry, and social commentary, with particular emphasis on its critiques of nationalism, modernity, and totalitarianism. Authors include Mikhail Bulgakov, Karel Capek, Nikolai Gogol, Franz Kafka, and Stanislaw Lem.

Previous terms offered: Fall 2015.

### **RUS 1101 (c) Elementary Russian I**

Alyssa Gillespie.

Every Fall. Fall 2019. Enrollment limit: 18.

Introduction to the Cyrillic writing system and to the fundamentals of the Russian language. Emphasis on the gradual acquisition of active language skills: speaking, understanding, reading and writing. Students will learn to introduce family members and explain what they do for a living; describe their room, possessions, city, and culinary preferences; discuss their daily activities and travels; talk about their studies and what languages they speak; ask simple questions, voice opinions, make invitations, and engage in basic everyday conversations. Authentic multimedia cultural materials (cartoons, songs, poems, videos) supplement the textbook and serve as a window onto the vibrant reality of Russian culture today. Conversation hour with native speaker.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

### **RUS 1102 (c) Elementary Russian II**

Every Spring. Enrollment limit: 18.

Continuation of Russian 1101. Introduction to the case and verbal systems of Russian. Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns and through interactive dialogues. The course includes multimedia (video and audio) materials. Conversation hour with native speaker.

Prerequisites: RUS 1101.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

### **RUS 2117 (c) Dostoevsky or Tolstoy?**

Non-Standard Rotation. Enrollment limit: 35.

Compares two giants of Russian literature, Dostoevsky and Tolstoy, and explores their significance to Russian cultural history and European thought. Part I focuses on the aesthetic contributions and characteristic styles of both to nineteenth-century realism through examination of the novelists' early work. Compares Dostoevsky's fantastic realism with Tolstoy's epic realism. Part II considers the role of religion in their mature work: in Dostoevsky's "The Brothers Karamazov" and "The Diary of a Writer"; Tolstoy's "Anna Karenina" and "Resurrection." Topics studied include gender dynamics in nineteenth-century literature, the convergence of autobiography and novel, and the novelist's social role. (Same as: GSWS 2217)

Previous terms offered: Fall 2015.

### **RUS 2203 (c) Intermediate Russian I**

Reed Johnson.

Every Fall. Fall 2019. Enrollment limit: 18.

Continuation of Elementary Russian. Emphasis on the continuing acquisition of active language skills: speaking, understanding, reading and writing. Students will improve their facility in speaking and understanding normal conversational Russian and will read increasingly sophisticated texts on a variety of topics. Authentic multimedia cultural materials (cartoons, songs, poems, videos, websites, short stories, newspaper articles) supplement the textbook and serve as a window onto the vibrant reality of Russian culture today. Conversation hour with native speaker.

Prerequisites: RUS 1102.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

### **RUS 2204 (c) Intermediate Russian II**

Every Spring. Enrollment limit: 18.

Continuation of Russian 2203. Emphasis on developing proficiencies in listening, speaking, reading, and writing and on vocabulary development. Builds upon the basic grammatical competencies acquired in first-year Russian and completes a thorough introduction to the case and verbal systems of the language. The course includes multimedia (video and audio) materials. Conversation hour with native speaker.

Prerequisites: RUS 2203.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

### **RUS 2217 (c, ESD) Anti-Heroes in Russian Literature from Pushkin to Chekhov**

Non-Standard Rotation. Enrollment limit: 35.

Nineteenth-century Russian literature abounds with figures whose nonconformity is a danger to themselves or perceived as a danger to their society. Through analysis of these anti-heroes in works from Pushkin to Chekhov, explores the historical, political, and social contexts for this literary trend, as well as the religious and social values underlying the unconventionality of such figures. Focuses on the strangest of Dostoevsky's characters, the epileptic hero of "The Idiot," as well as Tolstoy's bleeding-heart nobleman in "Resurrection," who spurns high society in exchange for redemption with a ruined maid-turned-prostitute. All course content in English.

Previous terms offered: Spring 2016.

### **RUS 2222 (c, VPA) Russian Cinema**

Non-Standard Rotation. Enrollment limit: 35.

Since Lenin declared cinema the most important art, Russian film often walks in the shadows of political change. Despite or because of this tension, Russian directors have created some of the finest cinema in the world. Investigates Russia's innovations in film technique and ideological questions that result from rewriting history or representing Soviet reality in film; attention to film construction balanced with trends in Russia's cinematic tradition. Directors studied include Eisenstein, Tarkovsky, and Vertov. Topics covered include film genre (documentary, comedy, western) and gender and sexuality in a changing sociopolitical landscape. All course content in English. Note: Fulfills the non-US cinema requirement for cinema studies minors. (Same as: CINE 2601)

Previous terms offered: Spring 2016.

**RUS 2224 (c, IP) Novelizing Nationalism: Gogol, Tolstoy, Dostoevsky**  
Non-Standard Rotation. Enrollment limit: 35.

Russia is a massive country, and it is no surprise that its novels are equally as large. The masterpieces of nineteenth-century Russian literature not only attempted to represent the vastness of the nation, but also strove to capture what Nikolai Gogol called “the wide, ranging sweep of the Russian character.” Novelists even hoped their works would elevate, enlighten, and transform the country’s soul, for, in the words of one of Dostoevsky’s protagonists, “beauty will save the world.” Interrogates the tension between the majesty of the Russian novel and the rise of Russian nationalism by analyzing the literary masterpieces of Nikolai Gogol, Leo Tolstoy, and Fyodor Dostoevsky. Taught in English.

Previous terms offered: Spring 2018.

**RUS 2240 (c, IP) One Thousand Years of Russian Culture**  
Non-Standard Rotation. Enrollment limit: 35.

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.

Previous terms offered: Fall 2016.

**RUS 2242 (c, ESD, IP) Hipsters, Rebels, and Rock Stars in Russian Literature and Culture**

Non-Standard Rotation. Enrollment limit: 35.

Images of dandies, fops, and rebels have resurfaced in Russian art and literature during periods of major political and cultural change creating a striking counter-narrative to established social norms and shaping new currents of thought. Examines the development of the figure of the outsider in Russian literature, film, visual art, and music from Romanticism to the present. Focus on this ambiguous, counter-cultural “hipster” in turn maps out the imperial, totalitarian, and capitalist mainstreams. Texts include some of the great Russian classics by authors such as Dostoevsky, Pushkin, and Turgenev in conversation with cinematic works from the late twentieth century. Taught in English.

Previous terms offered: Spring 2017.

**RUS 2245 (c, ESD, IP) Rebels, Workers, Mothers, Dreamers: Women in Russian Art and Literature since the Age of Revolution**

Non-Standard Rotation. Enrollment limit: 35.

Although the Russian cultural tradition has long been male-dominated, this paradigm began to shift with the advent of brilliant women writers and artists prior to the Russian Revolution. Since the collapse of the USSR, women have again emerged as leaders in the tumultuous post-Soviet cultural scene, even overshadowing their male counterparts. Explores the work of female Russian writers, artists, and filmmakers against a backdrop of revolutionary change, from the turn of the twentieth century to the present. Themes include representations of masculinity and femininity in extremis; artistic responses to social, political, and moral questions; and women’s artistry as cultural subversion. (Same as: GSWS 2249)

Previous terms offered: Fall 2017.

**RUS 2310 (c, IP) Modernity and Barbarism**  
Non-Standard Rotation. Enrollment limit: 35.

All forms of modernity are acts of violence. The creation of the new entails the destruction of the old. But in Russia, whose cultural development has proceeded in fits and starts, the tension between dreams of the future and the weight of the past is especially pronounced. This course explores artistic and literary reactions to the paradoxes of modern life, from the building of St. Petersburg to Putin’s Russia, in four units: Making Russia Modern (the everyman in the imperial capital, emancipation of the serfs, and early stages of capitalism), Modernism and the Avant Garde (the metropolis, machines, and the mass destruction of war and revolution), Modernization and the Five-Year Plan (the industrial revolution, utopian town planning, and class war), and Modernity Now (art and cinema of post-Soviet Russia). Works by Chekhov, Dostoevsky, Eisenstein, Gogol, Malevich, Marx, Mayakovsky, Popova, Pushkin, Rodchenko, Stepanova, and Tolstoy.

Previous terms offered: Spring 2019.

**RUS 2315 (c, IP) Love, Sex, and Desire in Russian Literature and Culture**  
Reed Johnson.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Russian culture is rich with depictions of the fundamental human experiences of love, sex, and desire. And while these depictions have often been subject to various forms of censorship, they have just as often served as expressions of dissent against rigid social, political, and artistic norms. This course explores the ideological and aesthetic significance of such themes as romance, lust, yearning, sexual violence, adultery, prostitution, religious passion, poetic inspiration, unrequited love, celibacy, gender identity, sexuality, masturbation, pornography, body image, sexual frustration, castration, and witchcraft in Russian literature and the arts from medieval times to the present day. Not only do the works studied inscribe “difference” on the bodies of their subjects, but Russia also functions as a social “other” against which students examine their own cultural assumptions. Authors may include Avvakum, Bulgakov, Chekhov, Dostoevsky, Gogol, Nabokov, Pushkin, Tolstoy, Tsvetaeva, Turgenev, and Zamyatin. Taught in English. (Same as: GSWS 2315)

**RUS 2410 (c, ESD, VPA) Post-Soviet Russian Cinema**

Non-Standard Rotation. Enrollment limit: 35.

Newly freed from censorship, Russian filmmakers in the quarter-century between 1990 and 2015 created compelling portraits of a society in transition. Their films reassess traumatic periods in Soviet history; grapple with formerly taboo social problems such as alcoholism, anti-Semitism, and sexual violence; explore the breakdown of the Soviet system; and critique the darker aspects of today's Russia, often through the lens of gender or sexuality—specifically addressing subjects such as machismo, absent fathers, rape, cross-dressing, and birthing. Central are the rapid evolution of post-Soviet Russian society, the emergence of new types of social differences and disparities and the reinvention of old ones, and the changing nature of social roles within the post-Soviet social fabric. Taught in English. (Same as: CINE 2602, GSWS 2410)

Previous terms offered: Spring 2019, Spring 2017.

**RUS 2447 (c, IP) Nature and the Environment in Russian Culture**

Non-Standard Rotation. Enrollment limit: 35.

Introduces students to major works of Russian/Soviet/post-Soviet literature (by authors such as Pushkin, Turgenev, Chekhov, Solzhenitsyn, Alexievich, and others), supplemented by films and visual art, within the thematic context of a focus on nature and the environment in the Russian geographic and cultural space. Topics include the role of nature in the Russian Romantic sublime; artistic constructions of the exotic in Russia's borderlands (Georgia, Mongolia); representations of the peasant village; feminization of the land and related metaphors of violent conquest; testaments to the instrumentalization of nature (St. Petersburg, Belomor Canal, Gulag); and the cultural legacy of environmental decay and disaster (pollution, Chernobyl). (Same as: ENVS 2460)

Previous terms offered: Fall 2018.

**RUS 3077 (c) Russian Folk Culture**

Non-Standard Rotation. Enrollment limit: 16.

A study of Russian folk culture: folk tales, fairy tales, legends, and traditional oral verse, as well as the development of folk motives in the work of modern writers. Special emphasis on Indo-European and Common Slavic background. Reading and discussion in Russian. Short papers.

Prerequisites: RUS 3055.

Previous terms offered: Fall 2015.

**RUS 3099 (c, IP) Words that Scorch the Heart: Readings from Nineteenth-Century Russian Literature**

Non-Standard Rotation. Enrollment limit: 16.

The nineteenth century is referred to as the golden age of Russian literature with good cause. During this period figures such as Dostoevsky, Gogol, Pushkin, and Tolstoy laid the foundation of the modern Russian literary canon and brought Russian literature to the world stage. These writers fomented rebellion, challenged the status quo, and dared to tell the truth in a repressive and conformist society. As a result, many of them became prophets, pariahs, or both. Students read and analyze important works of poetry and short prose from this era, paying attention to the texts' social and cultural context, the specifics of their construction as works of verbal art, and the nuances conveyed by their creators' linguistic choices. All primary texts, discussions, and presentations in Russian, as are the majority of writing assignments. Emphasis on vocabulary development, stylistics, and the ability to articulate sophisticated arguments in both oral and written Russian.

Prerequisites: RUS 3406.

Previous terms offered: Fall 2018.

**RUS 3100 (c, IP) My Beautiful, Pitiful Epoch: Readings from Modern Russian Literature**

Non-Standard Rotation. Enrollment limit: 16.

Russia has experienced a number of staggering transformations since the close of the nineteenth century, and these dramatic upheavals are mirrored in its national literature. This course will serve as an introduction to the evolution of Russian literature from the turn of the twentieth century, through the Revolution and the Soviet decades, to the contemporary post-Soviet period. Students will read and analyze important works of poetry and short prose from this era of radical change and experimentation, paying attention to the texts' social and cultural context, the specifics of their construction as works of verbal art, and the nuances conveyed by their creators' linguistic choices. All primary texts, discussions, and presentations will be in Russian, as will the majority of writing assignments. Emphasis on vocabulary development, stylistics, and the ability to articulate sophisticated arguments in both oral and written Russian.

Prerequisites: RUS 3406.

Previous terms offered: Spring 2019.

**RUS 3201 (c, IP) Pushkin**

Alyssa Gillespie.

Non-Standard Rotation. Fall 2019. Enrollment limit: 12.

Introduction to the lyric verse, narrative poetry, drama, fairytales, and prose of Alexander Pushkin, the “father of Russian literature.” Students will gain an appreciation for Pushkin’s extraordinary literary imagination and innovativeness, and for the complexity that underlies the seeming simplicity of his works. Attention to Pushkin’s evolving understanding of his role as Russia’s national poet, including such themes as the beauty of the Russian countryside, the poet’s sacred calling, political repression and the dream of civic freedom, the dialectic between chance and fate, St. Petersburg and the specter of revolution, poet as historian, inspiration and eroticism, poet vs. tsar, and the subversive power of art. All primary texts, discussions, and presentations and most writing assignments will be in Russian. Emphasis on learning to read and appreciate complex literary texts, vocabulary development, and the ability to articulate sophisticated arguments in both oral and written Russian.

Prerequisites: RUS 3406.

**RUS 3224 (c, IP) Novelizing Nationalism: Gogol, Tolstoy, Dostoevsky**

Non-Standard Rotation. Enrollment limit: 35.

Russia is a massive country, and it is no surprise that its novels are equally as large. The masterpieces of nineteenth-century Russian literature not only attempted to represent the vastness of the nation, but also strove to capture what Nikolai Gogol called “the wide, ranging sweep of the Russian character.” Novelists even hoped their works would elevate, enlighten, and transform the country’s soul, for, in the words of one of Dostoevsky’s protagonists, “beauty will save the world.” Interrogates the tension between the majesty of the Russian novel and the rise of Russian nationalism by analyzing the literary masterpieces of Nikolai Gogol, Leo Tolstoy, and Fyodor Dostoevsky. Taught concurrently with Russian 2224.

Prerequisites: RUS 2204.

Previous terms offered: Spring 2018.

**RUS 3245 (c, ESD, IP) Rebels, Workers, Mothers, Dreamers: Women in Russian Art and Literature Since the Age of Revolution**

Non-Standard Rotation. Enrollment limit: 12.

Although the Russian cultural tradition has long been male-dominated, this paradigm began to shift with the advent of brilliant women writers and artists prior to the Russian Revolution. Since the collapse of the USSR, women have again emerged as leaders in the tumultuous post-Soviet cultural scene, even overshadowing their male counterparts. This course explores the work of female Russian writers, artists, and filmmakers against a backdrop of revolutionary change, from the turn of the 20th century to the present. Themes include representations of masculinity and femininity in extremis; artistic responses to social, political and moral questions; and women’s artistry as cultural subversion.

Prerequisites: RUS 2204.

Previous terms offered: Fall 2017.

**RUS 3405 (c, IP) Advanced Russian I**

Reed Johnson.

Every Fall. Fall 2019. Enrollment limit: 10.

Continuation of Intermediate Russian. Emphasis on the equal importance of speaking, understanding, reading, and writing for free and expressive communication in the Russian language. Course materials focus on topics in Russian literature, history, film, or culture to provide a broad conceptual base for students to practice and refine their language skills, improve their mastery of advanced grammar concepts, and expand their vocabulary. Course requirements include grammar practice, oral presentations, participation in class discussions, written compositions, and written and oral quizzes and tests. Conversation hour with native speaker.

Prerequisites: RUS 2204.

Previous terms offered: Fall 2018, Fall 2017.

**RUS 3406 (c, IP) Advanced Russian II**

Every Spring. Enrollment limit: 10.

Uses a four-skill approach (reading, writing, listening, speaking), emphasizing these skills’ equal importance for free communication in the target language. Course materials focus on topics in nineteenth-century Russian history, advanced grammar concepts, and vocabulary development. While the content of the readings is historical, their language is modern and authentic. Course requirements include oral presentations, written compositions, and oral and written exams.

Prerequisites: RUS 3405.

Previous terms offered: Spring 2019, Spring 2018.

## Sociology

### Overview & Learning Goals

#### Learning Goals

Sociology explores the social world around us, investigating the social, political, and economic institutions that shape our lives. Students are encouraged to develop a “sociological imagination,” a term coined by sociologist C. Wright Mills that refers to “the awareness of the relationship between personal experience and the wider society.” Students are thus challenged to think critically about assumptions about the social world and their place in it. Sociologists pay particular attention to inequalities and inequities—those constructed around race and ethnicity, gender, socioeconomic class, sexuality, and others—and their role in social institutions and the experiences of individuals.

Sociologists in the department focus on a variety of such institutions, including education, family, political economy, and government action such as immigration or health policies. The department offers courses focused on the United States and on communities in other parts of the world, as well as transnational communities. In required and elective courses, sociology majors develop an understanding of the significant concepts, theories, and methodologies that form the core of the discipline. Through coursework and independent research, students develop a critical perspective on the evidence we use to understand the world, developing skills in collecting, analyzing, and evaluating empirical data.

- To develop and use a sociological imagination to understand the social world.



- To understand the role of theory in sociology and be able to apply theoretical frameworks to build sociological understanding of the social.
- To understand, evaluate, and employ both quantitative and qualitative research methods and data used by social scientists.
- To develop knowledge of inequalities, power, and privilege in society and across the globe.
- To develop skills that allow the use of sociological knowledge and perspectives in future endeavors, public engagement, and social change.

Department/Program Website (<https://www.bowdoin.edu/sociology-anthropology>)

## Faculty

Nancy E. Riley, *Department Chair*

Lori A. Brackett, *Department Coordinator*

*Professor:* Nancy E. Riley

*Associate Professor:* Ingrid A. Nelson‡

*Assistant Professors:* Oyman Basaran, Theodore C. Greene, Marcos F. Lopez

*Visiting Faculty:* Shruti Devgan, Hakim Zainiddinov

Faculty/Staff Website (<https://www.bowdoin.edu/sociology-anthropology/faculty-and-staff>)

## Requirements

### Sociology Major

In consultation with an advisor, each student plans a major program that nurtures an understanding of society and the human condition, demonstrates how social and cultural knowledge are acquired through research, and enriches their general education. On the practical level, a major program prepares the student for graduate study in sociology and contributes to preprofessional programs such as law and medicine. It also provides background preparation for careers in education, nonprofit work, humanitarian and international development, the civil service, research development, law enforcement and criminal justice, journalism, medicine, public health and allied health professions, business, public policy, social work, and urban planning, among others.

The major in sociology consists of ten courses.

Code	Title	Credits
<b>Required Courses</b>		
<i>Core Courses</i>		
SOC 1101	Introduction to Sociology	1
SOC 2010	Introduction to Social Research (which should be taken sophomore year)	1
SOC 2030	Classics of Sociological Theory	1
SOC 3010	Advanced Seminar: Current Controversies in Sociology	1
Select six additional 1000–3999 courses.		6

- Up to two semesters of independent study or honors work may count toward the major.
- Seven of the ten courses required for the major, including SOC 1101 Introduction to Sociology, SOC 2010 Introduction to Social Research, SOC 2030 Classics of Sociological Theory, and SOC 3010 Advanced

Seminar: Current Controversies in Sociology, must be Bowdoin sociology courses.

- With department approval, the remaining three of the ten required courses for the major may include two anthropology courses (2000–3000 level) and one off-campus study course, or two off-campus study courses and one anthropology course (2000–3000 level).

## Sociology Minor

The minor in sociology consists of five courses.

Code	Title	Credits
<b>Required Courses</b>		
SOC 1101	Introduction to Sociology	1
Select four other courses at or above the intermediate level (2000–3999). <sup>a</sup>		4

- <sup>a</sup> One of the elective courses may be from anthropology (2000–3999) or, with department approval, from off-campus study.

- One semester of independent study may count toward the minor.

## Additional Information

### Additional Information and Department Policies

- In order for a course to fulfill the major or minor requirements in sociology, a grade of C- or above must be earned in that course.
- Courses that count toward the major or minor must be taken for regular letter grades (not Credit/D/Fail).
- One first-year seminar can count toward the major or minor in sociology.

### Independent Study

For the sociology major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

### Departmental Honors

Students distinguishing themselves in the major program may apply for departmental honors.

Awarding of the degree with honors is ordinarily based on grades attained in major courses, a recognition of the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials, and a written project based on independent research.

### Off-Campus Study

Study away in a demanding academic program can contribute substantially to a major in sociology. Students are advised to plan study away for their junior year. Students should complete the research methods course, SOC 2010 Introduction to Social Research, before studying away. Students must obtain provisional approval for their study away courses in writing by department faculty before they leave for study away, and then seek final approval upon their return to Bowdoin.

### Advanced Placement and International Baccalaureate

For information on credit for International Baccalaureate tests, please see the department. No credit is given for Advanced Placement. In order to

receive credit for International Baccalaureate work, students must have their scores officially reported to the Office of the Registrar by the end of their sophomore year at Bowdoin.

## Courses

### **SOC 1010 (b, FYS) Deconstructing Racism** Fall 2019.

Examines the social, political, and historical evolution of racism as a system and the challenges to studying and eradicating racism in contemporary American society. Investigates the construction of race, the various logics used to justify racial thinking, and the visible and invisible forces that perpetuate racial stratification and inequality in American life. Understands the various political and social debates that complicate and undermine how racism is defined and identified. Explores its impact on individuals, institutions, and cultures in the United States, and the various formal and subversive strategies deployed by individuals and collectives for challenging and combatting it. Emphasis on developing a language for discussing, debating, and writing about race and racism sociologically for public and academic audiences. (Same as: AFRS 1010)

Previous terms offered: Fall 2017, Fall 2016, Fall 2015.

### **SOC 1026 (b, FYS) Landscape, Energy, and Culture** Non-Standard Rotation. Enrollment limit: 16.

Explores current controversies in energy, giving particular attention to debates surrounding the implementation of renewable energy in northern New England. Through both popular and scholarly readings and one mandatory field trip, students engage with critical perspectives on consumer-oriented culture and identities and on tensions between urban and rural visions of landscape. Also contemplates the social structures governing regional development and planning in which renewable energy strategies are framed.

Previous terms offered: Fall 2015.

### **SOC 1028 (b, FYS) Sociology of Campus Life: Race, Class, and Inequality at Elite Colleges** Non-Standard Rotation. Enrollment limit: 16.

Explores higher education in the contemporary United States through a sociological lens, highlighting the ways that elite colleges and universities both promote social mobility and perpetuate inequality. Examines the functions of higher education for students and society; issues of inequality in college access, financing, campus experiences, and outcomes later in life; the history and consequences of affirmative action; how and why historically white colleges and universities have diversified their student bodies; the challenges and benefits of diversity and inclusion on campus; and other topics. Emphasis on writing sociologically for public and academic audiences

Previous terms offered: Fall 2018.

### **SOC 1101 (b) Introduction to Sociology**

Marcos López; Shruti Devgan.

Every Semester. Fall 2019. Enrollment limit: 50.

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.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

### **SOC 2010 (b) Introduction to Social Research**

Every Spring. Enrollment limit: 35.

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.

Prerequisites: SOC 1101.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

### **SOC 2020 (b, MCSR) Quantitative Analysis in Sociology**

Every Other Year. Enrollment limit: 24.

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.

Prerequisites: Two of: SOC 1101 and SOC 2010.

Previous terms offered: Spring 2019, Fall 2017, Fall 2016.

### **SOC 2030 (b) Classics of Sociological Theory**

Oyman Basaran.

Every Fall. Fall 2019. Enrollment limit: 35.

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.

Prerequisites: SOC 1101.

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**SOC 2202 (b, ESD) Cities and Society**

Theo Greene.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Investigates the political, economic, and sociocultural development of cities and metropolitan areas with a focus on American cities and a spotlight on neighborhoods and local communities. Traces major theories of urbanization and considers how cities also represent contested sites where diverse citizens use urban space to challenge, enact, and resist social change on the local, state, and national levels. Topics include economic and racial/ethnic stratification; the rise and fall of suburban and rural areas; the production and maintenance of real and imagined communities; the production and consumption of culture; crime; immigration; sexuality and gender; and urban citizenship in the global city.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Fall 2017, Fall 2015.

**SOC 2204 (b, ESD, IP) Families: A Comparative Perspective**

Non-Standard Rotation. Enrollment limit: 35.

Examines families in different societies. Issues addressed include definition and concept of the "family"; different types of family systems; the interaction of family change and other social, economic, and political change; the relationships between families and other social institutions; the role of gender and age in family relationships; and sources and outcomes of stability, conflict, and dissolution within families.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Spring 2017.

**SOC 2205 (b) Collective Memory and Storytelling**

Non-Standard Rotation. Enrollment limit: 35.

Explores how to make sense of the past by constructing stories about it in the present. Examines memory and storytelling as social processes. Questions who determines when and how stories are told, who participates in their interpretation, and how emotions are conveyed or hidden. Draws on case studies, which may include the Jewish Holocaust, Palestinian Nakba, Partition of the Indian subcontinent, Korean War, Rwandan genocide, and/or Berlin Wall. Uses the lenses of gender, nationality, race, ethnicity, and religion to explore the impact of trauma and the power of remembrance. Brings attention to intergenerational and transnational aspects of memory and relationships between media and memory.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Spring 2019, Spring 2018.

**SOC 2206 (b, ESD) Sociology of Education**

Non-Standard Rotation. Enrollment limit: 35.

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

Prerequisites: Two of: SOC 1101 or ANTH 1101 and SOC 2000 - 2969.

Previous terms offered: Spring 2018, Spring 2016.

**SOC 2208 (b) Race and Ethnicity**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: SOC 1101 or AFRS 1101 or ANTH 1101.

Previous terms offered: Fall 2018, Fall 2016.

**SOC 2212 (b, ESD) Sociology of Sexuality**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Spring 2017, Spring 2016.

**SOC 2214 (b, ESD) Criminology**

Non-Standard Rotation. Enrollment limit: 35.

Introduces major theoretical and substantive debates in the sociology of crime and punishment. Uses classic and contemporary sociological theories and concepts including anomie, conflict, labelling, control, and socialization. Focuses on such issues as mass incarceration, racial profiling, gun control, drug enforcement, and corporate crime through the lenses of race, gender, and class.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Spring 2017.

**SOC 2215 (b) Sociology of Deviant Behavior**

Hakim Zainiddinov.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

This course aims to provide building blocks for studying deviant behavior from a sociological perspective. We will explore some important questions related to the nature and meaning of deviance, its social construction and control, and processes shaping deviant behavior. We will examine and contrast major sociological theories of deviant behavior, including anomie/social strain, social control, conflict, labeling, and social learning. In-depth examination of some of the many forms of deviance will allow students to apply the theories and perspectives they learn to specific cases. Emphasizing the changing nature of deviance, we will also look at recent forms of deviance.

Prerequisites: SOC 1101.

**SOC 2219 (b, ESD) Deconstructing Masculinities**

Non-Standard Rotation. Enrollment limit: 35.

An introduction to the sociological study of men and masculinities. Investigates debates about the historical, structural, cultural, and personal meanings constructed around masculinity. Explores how masculinity varies historically and across the life span; how it intersects with race, class, gender, sexuality, age, and ability; and how these constructions map onto male and female bodies. Examines how masculinities construct and reproduce power and inequality among men and between men and women. Topics also include, but are not limited to, the production and maintenance of masculinity, the male body, masculine cultures of sports, technology, violence and incarceration, female and queer masculinities.

Prerequisites: ANTH 1101 or SOC 1101 or GSWS 1101 or GWS 1101.

Previous terms offered: Fall 2017.

**SOC 2225 (b, ESD, IP) Global Politics of Work**

Non-Standard Rotation. Enrollment limit: 35.

Globally, a large portion of life is devoted to work. The type of work that people perform reflects global inequalities. Introduces the history of wage-labor and theoretical concepts used to understand the shifting dimensions of work and its implication for the global workforce. Particular focus on labor in the United States, Latin America, and Asia; manufacturing and service work; migration and labor trafficking; the body as the site for transforming labor into wage-labor; and forms of labor resistance.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Fall 2018.

**SOC 2250 (b, ESD) Social Epidemiology**

Non-Standard Rotation. Enrollment limit: 35.

Introduces epidemiology, the study of the patterns and influences of disease (and health) in populations and communities. Focusing on the social, political, and economic influences and consequences of patterns of disease and death, considers how these patterns reflect and affect the demographics, social structure, economy, and culture of societies and how societies mobilize to combat disease and promote health. Focuses particularly on the role of socioeconomic inequality—both within and between countries—in how diseases spread and are managed.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Fall 2018, Fall 2015.

**SOC 2260 (b, IP) Capitalism, Modernity, and Religion in Turkey**

Oyman Basaran.

Every Other Year. Fall 2019. Enrollment limit: 35.

Investigates classical and contemporary sociological accounts of secularism, modernity, and capitalism by examining the social and political history of Turkey. Analyzes the emergence of modern Turkey, a successor state of the Ottoman Empire, which spanned three continents and was dismantled at the end of World War I. Maps out Turkey's social, political, and economic landscape from the late nineteenth century until the present. Covers themes such as state violence, religion, hegemony, gender and sexuality, nationalism, and neoliberalism.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Fall 2018.

**SOC 2268 (b, ESD) Asian American Experience**

Non-Standard Rotation. Enrollment limit: 35.

Explores the experience of Asian Americans in contemporary US society. Focusing on the present but drawing from historical experience, we look at important elements and issues for Asian Americans today: the role of immigration and immigration policy; the advantages and disadvantages of the promotion of a pan-Asian culture; the particular experiences of different Asian cultures in the US; the “myth of the model minority”; and the role of gender in these experiences. Also discusses what an understanding of Asian American experience adds to our understanding of race and ethnicity in the US today.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Spring 2019.

**SOC 2270 (b, ESD, IP) Modern China: Creating and Resisting Inequality**

Non-Standard Rotation. Enrollment limit: 35.

The People's Republic of China was founded on principles of equality. For many years, equality in some spheres—like income—was an explicit state goal, and the successes were notable. But in the last couple decades, inequality in China has increased. Focuses on social and economic inequality in China today, including issues of gender, sexuality, rural/urban status, migration, health, age, income, and ethnicity. Examines how these inequalities have been created and sustained and how they are resisted, by whom, and to what effect.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Spring 2016.

**SOC 2272 (b) Media, Society, and Culture in Global Contexts**

Non-Standard Rotation. Enrollment limit: 35.

Draws on case studies from various contexts to examine ways in which media construct as well as reflect society and culture. Focuses on digital and social media while considering traditional media genres including film, TV, and music. Explores mediated communication and representation in relation to several sociological concerns including self, social interaction, and community; gender, sexuality, race, nation, social class, and religion; generations, family, and intimate relations; culture industry and commercialization; emotions; collective memory and trauma; and social movements and social change.

Previous terms offered: Fall 2017.

**SOC 2310 (b, ESD, IP) Sociology of Emotions**

Non-Standard Rotation. Enrollment limit: 35.

Challenges the conventional view that emotions are simply private experiences by engaging with various sociological concepts including but not limited to emotion work, emotional labor, feeling rules, and affect. Explores how emotions are socially and politically shaped, learned, regulated, and controlled in societies. Understands emotions as lived experiences in the daily lives of individuals within work environments, intimate relationships, and communities. Discusses how sociologists investigate such feelings as depression, loss, grief, love, and fear through the lenses of gender, class, and race.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017.

**SOC 2320 (b, ESD) Latinas/os in the United States**

Non-Standard Rotation. Enrollment limit: 35.

Latinas/os are the largest minority group in the United States. Analyzes the Latina/o experience in the United States with special focus on migration, incorporation, and strategies for economic and social empowerment. Explores diversity within the U.S. Latina/o community by drawing on comparative lessons from Cuban-American, Puerto Rican, Dominican, Chicano/Mexican, and Central American patterns of economic participation, political mobilization, and cultural integration.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Fall 2017.

**SOC 2365 (b, ESD, IP) Transnational Families**

Non-Standard Rotation. Enrollment limit: 35.

Offers a timely reflection on changes in family in the face of global migration and restrictive immigration policies. Challenges ideas of families living under one roof as nuclear, heterosexual, and biological. Examines social, economic, political, and legal conditions for emergence and development of transnational families. Studies international migration flows from countries of the Global South—including but not limited to the Philippines, Mexico, India, and China—to countries of the Global North, including the US, UK, and Italy, among others. Topics may include international division of care work; disparities within families shaped by global inequalities; the use of technology to create/enhance transnational communication varying by gender, sexuality, class, and rural/urban locations; and multiracial and multiethnic families through adoption and marriage.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Fall 2018.

**SOC 2370 (b, IP) Immigration and the Politics of Exclusion**

Non-Standard Rotation. Enrollment limit: 35.

Looks at comparative lessons in global immigration to understand the political, economic, and social causes of migration—the politics of immigrant inclusion/exclusion—and the making of diaspora communities. Specific topics will include: the politics of citizenship and the condition of illegality; the global migrant workforce; and how class, gender, race, and sexuality influence the migrant experience.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Spring 2019, Spring 2018, Spring 2016.

**SOC 2380 (b, IP) Gender in the Middle East**

Non-Standard Rotation. Enrollment limit: 35.

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.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Spring 2018, Fall 2016.

**SOC 2430 (b) Racial and Ethnic Health Disparities**

Hakim Zainiddinov.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

This course will draw on insights from sociology and other social science disciplines to explore the complex and multifaceted nature of racial/ethnic health disparity issues in the United States. We will examine societal, environmental, economic, behavioral, and institutional factors that contribute to racial/ethnic health disparities. Continuing health disparities experienced by African-Americans, Hispanics, Native Americans, and Asian Americans will be scrutinized through the analysis of specific health issues faced by these groups rooted in the effect of race/ethnicity on health outcomes and access to healthcare. Students will also explore policies and interventions for reducing health inequities and promoting minority health.

Prerequisites: SOC 1101.

**SOC 2445 (b) Sociology of Mental Health and Illness**

Every Other Spring. Enrollment limit: 35.

Examines mental health and illness as both a set of subjective experiences and as embedded in social and cultural processes. Considers the causes and consequences of mental health problems and examines mental health and illness as objects of knowledge and intervention. Develops understanding of the ways social inequalities, power, and privilege shape understandings of mental health. Draws on classic and contemporary sociological theories to explore the complex relationships between psychiatrists’ professional accounts of mental illnesses and patients’ experience of them. Discusses patients’ role in healing through innovative non-psychiatric and non-individualized approaches toward mental health problems.

Prerequisites: Two of: SOC 1101 or ANTH 1101 and SOC 2000 - 2969 or ANTH 2000 - 2969.

Previous terms offered: Spring 2018.

**SOC 2460 (b) Sociology of Medicine**

Non-Standard Rotation. Enrollment limit: 35.

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).

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Spring 2019, Fall 2017, Fall 2016.

**SOC 2520 (b, ESD, IP) Sociological Perspectives on Asia(ns) and Media**  
Shruti Devgan.

Non-Standard Rotation. Fall 2019. Enrollment limit: 35.

Explores Asian national and diasporic/transnational social contexts through the lens of various media, including print, film, television, advertising, music, and digital media. Helps understand how media construct societies and cultures and, in turn, how social institutions, interactions, and identities get reflected in media. Focuses on South Asia to explore questions of ideology and power; political economy of media; construction and representations of gender, sexuality, race, social class, nation, and religion; generations; and social movements and change. (Same as: ASNS 2620)

Prerequisites: Two of: either SOC 1000 - 2969 or SOC 3000 or higher and SOC 1101 or ANTH 1101.

**SOC 2575 (b, ESD) Cultural Encounters with/in Hawai'i**

Non-Standard Rotation. Enrollment limit: 35.

Examines Hawai'i as a site of cultural encounter. Topics include the ways that Hawai'i's tourism industry is connected to constructions of and consumption of ethnic identities by those within and outside Hawai'i; the ways historical and contemporary encounters between different ethnic groups (Hawai'ian, haole, Chinese, Japanese, Filipino, Pacific Islanders) have created the contemporary Hawai'ian social landscape; and the relations between mainland United States and Hawai'ian culture and politics, particularly the rising Hawai'ian sovereignty movement. Draws from theories of ethnic tourism, race/ethnicity, and colonialism.

Prerequisites: SOC 1101 or ANTH 1101.

Previous terms offered: Fall 2015.

**SOC 3010 (b) Advanced Seminar: Current Controversies in Sociology**

Every Spring. Enrollment limit: 16.

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.

Prerequisites: SOC 2030.

Previous terms offered: Spring 2019, Spring 2018, Spring 2017, Spring 2016.

**SOC 3200 (b) Food, Agriculture, and Social Justice**

Non-Standard Rotation. Enrollment limit: 16.

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

Prerequisites: Two of: SOC 1101 or ANTH 1101 and SOC 2000 - 2969.

Previous terms offered: Fall 2015.

**SOC 3300 (b) Reproductive Health and Politics**

Non-Standard Rotation. Enrollment limit: 16.

Taking account of the interrelationship of health and politics, examines how community, national, and international policies and social structures (such as gender, race, economy, or health care) link local and global politics to influence practices, beliefs, meaning, and outcomes related to reproduction. Topics include birth planning and contraception, new reproductive technologies, fertility and infertility, AIDS, abortion, issues of parenthood, and stratified reproduction.

Prerequisites: Two of: SOC 1101 or ANTH 1101 and SOC 2000 - 2969.

Previous terms offered: Fall 2018.

**SOC 3310 (b) Urban Ethnography**

Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: Two of: SOC 1101 or ANTH 1101 and SOC 2010 or ANTH 2010.

Previous terms offered: Fall 2016.

**SOC 3320 (b) Diversity in Higher Education**

Non-Standard Rotation. Enrollment limit: 16.

Explores higher education in the contemporary United States through a sociological lens, highlighting the ways that colleges and universities both promote social mobility and perpetuate inequality. Examines the functions of higher education for students and society; issues of inequality in college access, financing, campus experiences, and outcomes later in life; the challenges and benefits of diversity and inclusion; and other topics, with special attention across all topics to the case of African Americans.

Prerequisites: SOC 2010 or ANTH 2010.

Previous terms offered: Fall 2017.

**SOC 3410 (b, ESD) Migrant Imaginaries**

Marcos López.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Examines how immigrants view and transform the world around them in the United States. While normative approaches to the study of immigration construct migrants as objects of inquiry, this course instead will draw primarily on migrant perspectives and experiences in the diaspora that originate from Latin America, Asia, and Africa. (Same as: LAS 3712)

Prerequisites: Two of: SOC 1101 and SOC 2000 - 2969.

# Theater and Dance

## Overview & Learning Goals

### Overview

The Department of Theater and Dance offers a major in theater and dance that integrates studio technique, history and theory, and original creative work within the performance and study of theater and dance.

Students may major in theater and dance with a concentration in either theater, dance, or interdisciplinary performance. Students may also choose to minor in theater or dance.

The theater concentration at Bowdoin combines practice and theory to develop students' skills as innovative theater artists and thinkers. Students explore theatrical performance through critical study, collaborative productions, and the development of independent student projects. The curriculum includes studio-based courses in production (e.g., acting, directing, design, and playwriting), as well as courses focused on performance history, theory, and criticism.

The dance concentration provides a coherent course of study through a range of classes in dance technique and repertory, choreography, improvisation, and critical dance studies, among others. It offers multiple levels of technique in modern dance—a term designating a wide spectrum of styles that focus on an inventive, unrestricted approach to movement. Other dance techniques and styles (e.g., ballet, Afro-modern, jazz) are also offered periodically.

The interdisciplinary performance concentration allows students to take courses in both theater and dance to create an individualized curriculum across these disciplines. Students work closely with an advisor to determine a coherent course of study and appropriate electives as needed.

Majors who are candidates for honors write a thesis over the course of their senior year, typically in relation to their studio project created as a part of THTR 4040 Studio/THTR 4041 Studio/DANC 4040 Studio/DANC 4041 Studio. Possible areas for an honors project include original work in acting, choreography, dance, design, directing, dramaturgy and criticism, or playwriting, among others.

### Learning Goals

At Bowdoin College, our approach to the study and practice of theater and dance is informed by two key ideas that articulate our goals as an engaged and creative performing arts community.

"The purpose of art is to impart the sensation of things as they are perceived and not as they are known... *Art is a way of experiencing the artfulness of an object; the object is not important.*" ~Viktor Shklovsky, *Art as Technique*

"If you know a thing theoretically, but you don't know it practically, then you don't really know its whole theory; if you know a thing practically, but don't know it theoretically, then you don't really know its whole practice." ~C.E. Montague, *A Writer's Notes on His Trade*

Following Shklovsky's idea that art—most especially *the performing arts*—enables new perspectives and Montague's observation that to understand anything one must wrestle with both theory and practice, we seek to engage students who not only want to create for the stage, but also to use performance to explore and transform the world around them. The Department of Theater and Dance thus aims to empower and

challenge students within an environment that fosters rigorous thinking, imaginative exploration, and the development of performing artists and thinkers who will shape performance in the twenty-first century. Although they will engage the field of theater, dance, and performance studies in different ways, all students in theater and dance will:

1. demonstrate knowledge of representative history and theory through critical writing, thoughtful debate, and embodied practice;
2. explore, refine, and apply performance techniques (e.g., acting, choreography, dance, design, directing, etc.) to their development as individual artists;
3. critically analyze and evaluate representative works from the diversity of global performance;
4. engage in robust and thoughtful critique of one's own work and that of peers, faculty, and professionals within the context of a larger creative community; and
5. apply learned techniques and theory to the realization of diverse performances.

Department/Program Website (<https://www.bowdoin.edu/theater-dance>)

### Faculty

Abigail Killeen, *Department Chair*  
JJ Peeler, *Department Coordinator*

*Professors:* Davis R. Robinson\*\*  
*Associate Professor:* Abigail Killeen  
*Assistant Professors:* Aretha Aoki‡, Adanna Jones  
*Senior Lecturer:* Gwyneth Jones  
*Visiting Faculty:* Vanessa Anspaugh, Shaina Cantino, Germán Cardenas Alaminos, Judy Gailen, Lindsay Livingston

Faculty Website (<https://www.bowdoin.edu/theater-dance/faculty-and-staff>)

## Requirements

### Theater and Dance Major

The major consists of ten-and-a-half credits (eleven-and-a-half if a student pursues honors).

Code	Title	Credits
<b>Required Courses</b>		
THTR 1500	The Art of Performance	1
THTR 1700	Performance in Production (one-half credit)	.5
THTR 1750	Technical Production (one-half credit)	.5
THTR 4040	Studio	1
THTR 4041	Studio (one-half credit)	.5

#### Select a concentration:

Theater Concentration (p. 350)
Dance Concentration (p. 351)
Interdisciplinary Performance Concentration (p. 351)

### Theater Concentration

Code	Title	Credits
<b>Required Courses</b>		
Two introductory theater courses (1000–1049 or 1100–1399)		2
One dramatic literature course (THTR 1501–1599, 1800–1899, 2500–2599, 2800–2899, 3500–3599; ENGL 1115, 2015)		1

One history/theory course (THTR 1501–1599, 2500–2599, 3500–3599)	1
One intermediate theater course (2000–2999)	1
One advanced theater course (3000–3999)	1
One elective course (THTR 2XXX, DANC 2XXX) <sup>a</sup>	1

<sup>a</sup> Any theater or dance course at the 2000 level or above, or by a course outside the department by permission of advisor

## Dance Concentration

Code	Title	Credits
<b>Required Courses</b>		
Two full credits of introductory dance courses (1100–1299)		2
One history/theory course (DANC 15XX, THTR 2500–2599)		1
One full credit of intermediate dance course (2000–2499)		1
One full credit of advanced dance course (3000–3999)		1
Two full credits of electives, including any theater or dance course at the 2000 level or above, or by a course outside the department by permission of advisor		2

## Interdisciplinary Performance Concentration

Code	Title	Credits
<b>Required Courses</b>		
Two full credits of introductory performance courses (one from each discipline) (DANC 1100–1299 and THTR 1000–1049 or 1100–1399)		2
One dramatic literature course (THTR 1501–1599, 1800–1899, 2500–2599, 2800–2899, 3500–3599; ENGL 1115, ENGL 2015)		1
One history/theory course (DANC 1501–1599, THTR 1501–1599, 2500–2599, 3500–3599)		1
One full credit of intermediate performance course (DANC 2000–2999, THTR 2000–2999) <sup>b</sup>		1
One full credit of advanced performance course (DANC 3000–3999, THTR 3000–3999) <sup>b</sup>		1
One elective course of any theater or dance course at the 2000 level or above, or by a course outside the department by permission of advisor		1

<sup>b</sup> The intermediate and advanced performance classes must be in different subdisciplines, i.e., one must be in dance and one in theater.

## Theater Minor

The minor consists of five credits to include the following required courses:

Code	Title	Credits
One course at the 1000 level (1000–1049, 1100–1399, 1501–1599)		
One course in history or theory (THTR 1501–1599, 2500–2599, 3500–3599)		
Three additional courses, including at least two taken at the 2000 level or above <sup>c</sup>		

<sup>c</sup> One of the three additional courses may be taken in dance. One 2000-level course taken abroad may count toward the minor.

## Dance Minor

The minor consists of five credits to include the following required courses:

Code	Title	Credits
Select one creative process course:		1
DANC 1101	Making Dances	
DANC 1102	Cultural Choreographies: An Introduction to Dance	
DANC 1104	Dance Improvisation: Practices, Forms, and Structures	
DANC 2401	Choreography for Dancers: Improvisation and Invention	
One course in history or theory (DANC 1501–1599; THTR 1501–1599, 2500–2599, 3500–3599)		1
Select one full credit of studio technique courses		1
DANC 1211	Introduction to Modern Dance	
DANC 2211	Modern Dance II: Technique	
DANC 2221	Intermediate Ballet and Beyond	
DANC 2241	Afro-Modern II: Technique	
DANC 3221	Modern IV: Technique	
Select one full credit of repertory and performance courses:		1
DANC 1212	Modern I: Repertory and Performance	
DANC 2212	Modern II: Repertory and Performance	
DANC 3212	Advanced Repertory and Performance	
DANC 3222	Modern IV: Repertory and Performance	
One elective (DANC 1000–3999)		1

## Interdisciplinary Major

The department participates in an interdisciplinary major in English and theater. See the Interdisciplinary Majors (p. 250).

## Additional Information

### Additional Information and Department Policies

- Students must earn a grade of CR (Credit) or C- or better to have a course count toward their major or minors.
- Students may not count more than one full credit from courses graded Credit/D/ Fail, including those offered only on a Credit/D/Fail basis.
- Students may be able to repeat half-credit courses in theater and dance; please refer to repeat limits on individual courses for more information.
- Typically, one course taken at another college or university may count toward the major or minors with departmental approval. No more than one course taken outside the department may be counted toward the major or minors, except by advance departmental permission.
- One course cannot fulfill more than one requirement for the major or minors.
- One first-year seminar can count toward the major and minors.
- One credit of independent study can count toward the major or either minor.
- No credit is given for Advanced Placement and International Baccalaureate.



## Courses

### Theater

**THTR 1007 (c, FYS) Performance and Theory in James Bond**  
Non-Standard Rotation. Enrollment limit: 16.

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)

Previous terms offered: Fall 2018, Fall 2016.

**THTR 1101 (c, VPA) Making Theater**  
Every Other Fall. Enrollment limit: 25.

An active introductory exploration of the nature of theater: how to think about it, how to look at it, how to make it. Students examine a range of theatrical ideas and conventions, see and reflect on live performance, and experience different approaches to making work. Designers, directors, performers, and scholars visit the class to broaden perspective and instigate experiments. Students work collaboratively throughout the semester to develop and perform original work.

Previous terms offered: Fall 2017, Fall 2015.

**THTR 1201 (c, VPA) Acting I**  
Abigail Killeen.

Every Semester. Fall 2019. Enrollment limit: 16.

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.

Previous terms offered: Fall 2018, Spring 2018, Fall 2017, Fall 2016, Spring 2016, Fall 2015.

**THTR 1202 (c, VPA) Improvisation**  
Every Other Spring. Enrollment limit: 16.

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.

Previous terms offered: Spring 2019, Spring 2017.

**THTR 1203 (c, VPA) Performance and Narrative**  
Lindsay Livingston.  
Every Other Year. Fall 2019. Enrollment limit: 20.

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)

Previous terms offered: Spring 2017.

**THTR 1301 (c) Stagecraft**  
German Cardenas-Alaminos.

Non-Standard Rotation. Fall 2019. Enrollment limit: 20.

Introduction to the language, theory, and practice of theater and dance technology. Students explore the history of theater technology with experiential projects in Bowdoin's performance venues, including Pickard and Wish Theaters as well as visits and workshops from guest artists. Topics include lighting, scenography, costuming, and sound, among others. The course considers the possibilities, demands, and limits inherent to different forms of performance and space. Lab required. Course fulfills the Technical Production (THTR/DANC 1750) requirement for Performance Arts major. (Same as: DANC 1301)

**THTR 1302 (c, VPA) Principles of Design**  
Judy Gailen.

Every Fall. Fall 2019. Enrollment limit: 15.

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)

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**THTR 1500 (c, VPA) The Art of Performance**  
Every Fall. Enrollment limit: 50.

What is performance? Today it seems as if nearly everything performs: from cars and computers to actors and athletes. Explores the many meanings of performance, particularly art forms such as theater, dance, and media, as well as actions and behaviors in everyday life such as political speeches, rituals, and celebrations. Explores the performing arts as "twice-behaved behavior"—that is, repeatable, embodied activities across both the performing arts and more broadly within culture. Studies what defines performance and also asks how we might use approaches to performance as interpretive lenses. Balances this focus on theory with practice via performance attendance and watching films as well as attending nontheatrical events in order to examine them "as performance." Finally, in order to explore performance as a distinct epistemology or "way of knowing," students participate in movement workshops in addition to making a culminating performance. (Same as: DANC 1500)

Previous terms offered: Fall 2018, Fall 2017.

**THTR 1503 (c, IP, VPA) Theater of Action: Performance for Social Change**

Non-Standard Rotation. Enrollment limit: 16.

Through research and practice, explores the notion of the performing artist as public intellectual and engaged citizen. In the first half semester, students research international social justice performance, 1913-2013: suffrage, race and economic protest pageants; Living Newspapers, Agit-prop, and the Workers Theatre Movement; collective creation and documentary theater; performance at the intersections of gender, sexuality, race, diaspora, and transnationalism; women's protest performance; theaters of healing and repair concerned with inter-ethnic conflict. In the second half, students research current sociopolitical and economic events, identify an issue of local, regional, and/or national significance, and collaboratively devise a performance intended to protest, educate, and inspire community action.

Previous terms offered: Spring 2016.

**THTR 1504 (c, VPA) Theater as Social Media**

Every Other Year. Enrollment limit: 50.

Introduces students to the history of theater and performance as paradoxically both a social art and form of media. The course begins with American playwright Anne Washburn's futuristic play, "Mr. Burns," and analyzes contemporary media as forms of cultural performance. From the contemporary moment, the course then traces the effects observed in contemporary theater, dance, and media through diverse global performance histories, noting the ways in which theater and dance changed in different cultural contexts and observing the changing emphases on written texts (drama) and performance techniques, including changes in acting, directing, and design. Does not assume any prior knowledge or experience in either theater or media studies. Students are not required to use social media as part of the course. Students have the opportunity to create original work, as well as analyzing existing material.

Previous terms offered: Spring 2018, Spring 2016.

**THTR 1505 (c, VPA) From Vaudeville to Hamilton: Introduction to Musical Theater**

Every Other Year. Enrollment limit: 50.

Among the many forms of live performance, musical theater remains one of the most popular and successful genres from the nineteenth century to today. Echoes of musical theater appear in films, popular television, and circulate extensively through social media (e.g., #ham4ham). Surveys the cultural history of musical theater from mid-nineteenth-century entertainment in vaudeville and music halls, to contemporary productions on Broadway and in London's West End. Focuses predominantly on American and European productions, while also observing how these performances change as productions travel around the world. Students read scripts, listen to cast recordings, and where possible, watch videos and films of performances. Also considers shows that move from stage to screen (e.g., Rent) and from movies to theater (e.g., "Groundhog Day, The Musical"). (Same as: DANC 1505)

Previous terms offered: Fall 2017.

**THTR 1700 (c, VPA) Performance in Production**

Davis Robinson.

Every Semester. Fall 2019. Enrollment limit: 50. .5 Credit Credit/D/F Only.

The collaborative performance of a full-length work with a professional director either on faculty or visiting as a guest artist. The production is produced by the Department and performed for the public. Areas of concentration include rehearsal and performance of roles as part of a fully-produced production with a creative team over approximately 120 concentrated hours through the Fall or Spring semesters. Students gain admission to Theater 1700 through audition. Rehearsals may fall outside of traditional class hours. Grading is Credit/D/Fail. One-half credit. May be repeated a maximum of four times for credit, earning a maximum of two credits.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**THTR 1750 (c) Technical Production**

Abigail Killeen.

Every Semester. Fall 2019. Enrollment limit: 10. .5 Credit Credit/D/F Only.

Exposes performance arts students to the technical production process for theater and dance performance and serves as a complementary course to Theater 1700: Performance in Production (.5 credit). Students observe and engage with several areas of production through supervised participation in one departmental production, either theater or dance. Students are introduced to all dimensions of technical production, including lighting, set, sound, media, costume design and creation, stage management, and technical direction, among others. Following this overview, students serve as production assistants for a specific production. They attend regular rehearsals and participate in the collaborative creation process. Tasks may also include dramaturgical research, assistant directing, and other support as determined to best benefit the student and their specific goals. Students are very much a part of the production team and are expected to follow professional codes of conduct within the production. The course may be taken on any show, but students in 1750 may not perform in the show associated with the course. This course requirement may be waived by students who are either already engaged in work study in the department, or the requirement can be met by students through an approved and supervised independent study (Theater or Dance 2970/4000) in an area of technical production or design. Because of the limited resources available, this course is available to majors only. Not open to students with credit for Theater 1301/Dance 1301 (Stagecraft). (Same as: DANC 1750)

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**THTR 1806 (c, VPA) Introduction to Drama**

Non-Standard Rotation. Enrollment limit: 50.

Surveys the history of drama written in English from its origins in the deep past through to the present day. Covers the theory of drama from Aristotle to Brecht. Asks how plays across space and time have moved spectators to laugh, cry, gasp, and even vomit. Authors include Samuel Beckett, Tony Kushner, William Shakespeare, and Wole Soyinka. (Same as: ENGL 1106)

Previous terms offered: Fall 2018, Spring 2016.

**THTR 2201 (c, VPA) Acting II: Extreme Acting - Heightened Moments**  
Every Year. Enrollment limit: 16.

An intermediate acting course focused on the physical discipline, collaborative trust, and intellectual challenge of pursuing theatrical objectives within heightened emotional circumstances onstage. Students practice rigorous text analysis in charged classical and contemporary theatrical texts. They then translate their critical conclusions to effective rehearsal by learning and practicing new skills presented to a) free and connect the body and voice using traditional and experimental vocal training techniques, and b) establish and build trust through personal boundary-setting, a collaborative process made up of ensemble-focused theatrical training techniques, and dynamic rehearsal. Students then investigate character development through large, connected vocal and physical choices and practice performing charged emotional scenes without sacrificing personal integrity, artistic truth, or the theatrical text's creative mission.

Prerequisites: THTR 1100 - 1799.

Previous terms offered: Spring 2019, Fall 2016.

**THTR 2202 (c, VPA) Acting II: Physical Theater**  
Every Other Year. Enrollment limit: 18.

Extends the principles of Acting I through a full semester of rigorous physical acting work focused on presence, energy, relaxation, alignment, and emotional freedom. Develops and brings the entire body to the act of being on stage through highly structured individual exercises and ensemble-oriented improvisational work. Scene work is explored through the movement-based acting disciplines of Lecoq, Grotowski, Meyerhold, or Viewpoints. Contemporary physical theater makers Théâtre de Complicité, Mabou Mines, SIT1 company, and Frantic Assembly are discussed. This course, along with Theater 2201, Acting II: Voice and Text, is part of a two-semester course series. Theater 2201 and 2202 may be taken individually or in any order.

Prerequisites: THTR 1100 - 1799.

Previous terms offered: Fall 2017, Spring 2016.

**THTR 2203 (c, VPA) Directing**  
Davis Robinson.

Every Other Year. Fall 2019. Enrollment limit: 14.

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.

Prerequisites: THTR 1100 - 1799 or DANC 1100 - 1799.

Previous terms offered: Fall 2018, Spring 2017, Fall 2015.

**THTR 2204 (c, VPA) Acting II: Performing Heightened Moments: Love, Language, and Stage Combat**

Non-Standard Rotation. Enrollment limit: 18.

Explores understandings of the vocal, physical, and intellectual demands of the acting process. Investigates character development through vocal choices and textual clues. Using heightened text (Shakespeare, Moliere, and others), considers what happens when words are not enough and scenes escalate to passion and violence. Introduction to the basics of hand-to-hand stage combat and staging of realistic and safe fight sequences. Through clear communication, simple choreography, and humor, seeks to demystify moments of show-intimacy and provide simple strategies that foster respect and respect actor boundaries. Students explore advanced scene study and how to courageously and creatively pursue actor objectives and gain confidence in their own physical performance.

Prerequisites: THTR 1201.

Previous terms offered: Spring 2018.

**THTR 2205 (c, VPA) Musical Theater Performance**  
Davis Robinson.

Every Other Fall. Fall 2019. Enrollment limit: 16.

Musical theater is a popular performance form that challenges students to work in multiple disciplines, combining dance, acting, music, and design. This course will give students with experience in acting, singing, and dancing an opportunity to hone their skills together through the performance of songs and scenes from a variety of musical theater styles. Students will do projects in ballad singing, choral numbers, group dances, and acting the song. Actors, singers, choreographers, and musicians will be encouraged to work together in class and in evening rehearsals toward a public performance on Family Weekend and a cabaret performance at the end of the semester. Performances will be grounded in historical readings and research that contextualizes the origins of the pieces being performed. (Same as: DANC 2205)

Prerequisites: THTR 1100 - 1799 or DANC 1100 - 1799.

**THTR 2302 (c, VPA) Advanced Design: Media**  
Every Spring. Enrollment limit: 22.

As technology has evolved so has the world of theater and dance. Advanced Design: Media offers students an in-depth look at the technology, theory, and aesthetic involved in creating highly developed projections and graphic sequences for stunning multimedia theater and dance productions. Students will learn the cutting edge 3D computer animation software Autodesk Maya and Adobe Creative Suite to design digital sets for contemporary performance. Assignments will include creating digital landscapes for specific scenes and developing short loop animations for digital prop placement. By the end of the semester students will have re-imagined and developed their original design of a play through computer generated sound and visuals. (Same as: DANC 2302, VART 2702, MUS 2302)

Prerequisites: THTR 1302 (same as DANC 1302) or DANC 1302 or VART 1000 - 1999.

Previous terms offered: Spring 2017.

**THTR 2303 (c, VPA) Advanced Design: Lighting**

Non-Standard Rotation. Enrollment limit: 22.

As technology has evolved, so has the world of theater and dance. Offers students an in-depth look at the technology, theory, and aesthetics involved in lighting design choices for theater and dance productions. Students explore the latest software and technology used by lighting designers, while learning to make their own artistic choices for contemporary performance. Assignments include creating lighting plots for specific scenes and performance events. By the end of the semester, students have reimagined and developed their own original lighting designs for a play or dance project to be presented in class. (Same as: DANC 2303)

Prerequisites: THTR 1000 - 1999.

Previous terms offered: Spring 2018.

**THTR 2304 (c, IP, VPA) Intermediate Design: Puppetry**

Non-Standard Rotation. Enrollment limit: 16.

Puppetry, the animation of inanimate objects in performance, is typically considered a 'small' art form yet it has a sprawling historical, cultural, and aesthetic reach. Venerable theater historian George Speaight highlights puppetry's ubiquitous presence when he says, "Puppet shows seem to have existed in almost all civilizations and in almost all periods . . . It has everywhere antedated written drama and, indeed, writing of any kind. It represents one of the most primitive instincts of the human race." An introduction to puppetry, this course integrates the practical modes of design, construction, and performance with an examination of theories of origin, historical context, and global cultural significance. Through studio projects, individual and group performance, critiques, discussion, readings, video viewing, and research presentations, students will consider, create, and manipulate a variety of puppetry styles including object theater, shadow puppetry, hand puppets, bunraku-type puppets, and rod puppets while exploring what puppetry is, where it came from, its role in the history of western theater, as well as its cultural significance in Asia, Indonesia, Africa, India, and the Middle East. (Same as: DANC 2304)

Prerequisites: THTR 1302 (same as DANC 1302).

Previous terms offered: Spring 2019.

**THTR 2401 (c, VPA) Playwriting**

Non-Standard Rotation. Enrollment limit: 12.

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.

Prerequisites: THTR 1100 - 1799.

Previous terms offered: Spring 2019, Fall 2016.

**THTR 2410 (c, VPA) Modern Drama in Theory and Practice**

Non-Standard Rotation. Enrollment limit: 25.

Chekhov, Ibsen, Brecht, and Beckett are undoubtedly the most influential playwrights of the twentieth century. As both scholarly and performance texts, their plays have long presented challenges to scholars and theater artists alike. Yet they rarely work together to benefit from the insights each approach can offer. Several plays by each, including "A Doll's House," are co-presented. "The Seagull," "The Good Person of Sezuan," "Waiting for Godot," and a few plays by more recent playwrights that one might call legacies of these foundational works (e.g., Caryl Churchill, Suzan-Lori Parks, Martin McDonagh) are considered. Plays are critically read and some are performed. (Same as: ENGL 2457)

Previous terms offered: Spring 2019, Spring 2017.

**THTR 2503 (c, ESD, VPA) Introduction to Black Performance Studies**

Every Other Fall. Enrollment limit: 16.

What does it mean to say that we perform our identities? What role can performance play in the fight for racial and social justice? What role has performance played in shaping the history of black Americans, a people long denied access to literacy? Performance studies—an interdisciplinary field devoted to the study of a range of aesthetic practices—offers us insight into such questions. Investigates various performances, including contemporary plays, movies and television, dance, and social media. Queries the relationships between identities like race, gender, class, and performance as well as the connection between performance onstage and in everyday life. (Same as: AFRS 2502, DANC 2503)

Previous terms offered: Fall 2015.

**THTR 2504 (c, ESD) American Queen: Drag in Contemporary Art and Performance**

Non-Standard Rotation. Enrollment limit: 18.

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

Previous terms offered: Spring 2016.

**THTR 2510 (c, ESD, VPA) Performing America: Identities on Stage**  
Every Other Year. Enrollment limit: 35.

What does it mean to act (or dance) like an American? In 1840, French writer Alexis de Tocqueville argued that the characteristics of this young nation, the United States of America, and its people could be studied in its theaters. He based this on a few key observations. Theater is a social event, where people gather in groups to watch other groups of people interact. Theater is also an immediate art, performed live in front of a specific audience. Takes its start from Tocqueville's observations by looking at American performances in drama, dance, and theatrical events as reflections of changing American identities. Looks at indigenous and colonial drama, but a majority of the course focuses on drama, musical theater, and dance of the nineteenth and twentieth centuries. In particular, looks at the ways in which specific performances defined what it meant to be American, as well how individual artists reshaped theater and dance to represent their own diverse identities. As part of the reading, attends to the variety of identities—racial, ethnic, gendered, classed, and religious—that emerge from and continue to define the diversity of America on stage. (Same as: ENGL 2902)

Previous terms offered: Spring 2019, Spring 2016.

**THTR 2550 (c, IP, VPA) Performance Histories: Global Perspectives in Theater, Dance, and Art**  
Every Other Spring. Enrollment limit: 35.

As a time-based art, performance is often characterized as ephemeral. But how does one study the history of something that disappears? Explores key moments in the history of global performance, including movements in theater, dance, and media, and the intersections among them. Considers social, cultural, and historical contexts for performance while also using techniques of performance historiography, including archival research, reenactments, and digital history. Particular focus on modern and contemporary performance companies and artists. (Same as: DANC 2550)

Prerequisites: THTR 1000 - 1999 or DANC 1000 - 1999 or ENGL 1106 (same as THTR 1806).

Previous terms offered: Spring 2017.

**THTR 2813 (c, VPA) Taking Liberties with Shakespeare**  
Non-Standard Rotation. Enrollment limit: 35.

Playwrights for the Restoration and eighteenth-century stage set about improving Shakespeare, correcting what they saw as flaws in the original plays. "King Lear" received a happy ending. "The Tempest's" Caliban got a wife. "The Merchant of Venice" became "The Jew of Venice." Compares the Shakespearean originals to the altered versions in order to explore questions of artistic license, revision, and changing notions of comedy and tragedy. Discusses how larger changes in the theater itself, including the use of women actors, transform the Shakespearean scene. Note: This class fulfills the pre-1800 literature requirement for English majors. (Same as: ENGL 2306)

Previous terms offered: Fall 2018.

**THTR 2823 (c, VPA) English Renaissance Drama**  
Non-Standard Rotation. Enrollment limit: 35.

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)

Previous terms offered: Spring 2019, Fall 2017, Fall 2016.

**THTR 2854 (c) Staging Blackness**  
Non-Standard Rotation. Enrollment limit: 35.

Examines the history and contributions of African Americans to United States theater from the early blackface minstrel tradition, to the revolutionary theater of the Black Arts writers, to more recent postmodernist stage spectacles. Among other concerns, such works often dramatize the efforts of African Americans to negotiate ongoing tensions between individual needs and group demands that result from historically changing forms of racial marginalization. A particular goal is to highlight what Kimberly Benston has termed the expressive agency with which black writers and performers have imbued their theatrical presentations. Potential authors include Zora Neale Hurston, Langston Hughes, Lorraine Hansberry, Amiri Baraka, Ron Milner, Adrienne Kennedy, Ntozake Shange, George C. Wolfe, Anna Deavere Smith, Afro Pomo Homos, and August Wilson. (Same as: ENGL 2654, AFRS 2630)

Previous terms offered: Fall 2018.

**THTR 3201 (c) Theater Styles**  
Non-Standard Rotation. Enrollment limit: 16.

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.

Prerequisites: Two of: THTR 1000 or higher or DANC 1000 or higher and THTR 1100 - 1999.

Previous terms offered: Fall 2018, Fall 2015.

**THTR 3202 (c) Comedy in Performance**

Non-Standard Rotation. Enrollment limit: 16.

Looks at several facets of comedy on stage, from its origins in Greek and Roman theater to contemporary comic forms. Theory is combined with practical exercises in clowning, satire, physical comedy, wit, timing, phrasing, and partner work to develop a comic vocabulary for interpreting both scripted and original work. Students work in solos, duets, and groups to create final performance projects that are presented to the public at the end of the semester.

Prerequisites: Two of: THTR 1000 or higher or DANC 1000 or higher and THTR 1100 - 1999.

Previous terms offered: Spring 2018.

**THTR 3401 (c) Ensemble Devising: The Art of Collaborative Creation**

Non-Standard Rotation. Enrollment limit: 16.

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)

Prerequisites: Two of: THTR 1100 - 1999 or DANC 1100 - 1999 and THTR 2000 - 2799 or DANC 2000 - 2799.

Previous terms offered: Fall 2016.

**THTR 3405 (c, VPA) Advanced Dance-Theater Company: Repertory and Performance**

Every Other Spring. Enrollment limit: 12.

Focuses on building original dance-theater performance work, and when possible, restaging seminal works that in some way challenge or blur distinctions between theater and dance and working on repertory by guest artists. Dancers and actors will look closely at their respective practices to better understand the potential overlaps and how they might inform a shared practice. Voice, text, movement, performance states, narrative and nonnarrative forms are all potential elements to be explored in the work we make. Most of the class is studio-focused, however, in-class material is supported by readings, video and film, live performance, and writing assignments. Students will perform in the Spring Dance Concert and off campus when opportunities allow. (Same as: DANC 3405)

Prerequisites: DANC 2211 - 2212 or DANC 2221 - 2222 or DANC 2231 or DANC 2401 or THTR 2201 - 2203 or THTR 2846 or THTR 3201 or THTR 3203 - 3206 or THTR 3401 (same as DANC 3401).

Previous terms offered: Spring 2019.

**THTR 3502 (c, VPA) Performance in the Twenty-First Century**

Lindsay Livingston.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Examines contemporary forms such as live art, neo-cabaret, dance theater, theater of images, new circus, solo performance, site-specific theater. Hybrid by nature and rebellious in spirit, these practices reject the boundaries and conventions of traditional theater and dance. Yet for all its innovation, contemporary performance has roots deep in the twenty-first-century avant-garde. What, these days, is new about performance? Through readings, film screenings, and our own performance making, considers the genealogical roots of performance and investigates the ways twenty-first-century performance explores body, mind, technology, social justice, intercultural and transnational aesthetics, and globalism. Assignments include readings, research presentations, written responses, and short-form performance projects. (Same as: DANC 3502)

Prerequisites: Two of: either THTR 1501 - 1599 or either DANC 1501 - 1599 or THTR 2500 - 2599 or DANC 2500 - 2599 and THTR 2000 - 2969 or DANC 2000 - 2969.

**THTR 3503 (c, IP, VPA) Hispanic Theater and Performance**

Non-Standard Rotation. Enrollment limit: 18.

Explores the professionalization of Spanish theater, starting in Spain with the development of the three-act comedia and moving across the Atlantic within public theaters, courtyards, convent theaters, and the streets. Examines the topic of performance, considering staging, costuming, set design, the lives of actors, and adaptation in both historical and contemporary contexts. Playwrights of special focus include: Calderón de la Barca, Lope de Vega, Tirso de Molina, María de Zayas, Ana Caro, Sor Juana Inés de la Cruz, and Juan Ruiz de Alarcón. Taught in Spanish. (Same as: HISP 3110, LAS 3210)

Prerequisites: HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410).

Previous terms offered: Spring 2018.

**THTR 4040 (c) Studio**

Abigail Killeen.

Every Spring. Fall 2019. Enrollment limit: 12.

An advanced performance-based studio course in which students develop an original project in their chosen performance area: e.g., acting, choreography, dance, design, directing, dramaturgy and criticism, or playwriting, among others. The course meets regularly as a group to critique, discuss, and present their work and may include guest artists and travel to attend productions in Portland and Boston, as available. This is the first half of a two-semester sequence with THTR/DANC 4041 to be taken in the spring when projects are presented. Students are expected to take both semesters for the major. Required for all performance arts majors; theater and dance minors and other majors may be admitted by permission of instructor. (Same as: DANC 4040)

Previous terms offered: Fall 2018, Spring 2018.

**THTR 4041 (c) Studio**

Every Spring. Enrollment limit: 10. .5 Credit

An advanced performance-based studio course in which students perform an original project in their chosen performance area: e.g., acting, choreography, dance, design, directing, dramaturgy and criticism, or playwriting, among others. The course meets weekly and as needed throughout the semester to rehearse, present, and critique final projects. The course may also include guest artists and travel to attend productions in Portland and Boston, as available. This is the second half of a two-semester sequence with THTR/DANC 4040 taken in the fall. Both courses are one-half credit (0.5). Students must have completed THTR/DANC 4040 to enroll. Required for all Performance Arts majors; Theater and Dance minors and other majors may be admitted by permission of instructor. (Same as: DANC 4041)

Prerequisites: THTR 4040 (same as DANC 4040).

Previous terms offered: Spring 2019.

## Dance

**DANC 1101 (c, VPA) Making Dances**

Vanessa Anspaugh.

Every Year. Fall 2019. Enrollment limit: 16.

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.

Previous terms offered: Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**DANC 1102 (c, ESD, VPA) Cultural Choreographies: An Introduction to Dance**

Every Other Year. Enrollment limit: 26.

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)

Previous terms offered: Fall 2018.

**DANC 1104 (c, VPA) Dance Improvisation: Practices, Forms, and Structures**

Every Year. Enrollment limit: 16.

An introduction to the practice and art form of dance improvisation. Warm-ups and structures enhance student creative expression, range of movement, and body awareness. Various forms are introduced such as Contact Improvisation—a partnering dance form—Authentic Movement, and the improvisational methods and strategies of specific contemporary dance artists. Includes reading, writing, discussion, and, when possible, attendance at live improvisation performances and work with visiting professional artists. No previous dance experience is required.

Previous terms offered: Spring 2019, Spring 2018.

**DANC 1203 (c, VPA) Performance and Narrative**

Lindsay Livingston.

Every Other Year. Fall 2019. Enrollment limit: 20.

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)

Previous terms offered: Spring 2017.

**DANC 1211 (c, VPA) Introduction to Modern Dance**

Gwyneth Jones.

Every Semester. Fall 2019. Enrollment limit: 14.

This studio-based course is designed for students with little or no previous modern dance experience. Students work on technique, improvisation, and dance invention, as well as developing an overview of twentieth-century American modern and postmodern dance through watching and discussing videos and live performances. Students generate original movement and learn set material from the instructor to create an original group piece to perform in an end of semester dance performance. Attendance at all classes, rehearsals, and performances is required. May be repeated for credit.

Previous terms offered: Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**DANC 1212 (c, VPA) Modern I: Repertory and Performance**

Every Semester. Enrollment limit: 12. .5 Credit Credit/D/F Only.

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.

Previous terms offered: Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015.

**DANC 1213 (c, ESD, VPA) Introduction to Caribbean Dances and Cultures**

Adanna Jones.

Non-Standard Rotation. Fall 2019. Enrollment limit: 18.

From the folkloric dance forms to popular and secular dance practices, this course journeys through various islands and countries of the Caribbean to learn about their various histories and cultures, including the music, costumes, and basic rhythms associated with each particular dance form. This in-studio course provides a general introduction to some of the sacred and popular dances of the Caribbean. Although movement is the primary work of this course, what we learn in class may be supplemented by readings and outside research. \*Please note that no prior experience or training is required. Grading will not be based on technical skill levels, but on mindful, full-bodied participation that demonstrates comprehension and articulation of course materials. (Same as: AFRS 1213)

**DANC 1301 (c) Stagecraft**

German Cardenas-Alaminos.

Non-Standard Rotation. Fall 2019. Enrollment limit: 20.

Introduction to the language, theory, and practice of theater and dance technology. Students explore the history of theater technology with experiential projects in Bowdoin's performance venues, including Pickard and Wish Theaters as well as visits and workshops from guest artists. Topics include lighting, scenography, costuming, and sound, among others. The course considers the possibilities, demands, and limits inherent to different forms of performance and space. Lab required. Course fulfills the Technical Production (THTR/DANC 1750) requirement for Performance Arts major. (Same as: THTR 1301)

**DANC 1302 (c, VPA) Principles of Design**

Judy Gailen.

Every Fall. Fall 2019. Enrollment limit: 15.

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)

Previous terms offered: Fall 2018, Fall 2017, Fall 2016, Fall 2015.

**DANC 1500 (c, VPA) The Art of Performance**

Every Fall. Enrollment limit: 50.

What is performance? Today it seems as if nearly everything performs: from cars and computers to actors and athletes. Explores the many meanings of performance, particularly art forms such as theater, dance, and media, as well as actions and behaviors in everyday life such as political speeches, rituals, and celebrations. Explores the performing arts as "twice-behaved behavior"—that is, repeatable, embodied activities across both the performing arts and more broadly within culture. Studies what defines performance and also asks how we might use approaches to performance as interpretive lenses. Balances this focus on theory with practice via performance attendance and watching films as well as attending nontheatrical events in order to examine them "as performance." Finally, in order to explore performance as a distinct epistemology or "way of knowing," students participate in movement workshops in addition to making a culminating performance. (Same as: THTR 1500)

Previous terms offered: Fall 2018, Fall 2017.

**DANC 1501 (c, VPA) Dancing Histories**

Every Other Fall. Enrollment limit: 22.

Studio work accompanies video viewings and readings on twentieth-century modern dance and ballet. Focuses on the cultural politics of dance performance -- vocabularies and notions of representation, intention, and authorship -- and changing ideas of the performance space. Viewing and reading moves chronologically, while studio work addresses global themes such as dance and identity, expressionism, self-reference, and the natural. No previous dance experience is required.

Previous terms offered: Fall 2018, Fall 2017.

**DANC 1505 (c, VPA) From Vaudeville to Hamilton: Introduction to Musical Theater**

Every Other Year. Enrollment limit: 50.

Among the many forms of live performance, musical theater remains one of the most popular and successful genres from the nineteenth century to today. Echoes of musical theater appear in films, popular television, and circulate extensively through social media (e.g., #ham4ham). Surveys the cultural history of musical theater from mid-nineteenth-century entertainment in vaudeville and music halls, to contemporary productions on Broadway and in London's West End. Focuses predominantly on American and European productions, while also observing how these performances change as productions travel around the world. Students read scripts, listen to cast recordings, and where possible, watch videos and films of performances. Also considers shows that move from stage to screen (e.g., *Rent*) and from movies to theater (e.g., *Groundhog Day*, *The Musical*). (Same as: THTR 1505)

Previous terms offered: Fall 2017.



**DANC 1750 (c) Technical Production**

Abigail Killeen.

Every Semester. Fall 2019. Enrollment limit: 10. .5 Credit Credit/D/F Only.

Exposes performance arts students to the technical production process for theater and dance performance and serves as a complementary course to Theater 1700: Performance in Production (.5 credit). Students observe and engage with several areas of production through supervised participation in one departmental production, either theater or dance. Students are introduced to all dimensions of technical production, including lighting, set, sound, media, costume design and creation, stage management, and technical direction, among others. Following this overview, students serve as production assistants for a specific production. They attend regular rehearsals and participate in the collaborative creation process. Tasks may also include dramaturgical research, assistant directing, and other support as determined to best benefit the student and their specific goals. Students are very much a part of the production team and are expected to follow professional codes of conduct within the production. The course may be taken on any show, but students in 1750 may not perform in the show associated with the course. This course requirement may be waived by students who are either already engaged in work study in the department, or the requirement can be met by students through an approved and supervised independent study (Theater or Dance 2970/4000) in an area of technical production or design. Because of the limited resources available, this course is available to majors only. Not open to students with credit for Theater 1301/Dance 1301 (Stagecraft). (Same as: THTR 1750)

Previous terms offered: Spring 2019, Fall 2018, Spring 2018.

**DANC 2204 (c, VPA) Intermediate Improvisation and Partnering**

Shaina Cantino.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

This course is a continuation of principles explored in DANC 1104 Improvisation, with the addition of techniques and skills for dancing in physical contact. Emphasis is on the partnering duet form, contact improvisation: rolling, how to fall and land softly, how to give and receive weight, how to move with an awareness of sensation. The class is studio focused and will include readings, in-class discussions and watching live and recorded dancing.

Prerequisites: DANC 1101 or DANC 1102 (same as GSWS 1102) or DANC 1104 or DANC 1211 or DANC 1212.

**DANC 2205 (c, VPA) Musical Theater Performance**

Davis Robinson.

Every Other Fall. Fall 2019. Enrollment limit: 16.

Musical theater is a popular performance form that challenges students to work in multiple disciplines, combining dance, acting, music, and design. This course will give students with experience in acting, singing, and dancing an opportunity to hone their skills together through the performance of songs and scenes from a variety of musical theater styles. Students will do projects in ballad singing, choral numbers, group dances, and acting the song. Actors, singers, choreographers, and musicians will be encouraged to work together in class and in evening rehearsals toward a public performance on Family Weekend and a cabaret performance at the end of the semester. Performances will be grounded in historical readings and research that contextualizes the origins of the pieces being performed. (Same as: THTR 2205)

Prerequisites: THTR 1100 - 1799 or DANC 1100 - 1799.

**DANC 2211 (c, VPA) Modern Dance II: Technique**

Every Semester. Enrollment limit: 22.

Intermediate-level dance technique class. Students are expected to have prior training and/or have received full credit in Modern I. Classes progress through warm-up, center work and phrases across-the-floor. Concepts will be further illuminated through choreographic combinations. Emphasis is placed on musicality, and imagery and breath to stimulate and open energetic pathways in relation to alignment, mobility, and expression. Students will learn how to work individually and move together as a group. Additional work in improvisation and somatics/anatomy may be included.

Prerequisites: DANC 1211.

Previous terms offered: Fall 2017, Fall 2016, Spring 2016, Fall 2015.

**DANC 2212 (c, VPA) Modern II: Repertory and Performance**

Every Semester. Enrollment limit: 12.

Builds on the beginning level performances in DANC 1212: Modern I: Repertory and Performance. This course deepens students' work in creative process, rehearsal and performance through the creation of original choreography for the Department Dance Concert. Students will be provided with a clearly defined grading rubric as well as course goals and expectations. Students may be involved in generating movement material as well as engaging in improvisational structures for performance. The course may also feature guest artists and opportunities for student choreography. In semesters when both Dance 2211 and 2212 are offered, it is recommended that students enroll in both simultaneously, but this is not required.

Prerequisites: DANC 1212.

Previous terms offered: Fall 2018, Spring 2018, Fall 2016, Spring 2016, Fall 2015.

**DANC 2221 (c, VPA) Intermediate Ballet and Beyond**

Non-Standard Rotation. Enrollment limit: 22.

A continuation of the fundamental principles of ballet technique as a studio practice and performing art. Includes barre, center, on the floor and across-the-floor exercises with an emphasis on healthy anatomical alignment, complex coordination, movement quality, and musicality. Combines dance training with assigned reading and writing, video viewing, presentation projects, performance attendance, and in-class discussion to increase appreciation for and participation in the art form.

Prerequisites: DANC 1221.

Previous terms offered: Spring 2018.

**DANC 2241 (c, ESD, VPA) Afro-Modern II: Technique**

Adanna Jones.

Every Other Year. Fall 2019. Enrollment limit: 22.

A continuation of modern dance principles introduced in Dance 1211 with the addition of African-derived dance movement. The two dance aesthetics are combined to create a new form. Technique classes include center floor exercises, movement combinations across the floor, and movement phrases. Students also attend dance performances in the community. (Same as: AFRS 2236)

Previous terms offered: Spring 2019.

**DANC 2302 (c, VPA) Advanced Design: Media**

Every Spring. Enrollment limit: 22.

As technology has evolved so has the world of theater and dance. Advanced Design: Media offers students an in-depth look at the technology, theory, and aesthetic involved in creating highly developed projections and graphic sequences for stunning multimedia theater and dance productions. Students will learn the cutting edge 3D computer animation software Autodesk Maya and Adobe Creative Suite to design digital sets for contemporary performance. Assignments will include creating digital landscapes for specific scenes and developing short loop animations for digital prop placement. By the end of the semester students will have re-imagined and developed their original design of a play through computer generated sound and visuals. (Same as: THTR 2302, VART 2702)

Prerequisites: THTR 1302 (same as DANC 1302) or DANC 1302 or VART 1000 - 1999.

Previous terms offered: Spring 2017.

**DANC 2303 (c, VPA) Advanced Design: Lighting**

Non-Standard Rotation. Enrollment limit: 22.

As technology has evolved, so has the world of theater and dance. Offers students an in-depth look at the technology, theory, and aesthetics involved in lighting design choices for theater and dance productions. Students explore the latest software and technology used by lighting designers, while learning to make their own artistic choices for contemporary performance. Assignments include creating lighting plots for specific scenes and performance events. By the end of the semester, students have reimagined and developed their own original lighting designs for a play or dance project to be presented in class. (Same as: THTR 2303)

Prerequisites: THTR 1000 - 1999.

Previous terms offered: Spring 2018.

**DANC 2304 (c, IP, VPA) Intermediate Design: Puppetry**

Non-Standard Rotation. Enrollment limit: 16.

Puppetry, the animation of inanimate objects in performance, is typically considered a 'small' art form yet it has a sprawling historical, cultural, and aesthetic reach. Venerable theater historian George Speaight highlights puppetry's ubiquitous presence when he says, "Puppet shows seem to have existed in almost all civilizations and in almost all periods . . . It has everywhere antedated written drama and, indeed, writing of any kind. It represents one of the most primitive instincts of the human race." An introduction to puppetry, this course integrates the practical modes of design, construction, and performance with an examination of theories of origin, historical context, and global cultural significance. Through studio projects, individual and group performance, critiques, discussion, readings, video viewing, and research presentations, students will consider, create, and manipulate a variety of puppetry styles including object theater, shadow puppetry, hand puppets, bunraku-type puppets, and rod puppets while exploring what puppetry is, where it came from, its role in the history of western theater, as well as its cultural significance in Asia, Indonesia, Africa, India, and the Middle East. (Same as: THTR 2304)

Prerequisites: THTR 1302 (same as DANC 1302).

Previous terms offered: Spring 2019.

**DANC 2401 (c, VPA) Choreography for Dancers: Improvisation and Invention**

Every Other Year. Enrollment limit: 16.

Using a range of improvisatory techniques and structures, experienced dancers excavate movement sources and improve the range, subtlety, and responsiveness of their dancing. Detailed work on personal movement vocabulary, musicality, and the use of multidimensional space leads to a strong sense of choreographic architecture. Students explore the play between design and accident—communication and open-ended meaning—and irony and gravity. Studio work is supported by readings on dance and its relationship to other art forms.

Prerequisites: DANC 1000 or higher.

Previous terms offered: Fall 2017, Spring 2016.

**DANC 2503 (c, ESD, VPA) Introduction to Black Performance Studies**

Every Other Fall. Enrollment limit: 16.

What does it mean to say that we perform our identities? What role can performance play in the fight for racial and social justice? What role has performance played in shaping the history of black Americans, a people long denied access to literacy? Performance studies—an interdisciplinary field devoted to the study of a range of aesthetic practices—offers us insight into such questions. Investigates various performances, including contemporary plays, movies and television, dance, and social media. Queries the relationships between identities like race, gender, class, and performance as well as the connection between performance onstage and in everyday life. (Same as: THTR 2503, AFRS 2502)

Previous terms offered: Fall 2015.

**DANC 2505 (c, ESD, VPA) Geographies of the Sexiness: Dance and Politics of (Dis)Respectability Across the Americas**

Every Spring. Enrollment limit: 16.

Dance—an art form whose medium is the body—and ethnography—the study of people and their cultures—are great tools for addressing some of the ways different dancing bodies have been historically policed for "dancing sex(y)." Other tools, such as critical dance and black theories, in addition to queer and feminist approaches, will also be utilized to comprehend the uneven ways these bodies are further racialized, sexualized, and gendered within the Americas. In particular, students will learn about various dances (such as the Brazilian samba to the Cuban rumba, Jamaican Dancehall, and the Trinidadian wine) through readings, lectures, and actual in-studio dancing. Ultimately, the intention here is to understand dancing as both a meaning-making activity and a way of understanding the world. In turn, it is an important lens for critically thinking, talking, researching, and writing about politics of identity (especially regarding nationality, gender, race, and sexuality). (Same as: AFRS 2292, GSWS 2505)

Previous terms offered: Spring 2019.

**DANC 2550 (c, IP, VPA) Performance Histories: Global Perspectives in Theater, Dance, and Art**  
Every Other Spring. Enrollment limit: 35.

As a time-based art, performance is often characterized as ephemeral. But how does one study the history of something that disappears? Explores key moments in the history of global performance, including movements in theater, dance, and media, and the intersections among them. Considers social, cultural, and historical contexts for performance while also using techniques of performance historiography, including archival research, reenactments, and digital history. Particular focus on modern and contemporary performance companies and artists. (Same as: THTR 2550)

Prerequisites: THTR 1000 - 1999 or DANC 1000 - 1999 or ENGL 1106 (same as THTR 1806).

Previous terms offered: Spring 2017.

**DANC 3211 (c, VPA) Advanced Modern Dance**

Gwyneth Jones.

Non-Standard Rotation. Fall 2019. Enrollment limit: 22.

An advanced level dance technique class. Students are expected to have prior training and/or have received full credit in Modern II. The course is a continuation of the processes of 2211, with more challenging and complex phrase-work and more in-depth physical explorations. In addition, the course will emphasize artistry and performance. Partnering/hands-on work may be included.

Prerequisites: DANC 2211.

Previous terms offered: Fall 2018, Spring 2017, Spring 2016.

**DANC 3212 (c, VPA) Advanced Repertory and Performance**

Non-Standard Rotation. Enrollment limit: 10.

Builds on the intermediate-level performances in DANC 2212: Modern II: Repertory and Performance. This course deepens students' work in creative process, rehearsal and performance through the creation of original choreography for the Department Dance Concert. Students may be involved in generating movement material as well as engaging in improvisational structures for performance. The course may also feature guest artists and opportunities for student choreography. It is recommended that students enroll in DANC 3211 (Modern Dance III: Technique) simultaneously, but this is not required.

Prerequisites: DANC 2212.

Previous terms offered: Fall 2018, Spring 2018, Spring 2017, Spring 2016.

**DANC 3221 (c, VPA) Modern IV: Technique**

Non-Standard Rotation. Enrollment limit: 22.

A more demanding and detailed continuation of the processes introduced in Dance 2211 and 3211. May be repeated for credit. Graded. One full credit.

Prerequisites: Two of: DANC 2211 and DANC 3211.

Previous terms offered: Fall 2015.

**DANC 3222 (c, VPA) Modern IV: Repertory and Performance**

Non-Standard Rotation. Enrollment limit: 12. .5 Credit

Facilitates the creation and presentation of a fully developed dance for public performance under the direction of a faculty choreographer. Students audition and register for Dance 3222 during the first week of classes and must be concurrently enrolled in a Technique course at the 2000 level or higher. Grading is Credit/D/Fail. One-half credit. May be repeated a maximum of four times for credit, earning a maximum of two credits.

Previous terms offered: Fall 2015.

**DANC 3401 (c) Ensemble Devising: The Art of Collaborative Creation**

Non-Standard Rotation. Enrollment limit: 16.

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)

Prerequisites: Two of: THTR 1100 - 1999 or DANC 1100 - 1999 and THTR 2000 - 2799 or DANC 2000 - 2799.

Previous terms offered: Fall 2016.

**DANC 3405 (c, VPA) Advanced Dance-Theater Company: Repertory and Performance**

Every Other Spring. Enrollment limit: 12.

Focuses on building original dance-theater performance work, and when possible, restaging seminal works that in some way challenge or blur distinctions between theater and dance and working on repertory by guest artists. Dancers and actors will look closely at their respective practices to better understand the potential overlaps and how they might inform a shared practice. Voice, text, movement, performance states, narrative and nonnarrative forms are all potential elements to be explored in the work we make. Most of the class is studio-focused, however, in-class material is supported by readings, video and film, live performance, and writing assignments. Students will perform in the Spring Dance Concert and off campus when opportunities allow. (Same as: THTR 3405)

Prerequisites: DANC 2211 - 2212 or DANC 2221 - 2222 or DANC 2231 or DANC 2401 or THTR 2201 - 2203 or THTR 2846 or THTR 3201 or THTR 3203 - 3206 or THTR 3401 (same as DANC 3401).

Previous terms offered: Spring 2019.

**DANC 3502 (c, VPA) Performance in the Twenty-First Century**

Lindsay Livingston.

Non-Standard Rotation. Fall 2019. Enrollment limit: 16.

Examines contemporary forms such as live art, neo-cabaret, dance theater, theater of images, new circus, solo performance, site-specific theater. Hybrid by nature and rebellious in spirit, these practices reject the boundaries and conventions of traditional theater and dance. Yet for all its innovation, contemporary performance has roots deep in the twenty-first-century avant-garde. What, these days, is new about performance? Through readings, film screenings, and our own performance making, considers the genealogical roots of performance and investigates the ways twenty-first-century performance explores body, mind, technology, social justice, intercultural and transnational aesthetics, and globalism. Assignments include readings, research presentations, written responses, and short-form performance projects. (Same as: THTR 3502)

Prerequisites: Two of: either THTR 1501 - 1599 or either DANC 1501 - 1599 or THTR 2500 - 2599 or DANC 2500 - 2599 and THTR 2000 - 2969 or DANC 2000 - 2969.

**DANC 4040 (c) Studio**

Abigail Killeen.

Every Spring. Fall 2019. Enrollment limit: 12.

An advanced performance-based studio course in which students develop an original project in their chosen performance area: e.g., acting, choreography, dance, design, directing, dramaturgy and criticism, or playwriting, among others. The course meets regularly as a group to critique, discuss, and present their work and may include guest artists and travel to attend productions in Portland and Boston, as available. This is the first half of a two-semester sequence with THTR/DANC 4041 to be taken in the spring when projects are presented. Students are expected to take both semesters for the major. Required for all performance arts majors; theater and dance minors and other majors may be admitted by permission of instructor. (Same as: THTR 4040)

Previous terms offered: Fall 2018, Spring 2018.

**DANC 4041 (c) Studio**

Every Spring. Enrollment limit: 10. .5 Credit

An advanced performance-based studio course in which students perform an original project in their chosen performance area: e.g., acting, choreography, dance, design, directing, dramaturgy and criticism, or playwriting, among others. The course meets weekly and as needed throughout the semester to rehearse, present, and critique final projects. The course may also include guest artists and travel to attend productions in Portland and Boston, as available. This is the second half of a two-semester sequence with THTR/DANC 4040 taken in the fall. Both courses are one-half credit (0.5). Students must have completed THTR/DANC 4040 to enroll. Required for all Performance Arts majors; Theater and Dance minors and other majors may be admitted by permission of instructor. (Same as: THTR 4041)

Prerequisites: THTR 4040 (same as DANC 4040).

Previous terms offered: Spring 2019.

# EDUCATIONAL RESOURCES AND FACILITIES

## Bowdoin College Library

Bowdoin's library—the intellectual heart of the College—provides a gateway to the world of information and ideas, helps students succeed academically, and supports teaching and research. In addition to notable print and manuscript collections, historically recognized as among Bowdoin's hallmarks of excellence, the library offers a wealth of electronic resources and instructional programs that enhance their use.

The library's website ([library.bowdoin.edu](http://library.bowdoin.edu)) is the portal to the combined Colby, Bates, and Bowdoin library catalog (CBBcat), rich collections of electronic and print resources, and essential digital research and discovery tools. The library's collections, developed over a period of 200 years, exceed one million volumes and include more than 125,000 print and electronic periodicals, 450 online indexes and databases, as well as e-books, audiovisual items, maps, photographs, a growing repository of born-digital content, and over 5,600 linear feet of manuscripts and archival records.

Research librarians and faculty partner to encourage the use of scholarly resources in all disciplines and to teach students to identify, select, and evaluate information for course work and independent scholarship. Students receive information literacy instruction in their first-year seminars, and librarians provide personalized assistance in using library resources throughout the academic year.

Interlibrary loan and document delivery services allow students and faculty to request materials not held at Bowdoin; most journal articles are delivered electronically, and books arrive daily from Colby and Bates colleges and other libraries in New England and worldwide.

## Library Locations and Collections

The **Hawthorne-Longfellow Library**, the main library building, houses humanities and social sciences materials, the George J. Mitchell Department of Special Collections & Archives, and a depository of federal and Maine State documents. Hawthorne-Longfellow features an array of popular student study spaces, ranging from quiet individual carrels to technologically equipped group learning spaces, as well as an electronic classroom for instruction, a student gallery, and meeting rooms for public events and student exhibits, presentations, and other activities. The Media Commons features teaching and screening spaces; audio and video recording and production studios; workstations to support media viewing, capture, and design; and the state-of-the-art Telepresence Classroom, equipped with audio-sensitive cameras, multiple high-definition screens, and interactive whiteboards. The Research Lab, the library's most recent addition, was developed as an active and flexible space for formal and informal learning interactions among students, faculty, and research librarians. The lab supports student-librarian collaborations, class-based instruction sessions, group study, and peer tutoring. The library also houses Bowdoin's Test Center, which supports students with disability-related testing accommodations and those who need to schedule alternative exam times.

The **George J. Mitchell Department of Special Collections & Archives** includes rare books and manuscripts of unusual depth for a college library, plus images, recordings, and historical documents of the College, as well as the personal papers of notable alumni, including Senator George J. Mitchell (Class of 1954). These materials afford an invaluable

opportunity for undergraduates to experience conducting original research; using primary resources in Special Collections & Archives is a distinguishing characteristic of a Bowdoin education.

The **Government Documents Collection** provides the Bowdoin community and the public access to print and digital government information reflecting over two centuries of federal and state history.

The **Hatch Science Library** offers research and instructional services and a variety of individual and group study facilities in support of its science-related print and digital resources.

The **William Pierce Art Library** and the **Robert Beckwith Music Library**, located adjacent to classrooms and offices for those departments, serve as centers for research and study. The art library offers a strong collection of art books and exhibition catalogs. The music library's extensive collections include books, scores, sound recordings, and videos.

## Bowdoin College Museum of Art

The Bowdoin College Museum of Art, the cornerstone of the arts and culture at Bowdoin, is one of the earliest collegiate art collections in the nation. It came into being through the 1811 bequest of James Bowdoin III of seventy European paintings and a portfolio of 141 old master drawings. Over the years, the collection has been expanded through the generosity of the Bowdoin family, alumni, and friends, and now numbers more than 25,000 objects, including paintings, sculpture, works on paper, decorative arts, and artifacts from prehistory to the present and from civilizations around the world.

The museum's landmark Walker Art Building was commissioned for the College by Harriet and Sophia Walker in honor of their uncle, a Boston businessman who had supported the creation of the first art gallery at Bowdoin in the mid-nineteenth century. The Walker sisters, encyclopedic collectors and supporters of art education, stipulated that the building be used exclusively for art purposes. Designed by Charles Follen McKim, the building was completed in 1894 and is on the National Register of Historic Places. The brick, limestone, and granite façade, based on Renaissance prototypes, overlooks a broad staircase where generations of Bowdoin graduates receive their diplomas.

The antiquities collections contain over 1,800 Egyptian, Assyrian, Greek, and Roman artifacts and constitute one of the most comprehensive compilations of ancient art in any college museum. European art includes paintings, illustrated manuscripts, sculptures, and decorative arts. Among twelve European Renaissance and Baroque paintings given in 1961 by the Kress Foundation is a panel depicting nymphs pursued by a youth that recently has been attributed to the young Fra Angelico. The collection of prints, drawings, and photographs is large and varied, numbering more than 8,000 works and representing artists from Rembrandt and Rubens through Callot, Goya, and Manet to Picasso and Warhol.

The museum's American collection includes an important grouping of colonial and Federal portraits, with, for example, seven major paintings by Gilbert Stuart, including the famous presidential portraits of Thomas Jefferson and James Madison, together with other works by Robert Feké, John Copley, Thomas Sully, and Joseph Blackburn. Among other notable works are the murals commissioned by McKim to decorate the museum's rotunda by the four leading painters of the American Renaissance: Elihu Vedder, Kenyon Cox, Abbott Thayer, and John LaFarge. The collection also includes works by significant nineteenth- and twentieth-century artists such as Mary Cassatt, Thomas Eakins, John Sloan, Rockwell Kent,

Marsden Hartley, and Andrew Wyeth, and an archive of memorabilia from Winslow Homer's Maine studio.

Non-western materials range from Japanese, Chinese, Korean, and Southeast Asian prints, ink paintings, sculpture, and decorative arts to modest but distinguished holdings of African, Pacific, Pre-Columbian, and Native American artifacts.

Renovations, designed by Machado and Silvetti Associates and completed in 2007, include expanded galleries, a seminar room, and improved art storage facilities. The restored museum retains the building's iconic architectural features and provides state-of-the-art climate control and mechanical systems. A dramatic glass and bronze entry pavilion houses a glass elevator and "floating" steel staircase, while a rear addition to the building features an expansive glass curtain wall behind which the museum has installed its five celebrated ancient Assyrian relief sculptures.

The museum, open to the public at no charge, is a teaching facility, with the core of its mission to keep its rich collections within immediate reach of Bowdoin students, faculty, scholars, and visitors from near and far. Its active emphasis on the study of original objects as an integral part of the Bowdoin curriculum makes the museum the ultimate cross-disciplinary and multicultural enterprise. Although online resources are no substitute for an actual visit, the collections can be searched and information on museum programs and publications found on the website at [bowdoin.edu/art-museum](http://bowdoin.edu/art-museum).

## Peary-MacMillan Arctic Museum and Arctic Studies Center

The Peary-MacMillan Arctic Museum (<https://www.bowdoin.edu/arctic-museum>) was founded in 1967 in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary headed the first team of people to reach the North Pole. MacMillan, a crew member on Peary's last expedition, spent the next forty-seven years exploring Labrador, Baffin Island, Ellesmere Island, and Greenland. He used the *Bowdoin*, a schooner he had built for work in ice-laden northern waters, on most of his expeditions. MacMillan took college students to the Arctic and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin. Professor Leslie Lee took Bowdoin alumni and students to the same regions in 1891, paving the way for the program's North Atlantic focus.

The museum's collections include equipment, clothing, and photographs relating to the history of Arctic exploration; natural history specimens; artifacts and drawings made by indigenous people of Arctic North America; contemporary Canadian Inuit carvings and prints; and Alaskan Iñupiat and Yup'ik carvings, masks, and baleen and grass baskets. The museum has large collections of ethnographic photographs and films taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the museum's collections are housed in the Special Collections & Archives section of the College's Hawthorne-Longfellow Library.

The museum is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a

benefactor of the College and financial supporter of Peary's Arctic ventures. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the museum a reality. Ian M. White, who sailed with MacMillan in 1950, designed the museum's first exhibitions.

The Arctic Studies Center (<https://www.bowdoin.edu/arctic-museum/arctic-studies>) was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the center, in recognition of the Doubledays' close relationship to MacMillan. The center links the resources of the museum and library with teaching and research efforts, and hosts lectures, workshops, symposia, and educational outreach programs. Continued support from the Doubleday Endowment, friends of the College, the Kane Lodge Foundation, Inc., and federal grants have allowed the College's Arctic- and North Atlantic-focused programs to grow. Through course offerings, field research programs, student employment opportunities, and special events, the center promotes anthropological, archaeological, and environmental investigations of North Atlantic and Arctic regions.

## Arts Facilities

Bowdoin has a deep and historic commitment to the role of the arts in a liberal education, which is supported by state-of-the-art facilities and numerous opportunities for participation in the vibrant student performance and art exhibition scene on campus. For students wishing to specialize in an artistic field, Bowdoin's programs offer exceptional flexibility and the opportunity for in-depth study with recognized faculty. Bowdoin also hosts an exciting array of performances and exhibitions, bringing renowned artists and scholars to campus from all parts of the world.

### Robert H. and Blythe Bickel Edwards Center for Art and Dance

The Robert H. and Blythe Bickel Edwards Center for Art and Dance, an ambitious renovation of a former landmark elementary school completed in 2013, offers a dynamic and communal center for the full range of activities in the visual arts and dance on campus. The building contains two dance studios, painting and drawing studios, classrooms for critique, exhibition spaces, and state-of-the-art facilities including a wood shop, print shop, kiln, analog darkroom, and digital media lab. The Edwards Center for Art and Dance enables faculty and students engaged in dance, painting, drawing, photography, sculpture, printmaking, and digital arts to work together under a single roof, fostering a cohesive arts community and opportunities for artistic and intellectual synergies.

### Gibson Hall

Gibson Hall houses the Department of Music and offers rehearsal and practice rooms, teaching studios, the Beckwith Music Library, an electronic music lab, a state-of-the-art projection system, faculty offices, a sixty-eight-seat classroom/recital hall, and a more intimate seminar room. It is located on the main quadrangle between the Walker Art Building and the Hawthorne-Longfellow Library.

### Pickard and Wish Theaters

Memorial Hall includes performance, rehearsal, set construction, and instructional facilities. The centerpiece is Pickard Theater, a 600-seat theater with proscenium stage equipped with a full fly system and state-of-the-art lighting, sound, and video equipment. Wish Theater addresses the needs of experimental, educational theater in a flexible and intimate

black box space that includes high-tech lighting and sound. Memorial Hall also features a seminar room, a rehearsal studio—which is also used for smaller performances and student productions—and a dance studio.

### Studzinski Recital Hall

The world-class Studzinski Recital Hall is a transformation of the Curtis Pool building into a 280-seat, state-of-the-art facility for small- and medium-sized musical performances. The hall includes a rehearsal room, nine practice rooms, and a number of Steinway pianos. Kanbar Auditorium features raked seating, exceptional acoustics, advanced technical capabilities, and a stage designed to accommodate different performance configurations and types of musical programs, including classical, jazz, electronic, and world music.

### Visual Arts Center

The Visual Arts Center houses the faculty in art history and digital and computational studies, the Pierce Art Library, Beam Classroom, and Kresge Auditorium.

## Baldwin Center for Learning and Teaching

Bowdoin College's Baldwin Center for Learning and Teaching (<https://www.bowdoin.edu/baldwin-center>) (Baldwin CLT) opened in 1999–2000 with the mission of creating a space in which students, faculty, and staff members can address issues related to learning at the College. Established through a gift to the College by Linda G. Baldwin '73, the center, housed in Kanbar Hall, room 102, offers resources to help students attain their academic goals and faculty to enhance student learning. The four programs housed in the Baldwin CLT offer services for students including: writing assistance (Writing and Rhetoric Program), peer tutoring and study groups (Quantitative Reasoning Program), academic mentoring (Baldwin Mentors), and support for multilingual students (English for Multilingual Speakers). Faculty and student services are described in more detail below.

### Faculty Development

Faculty and staff may individually consult with a Baldwin CLT staff member on any topic related to teaching and learning at the College. Intentional pedagogy workshops are offered for faculty to engage with the scholarship of teaching and learning. Other workshops and lunch seminars on topics related to teaching and learning at Bowdoin are offered during the semester and over breaks in August, January, and May. Book groups allow faculty and staff to engage substantively with topics such as stereotype threat (*Whistling Vivaldi*) and academic resilience (*Grit*), as well as more pedagogical focused themes from *Teaching Across Cultural Strengths*, *Small Teaching*, and *The Spark of Learning*. The Teaching Triangles program provides faculty an opportunity to gain new insight into their teaching and students' learning through a non-evaluative, formative process of reciprocal classroom visits and reflection. Guest speakers deepen understanding of topics essential to effective teaching and learning in higher education. The Faculty Fellows program is a yearlong, immersive experience for faculty focused on reflective practice on teaching and learning with the specific goal of enhancing equitable and inclusive learning environments for students. Through monthly meetings, workshops, and access to funding for teaching innovation, an annual faculty learning community of approximately six fellows research and discuss challenges to student learning, and explore equitable and inclusive pedagogies, all to inform the redesign of a course.

### The Baldwin Mentors

The Baldwin Mentors (<https://www.bowdoin.edu/baldwin-center/baldwin-mentors>) stresses an individualized and holistic approach to

learning. The program offers activities and services such as study skills workshops and individual consultation with peer academic mentors. Mentors support fellow students to accurately assess their academic strengths and weaknesses, and develop individually tailored time management, organizational, and study strategies. Mentors may be particularly useful to students encountering difficulty balancing the academic and social demands of college life; struggling to find more effective approaches to understanding, learning, and remembering new material; experiencing challenges with procrastination; or simply achieving the self-structuring demanded by an independent course or honors project.

### Quantitative Reasoning Program

The Quantitative Reasoning (QR) Program (<https://www.bowdoin.edu/baldwin-center/qr-program>) was established in 1996 to assist with the integration of quantitative reasoning throughout the curriculum and to encourage students to develop competence and confidence in using quantitative information. The program was established in recognition of the increasing demand to understand and use quantitative information in college-level work, in employment situations, and for effective citizenship.

The QR Program assists students in a variety of ways. Entering students are tested to assess their proficiency with quantitative material. Utilizing the test results and other indicators, the director of Quantitative Reasoning and faculty advisors counsel students regarding appropriate courses to fulfill their Mathematical, Computational, or Statistical Reasoning (MCSR) distribution requirement, including placement in the Mathematics 1050: Quantitative Reasoning course. In addition, students are encouraged to take courses across the curriculum that enhance their quantitative skills. The QR Program supplements many of the quantitative courses by providing small study groups led by trained peer tutors, as well as drop-in tutoring. Upon the request of instructors, workshops on special topics are also provided by the QR Program. One-on-one tutoring is available on a limited basis.

### Writing and Rhetoric Program

Communication takes many forms at Bowdoin. The support offered for writers and speakers is equally diverse. The College understands that there are many ways to communicate, multiple approaches to teaching and writing, and more than one writing process. The Writing and Rhetoric Program (<https://www.bowdoin.edu/baldwin-center/writing-and-rhetoric>) offers students and faculty resources to help facilitate more clear and effective communication. Faculty resources include ongoing workshops, individual advising and consultations, program assistants paired with courses, and classroom observation. Student resources include: ongoing workshops, drop-in hours for writing and presentation work, and appointment-based peer tutoring sessions for writing or oral presentations (with options to record presentations).

### The Writing Project

The Writing Project is based on the premise that students are uniquely qualified to serve as intelligent, empathetic, and helpful readers of one another's writing. As collaborators rather than authorities, peer assistants facilitate the writing process for fellow students by providing helpful feedback while encouraging writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the draft and the

assistant's comments. Students in any course on campus may also reserve conferences with a writing assistant in the Writing Workshop, open each week from Sunday through Thursday. Students interested in becoming writing assistants apply during the fall semester. Those accepted enroll in a spring semester course on the theory and practice of teaching writing, offered through the Department of English. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work.

## English for Multilingual Students

Students who are multilingual or who have non-native-English-speaking parents may work individually with the English for Multilingual Students (<https://www.bowdoin.edu/baldwin-center/ems>) advisor. Students may seek help with understanding assignments and readings and attend to grammar, outlining, revising, and scholarly writing conventions. Specific attention to pronunciation and oral presentation skills is also offered. Any student wishing to make an appointment with the English for Multilingual Students advisor is welcome.

## THRIVE Initiative

THRIVE (<https://www.bowdoin.edu/thrive>) is a college-wide initiative designed to foster achievement, belonging, mentorship, and transition. Historically, many low-income and first-generation students as well as those traditionally underrepresented on college campuses have described their higher education experience as one of survival. This initiative transforms the college experience for these students from merely surviving to thriving. THRIVE comprises a range of undertakings, including academic enrichment, service and leadership development, peer mentoring, and financial support. It draws on best practices for inclusive excellence and fosters innovative curricular and pedagogical approaches to instruction. THRIVE is located in Banister Hall and serves as both a point and place of connection for previously existing academic support programs, including Bowdoin Advising Program in Support of Academic Excellence (BASE), Bowdoin Science Experience (BSE), Bowdoin Science Scholars, peer mentoring, and the Chamberlain Scholarship, as well as the College's recently created Geoffrey Canada Scholars Program (GCS).

## Field Stations

### The Bowdoin Pines

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 135 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. A system of trails within the pines makes the site accessible to students and community members.

### Bowdoin Scientific Station

The College maintains an island-based scientific field station in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. Every summer the station also supports a Bowdoin student as an artist-in-residence. Art projects have been in visual arts, poetry, fiction, science writing, film, and music. The Bowdoin Scientific Station (<https://www.bowdoin.edu/kent-island>) (BSS) is located on a cluster of islands in the Grand Manan Archipelago known as Three Islands. The BSS consists of Kent, Sheep, and Hay Islands, which are owned entirely by the College. Kent Island, the largest of Three Islands (250 acres), was

presented to the College in 1936 by J. Sterling Rockefeller. In 2003, the College acquired neighboring Hay and Sheep Islands to help preserve the unique environment offered by the three islands. The BSS has an international reputation, with more than 200 peer-reviewed publications, many of which are coauthored by students.

The BSS is a major seabird breeding ground. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The BSS also features old field habitat for pollination studies and deciduous and coniferous forests.

Students from Bowdoin and other institutions select problems for investigation at the BSS during the summer and conduct independent fieldwork with the advice and assistance of a faculty director. Students have the opportunity to collaborate with graduate students and faculty from various universities and colleges. Three-day field trips to the BSS are a feature of Bowdoin's courses in ecology and marine biology.

## Schiller Coastal Studies Center

Schiller Coastal Studies Center (<https://www.bowdoin.edu/coastal-studies-center>) occupies a 118-acre coastal site that is twelve miles from the campus on Orr's Island, once known as Thalheimer Farm. The center offers the Bowdoin Marine Science Semester each fall, and interdisciplinary teaching and research throughout the College.

The center's facilities include the Marine Laboratory renovated in 2014, allowing researchers to study a diversity of benthic and pelagic marine organisms and systems. The Marine Laboratory includes an experimental seawater system designed to allow researchers to better study the effects of climate change and ocean acidification, a dry-laboratory classroom that features light microscopy, and molecular biology capabilities. The site has 2.5 miles of coastline, a dock and pier facility, and access to a monitoring buoy and pier-integrated sensor array that provides continuous data from Harpswell Sound.

The center maintains a small boat fleet including the twenty-eight-foot research vessel, the *R/V A.O.K.*, twenty-one-foot parker, sixteen-foot maritime skiff, and a thirteen-foot Boston Whaler. Other facilities include the off-the-grid Terrestrial Lab (T-Lab), a space that embodies the multidisciplinary approach of the center in that it is used as both an art studio and laboratory, and the Bowdoin sailing team's Leighton Sailing Center. A centrally located farmhouse serves as a meeting space with a forty-five-person capacity and a facility for computationally demanding science laboratories. Classes, students, and faculty from all disciplines use the center for fieldwork, research, lab work, meetings, and recreation.

The Schiller Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and old-growth spruce-fir forest. A 4-mile interpretive trail runs through the site, offering students and the local community a glimpse into the cultural and natural history of the property and surrounding coastal waters.

## Student Fellowships and Research

The Office of Student Fellowships and Research (<https://www.bowdoin.edu/student-fellowships>) connects Bowdoin students to merit-based academic experiences. Often, the application forms for these merit-based scholarships and fellowships require applicants to concisely articulate their past experiences, interests, and future aspirations. While sometimes challenging, this requirement encourages students to undergo a process of self-assessment and self-development. The Office of Student Fellowships and Research is committed to making the



application process a worthwhile learning experience for all students, regardless of whether a fellowship is awarded.

The Office of Student Fellowships and Research works with students and alumni to identify and to apply for relevant nationally competitive fellowships and scholarships such as Fulbright, Marshall, Rhodes, and Watson. Numerous Bowdoin students receive these prestigious awards each year, enabling them to engage in a variety of activities including spending time overseas, conducting independent research, receiving support toward their undergraduate tuition, and attending graduate school.

The Office of Student Fellowships and Research also strives to inform all Bowdoin students about undergraduate research opportunities, primarily at Bowdoin but also at institutions across the country. Each year the College awards Bowdoin research fellowships to more than 200 Bowdoin students to carry out faculty-mentored research across all disciplines. A Bowdoin research fellowship allows a student to delve deeply into a research question and can lead to an enhanced independent study or honors project, coauthoring a paper with a faculty mentor, or presenting findings at a professional meeting. These research experiences enrich students' undergraduate experience, make students more competitive for entrance to graduate school, and prepare students to successfully undertake graduate study.

## Joseph McKeen Center for the Common Good

At the opening of Bowdoin College in 1802, President Joseph McKeen declared that:

*...literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education. It is not that they may be enabled to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society. If it be true, that no man should live to himself, we may safely assert, that every man who has been aided by a public institution to acquire an education, and to qualify himself for usefulness, is under peculiar obligations to exert his talents for the public good.*

Encouraging students to live up to McKeen's vision is a central mission of the College as a whole, and the Joseph McKeen Center for the Common Good (<https://www.bowdoin.edu/mckeen-center>) provides opportunities for students to discover the ways in which their unique talents, passions, and academic pursuits can be used for the "benefit of society" through public engagement.

Housed in Banister Hall, the McKeen Center supports work that takes place across the campus, in local communities, and at selected locations around the world. The center assists student-led volunteer organizations that provide service to the local community through activities such as mentoring, tutoring, visiting with senior citizens, serving meals at the local soup kitchen, and working with immigrant populations in nearby Portland. Fostering student initiative and leadership, the center provides opportunities for students to propose and lead alternative winter and spring break trips that connect their peers with community organizations to address public issues in places ranging from California to Florida, and from Northern Maine to Puerto Rico. The center also houses the Bowdoin Public Service Initiative, a multifaceted program designed to explore ways to serve the common good through government and public service. In all areas, the McKeen Center encourages students to reflect upon their

public engagement and connect these experiences to curricular and vocational interests.

In coordination with other departments, the center administers summer fellowships for students interested in nonprofit internships and provides funding for international service. It assists students in finding community partners with whom to engage in community-connected independent research and honors projects and helps identify courses at the College that provide context for the issues students address through their community work. The McKeen Center supports faculty in developing and teaching community-engaged courses that take students out of the classroom to conduct interviews, record oral histories, develop curriculum for schools, and collect scientific data in conjunction with community partners.

The center also encourages and helps sponsor campus-wide events that challenge students, faculty, and staff to examine the varied meanings of public service and the "common good." These events include the What Matters dialogue series, the Leading for the Common Good seminar, and Common Good Day, a traditional day of service that connects Bowdoin students, faculty, staff, and alumni with the local community each fall.

## Information and Technology

Technology is embedded in the fabric of the Bowdoin College experience. The teams in the Information Technology (<https://www.bowdoin.edu/it>) (IT) division work to empower the educational mission by engaging and collaborating across the College, seeking opportunities to enhance academic work with technology. Academic Technology and Consulting partners with faculty and students to provide tools, approaches, and experienced consultants to take advantage of technical resources in teaching, learning, and research. The IT Service Desk supports Mac, Windows, and Linux computers and software applications; and answers questions and resolves software and hardware issues. Additionally, software support is available by phone twenty-four hours a day, seven days a week, and online video training courses are provided via LinkedIn Learning.

Bowdoin is one of the most robust wired and wireless institutions in the nation. Students and faculty have access to high-performance computing and over 600 supported software packages providing them with the latest tools to assist with their studies, analysis, and research. IT provides an array of technology-enabled services including multiple academic computer labs, a twenty-four-hour public lab, over thirty public printers, and 3-D printers. The College uses the Microsoft Office 365 suite of tools including email, OneDrive file storage, Microsoft Office, videoconferencing capabilities, and Teams instant communication. There is a free equipment Lending Center that includes video- and audio-recording devices, projection, laptops, digital cameras, GoPros, and newer technology for testing and evaluation. The campus cable television is provided via a streaming service to easily watch on laptops, tablets, and streaming devices.

IT is constantly exploring technology trends and working to provide accessible, secure, and stable services.

# STUDENT AFFAIRS

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A residential college adds significantly to the education of students when it provides the opportunity for a distinctive and dynamic learning community to develop. In such a community, Bowdoin students are encouraged, both directly and indirectly, to engage actively in a quest for knowledge both inside and outside the classroom, and to take responsibility for themselves, for others, and for their community. They are challenged to grow personally by constant contact with new experiences and different ways of viewing the world. Simultaneously, they are supported and encouraged by friends, faculty, staff, and other community members and find opportunities for spontaneous as well as structured activities. Such a community promotes the intellectual and personal growth of individuals and encourages mutual understanding and respect in the context of diversity.

The programs and services provided by the Division of Student Affairs exist to support students and the College in developing and maintaining the learning community. Staff throughout the Division of Student Affairs assist students with their studies, their leadership and social growth, their well-being, and their future. The *Bowdoin College Student Handbook* (<https://www.bowdoin.edu/dean-of-students/student-handbook>) provides comprehensive information about student life and the programs and services of the Division of Student Affairs.

## The Academic Honor and Social Codes

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College and the Social Code describes certain rights and responsibilities of Bowdoin College students.

A thorough description of the Academic Honor Code and Social Code (<https://www.bowdoin.edu/dean-of-students/student-handbook/the-academic-honor-code-and-social-code.html>) and the disciplinary process (<https://www.bowdoin.edu/dean-of-students/student-handbook/student-disciplinary-process.html>) are included in the aforementioned *Bowdoin College Student Handbook* (<https://www.bowdoin.edu/dean-of-students/student-handbook>).

# PRIZES

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Awards accessed via the featured links are endowed prizes and distinctions or, in some cases, annually funded departmental or academic program awards. In addition, there are numerous fellowships, national awards, and prizes from other organizations that are given annually or frequently to students who meet the criteria for distinction. Each year, awards received by students are listed in the Commencement program, the Sarah and James Bowdoin Day program, or the Honors Day program.

For general information about prizes at Bowdoin, please click here.  
(<https://www.bowdoin.edu/prizes>)

For information about prizes awarded for scholarship, please click here.  
(<https://www.bowdoin.edu/prizes/general-scholarship.html>)

For information about prizes awarded at Commencement, please click here. (<https://www.bowdoin.edu/prizes/commencement.html>)

For information about prizes awarded by Bowdoin's departments and programs, please click here. (<https://www.bowdoin.edu/prizes/department-and-program.html>)

# OFFICERS OF INSTRUCTION

## Faculty Faculty

**Titus Abbott**, BM (University of Montreal), Adjunct Lecturer in Music.

**Erica A. Albaugh**, BA (Pepperdine University), MA (Tufts University-The Fletcher School), PhD (Duke University), Associate Professor of Government. (2008)

**Vanessa C. Anspaugh**, BA (Antioch College), MFA (Smith College), Adjunct Lecturer in Dance.

**Tony Antolini**, BA (Bowdoin College), MA (Stanford University), MA (Stanford University), PhD (Stanford University), Director of the Bowdoin Chorus.

**Aretha M. Aoki**, BFA (Simon Fraser University), MFA (Smith College), Assistant Professor of Dance. (2016)

**Hiroo Aridome**, BA (Waseda University), MA (University of Minnesota), Senior Lecturer in Japanese Language. (2013)

**Sean K. Barker**, BA (Williams College), MS (University of Massachusetts Amherst), PhD (University of Massachusetts Amherst), Assistant Professor of Computer Science. (2014)

**William H. Barker**, AB (Binghamton University-Harpur College of Arts and Sciences (SUNY)), PhD (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics. (1975)

**Oyman Basaran**, BA (Bogazici University), MA (Bogazici University), PhD (University of Massachusetts Amherst), Assistant Professor of Sociology. (2016)

**Jack R. Bateman**, BSc (Dalhousie University), PhD (Harvard University-Harvard Medical School), Samuel S. Butcher Associate Professor in the Natural Sciences. (2008)

**Mark O. Battle**, BA (New England Conservatory), BS (Tufts University), MA (University of Rochester), PhD (University of Rochester), Professor of Physics. (2000)

**Jacky Baughman**, AB (Hamilton College), PhD (University of Colorado Boulder), Visiting Assistant Professor of Earth and Oceanographic Science. (2018)

**Thomas W. Baumgarte**, Diplom (Ludwig-Maximilians-Universität München), PhD (Ludwig-Maximilians-Universität München), William R. Kenan, Jr. Professor of Physics. (2001)

**Rachel J. Beane**, BA (Williams College), PhD (Stanford University), Anne T. and Robert M. Bass Professor of Natural Sciences and Associate Dean for Academic Affairs. (1998)

**Meryem N. Belkaid**, BA-equiv (Université Paris-Sorbonne (Paris 4)), MA-equiv (Université Sorbonne Nouvelle (Paris 3)), MA-equiv (Sciences Po), PhD (Université Sorbonne Nouvelle (Paris 3)), Assistant Professor of Romance Languages and Literatures. (2015)

**Todd S. Berzon**, BA (Columbia University-Columbia College), BA (University of Oxford), MA (Columbia University in the City of New York),

MPhil (Columbia University in the City of New York), Assistant Professor of Religion. (2014)

**Matthew J. Botsch**, BA (Amherst College), PhD (UC Berkeley (University of California)), Assistant Professor of Economics. (2014)

**Barbara W. Boyd**, BA (Manhattanville College), MA (University of Michigan-Ann Arbor), PhD (University of Michigan), Winkley Professor of Latin and Greek. (1980)

**Margaret E. Boyle**, BA (Reed College), MA (Emory University), PhD (Emory University), Associate Professor of Romance Languages and Literatures. (2012)

**Aviva J. Briefel**, BA (Brown University), MA (Harvard University), PhD (Harvard University), Professor of English and Cinema Studies. (2000)

**James M. Broda**, BA (University of Oklahoma), MA (University of Oklahoma), PhD (University of Oklahoma), Assistant Director of Quantitative Reasoning and Lecturer in Quantitative Reasoning and Mathematics. (2017)

**Richard D. Broene**, BS (Hope College), PhD (UCLA (University of California-Los Angeles)), Professor of Chemistry. (1993)

**Jackie Brown**, BA (Hamilton College), MFA (Virginia Commonwealth University), Marvin H. Green, Jr. Assistant Professor of Art. (2014)

**Dana E. Byrd**, BA (Yale University), MA (University of Delaware), PhD (Yale University), Assistant Professor of Art History. (2012)

**Phil Camill**, BA (University of Tennessee), PhD (Duke University), Rusack Professor of Environmental Studies and Earth and Oceanographic Science. (2008)

**Shaina Cantino**, BA (Kenyon College), MFA (Smith College), Adjunct Lecturer in Dance.

**German Cardenas Alaminos**, BA (National Autonomous University of Mexico), MFA (Yale University-Yale School of Drama), Visiting Assistant Professor of Theater. (2019)

**David B. Carlon**, BA (Boston University), MS (University of Massachusetts Boston), PhD (University of New Hampshire), Associate Professor of Biology and Director of Schiller Coastal Studies Center. (2013)

**Judith S. Casselberry**, BM (Berklee College of Music), MA (Wesleyan University), MPhil (Yale University), MA (Yale University), Associate Professor of Africana Studies. (2009)

**Nadia V. Celis**, BA (Universidad de Cartagena), MA (Rutgers University: The State University of New Jersey), PhD (Rutgers University: The State University of New Jersey), Associate Professor of Romance Languages and Literatures. (2007)

**Tess E. Chakkalakal**, BA (University of Toronto), MA (York University), PhD (York University), Peter M. Small Associate Professor of Africana Studies and English. (2008)

**Ileri E. Chavez Barcenas**, CERT (Princeton University), BA (Universidad de las Americas), MAR (Yale University - Institute of Sacred Music), MA (Princeton University), Assistant Professor of Music. (2019)

**Connie Y. Chiang**, BA (UC Santa Barbara (University of California)), MA (University of Washington), PhD (University of Washington), Associate Professor of History and Environmental Studies. (2002)

**Christopher Chong**, BS (University of New Hampshire), MS (San Diego State University), PhD (Karlsruhe Institute of Technology), Assistant Professor of Mathematics. (2014)

**Subhadip Chowdhury**, BS (Indian Statistical Institute), MS (University of Chicago), PhD (University of Chicago), Visiting Assistant Professor of Mathematics. (2018)

**Eric L. Chown**, BA (Northwestern University), MS (Northwestern University), PhD (University of Michigan-Ann Arbor), Professor of Digital and Computational Studies. (1998)

**Jeff Christmas**, BS (Appalachian State University), MM (Boston Conservatory), Visiting Lecturer in Music. (2016)

**Sakura Christmas**, AB (Harvard University), PhD (Harvard University), Assistant Professor of History and Asian Studies. (2015)

**Andrew Christy**, BA (SUNY Geneseo (The State University of New York)), PhD (Texas A&M University), Visiting Assistant Professor of Psychology. (2018)

**Javier Cikota**, BA (University of Texas at Austin), MA (UC Berkeley (University of California)), PhD (UC Berkeley (University of California)), Assistant Professor of History. (2018)

**Brock Clarke**, BA (Dickinson College), MA (University of Rochester), PhD (University of Rochester), A. Leroy Greason Professor of English. (2010)

**David A. Collings**, BA (Pacific Union College), MA (UC Riverside (University of California)), PhD (UC Riverside (University of California)), Professor of English. (1987)

**Sarah O. Conly**, AB (Princeton University), MA (Cornell University), PhD (Cornell University), Professor of Philosophy. (2006)

**Rachel Connelly**, BA (Brandeis University), MA (University of Michigan-Ann Arbor), PhD (University of Michigan-Ann Arbor), Bion R. Cram Professor of Economics. (1985)

**Allison A. Cooper**, BA (Knox College), PhD (UCLA (University of California-Los Angeles)), Assistant Professor of Romance Languages and Literatures and Cinema Studies. (2012)

**Elena Cueto Asin**, BA-equiv (Universidad Complutense de Madrid), MA (Purdue University), PhD (Purdue University), Professor of Romance Languages and Literatures. (2000)

**Songren Cui**, BA (Sun Yat-sen University (Zhongshan University)), MA (UCLA (University of California-Los Angeles)), PhD (UCLA (University of California-Los Angeles)), Associate Professor of Asian Studies. (1999)

**Michael P. Danahy**, BS (Bates College), MA (Princeton University), PhD (Princeton University), Senior Lecturer in Chemistry. (2009)

**Charlotte Daniels**, BS (University of Delaware), BA (University of Delaware), MA (University of Pennsylvania), PhD (University of Pennsylvania), Associate Professor of Romance Languages and Literatures. (1999)

**Katherine L. Dauge-Roth**, AB (Colby College), DEUG (Université de Caen Normandie), MA (University of Michigan), PhD (University of Michigan), Associate Professor of Romance Languages and Literatures. (1999)

**Gregory P. DeCoster**, BS (University of Tulsa), PhD (University of Texas at Austin), Associate Professor of Economics. (1985)

**Deborah S. DeGraff**, BA (Knox College), MA (University of Michigan), PhD (University of Michigan-Ann Arbor), Professor of Economics. (1991)

**Dallas G. Denery**, BA (UC Berkeley (University of California)), MA (Dominican School of Philosophy & Theology), PhD (UC Berkeley (University of California)), Professor of History. (2002)

**Shruti Devgan**, BA (University of Delhi), MA (Jawaharlal Nehru University), MPhil (Jawaharlal Nehru University), MA (Rutgers University: The State University of New Jersey), Visiting Assistant Professor of Sociology. (2017)

**Manuel Diaz-Rios**, BS (University of Puerto Rico), PhD (University of Puerto Rico), Professor of Neuroscience and Biology. (2019)

**Sara A. Dickey**, BA (University of Washington-Seattle), MA (UC San Diego (University of California)), PhD (UC San Diego (University of California)), Professor of Anthropology. (1988)

**Patsy S. Dickinson**, BA (Pomona College), MS (University of Washington-Seattle), PhD (University of Washington-Seattle), Josiah Little Professor of Natural Sciences. (1983)

**Stacy Doore**, BS (University of Maine), BA (University of Maine), MS (University of Maine), PhD (University of Maine), Visiting Assistant Professor of Computer Science. (2018)

**Charles Dorn**, BA (George Washington University), MA (Stanford University), PhD (UC Berkeley (University of California)), Professor of Education. (2003)

**Vladimir Douhovnikoff**, BA (UC Berkeley (University of California)), MS (UC Berkeley (University of California)), PhD (UC Berkeley (University of California)), Associate Professor of Biology. (2011)

**Damien Droney**, BA (UCLA (University of California-Los Angeles)), PhD (Stanford University), Visiting Assistant Professor of Anthropology. (2019)

**Danielle H. Dube**, AB (Cornell University), PhD (UC Berkeley (University of California)), Associate Professor of Chemistry and Biochemistry. (2007)

**Allison Dzubak**, BA (University of Minnesota), MS (University of Minnesota), PhD (University of Minnesota), Assistant Professor of Chemistry. (2019)

**Christine Elfman**, BFA (Cornell University), MFA (California College of the Arts), Visiting Assistant Professor of Art. (2019)

**Barbara Elias**, BA (Brown University), MA (University of Pennsylvania), PhD (University of Pennsylvania), Assistant Professor of Government. (2013)

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**John M. Fitzgerald**, BA (University of Montana), MS (University of Wisconsin-Madison), PhD (University of Wisconsin-Madison), William D. Shipman Professor of Economics. (1983)

**Pamela M. Fletcher**, AB (Bowdoin College), MA (Columbia University in the City of New York), PhD (Columbia University in the City of New York), Professor of Art History. (2001)

**Behrang Forghani**, BS (University of Bahonar), MS (Sharif University of Technology), MS (Jacobs University), PhD (University of Ottawa), Visiting Assistant Professor of Mathematics. (2018)

**Guy Mark Foster**, BA (Wheaton College (Massachusetts)), MA (Brown University), PhD (Brown University), Associate Professor of English. (2006)

**Paul Franco**, BA (Colorado College), MSc (London School of Economics and Political Science, The), PhD (University of Chicago), Professor of Government. (1990)

**Michael M. Franz**, BA (Fairfield University), MA (University of Wisconsin-Madison), PhD (University of Wisconsin-Madison), Professor of Government. (2005)

**Judy Gailen**, MFA-equiv (Yale University-Yale School of Drama), Adjunct Lecturer in Theater.

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**Davida A. Gavioli**, Laurea [pre 1999] (Università degli studi di Bergamo), PhD (Pennsylvania State University), Senior Lecturer in Italian. (2008)

**Eric C. Gaze**, BA (College of the Holy Cross), MA (University of Massachusetts), PhD (University of Massachusetts), Director of Quantitative Reasoning Program and Senior Lecturer in Mathematics. (2009)

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**Alyssa D. Gillespie**, BA (Brandeis University), MA (University of Wisconsin-Madison), PhD (University of Wisconsin-Madison), Associate Professor of Russian. (2016)

**Jonathan P. Goldstein**, BA (University at Buffalo-The State University of New York (SUNY)), PhD (University of Massachusetts Amherst), Professor of Economics. (1979)

**David M. Gordon**, BA (University of Cape Town), MA (Princeton University), PhD (Princeton University), Professor of History. (2005)

**Benjamin C. Gorske**, BA (Lawrence University), BM (Lawrence University), PhD (University of Wisconsin-Madison), Associate Professor of Chemistry and Biochemistry. (2010)

**Theo Greene**, AB (Georgetown University), MA (Northwestern University), PhD (Northwestern University), Assistant Professor of Sociology. (2015)

**Robert K. Greenlee**, BM (University of Oklahoma), MM (University of Oklahoma), DM (Indiana University), Professor of Music. (1982)

**Crystal J. Hall**, BA (Cornell University), MA (University of Pennsylvania), PhD (University of Pennsylvania), Associate Professor of Digital Humanities. (2013)

**Andrew B. Hamilton**, BA (University of Chicago), PhD (Indiana University), Visiting Assistant Professor of German. (2017)

**Morten K. Hansen**, BA (University of Copenhagen), MA (University of Virginia), PhD (University of Virginia), Assistant Professor of English. (2014)

**Sarah M. Harmon**, BA (Colby College), MS (UC Santa Cruz (University of California)), PhD (UC Santa Cruz (University of California)), Assistant Professor of Computer Science. (2017)

**Allen V. Harper**, BS (University of Rhode Island), MA (Brooklyn College-The City University of New York (CUNY)), PhD (Graduate Center: CUNY (The City University of New York)), Visiting Assistant Professor Computer Science. (2015)

**Mary L. Hart**, AB (Dartmouth College), MFA (Bard College-Milton Avery Graduate School of the Arts), Adjunct Lecturer in Art.

**Michael Hawley**, BA (Tufts University), MA (Duke University), PhD (Duke University), Visiting Assistant Professor of Government. (2018)

**David K. Hecht**, BA (Brandeis University), PhD (Yale University), Associate Professor of History. (2005)

**Laura A. Henry**, BA (Wellesley College), MA (UC Berkeley (University of California)), PhD (UC Berkeley (University of California)), Professor of Government. (2004)

**Guillermo E. Herrera**, AB (Harvard University), MA (University of Washington), MSc (University of Washington), PhD (University of Washington), Professor of Economics. (2000)

**Page Herrlinger**, BA (Yale University), MA (UC Berkeley (University of California)), PhD (UC Berkeley (University of California)), Associate Professor of History. (1997)

**Christopher R. Heurlin**, BA (Carleton College), MA (University of Washington), PhD (University of Washington), Associate Professor of Government and Asian Studies. (2011)

**Jim Higginbotham**, BS (University of Michigan-Ann Arbor), AM (University of Michigan-Ann Arbor), PhD (University of Michigan-Ann Arbor), Associate Professor of Classics on the Henry Johnson Professorship Fund and Associate Curator for the Ancient Collection in the Museum of Art. (1994)

**Hadley W. Horch**, BA (Swarthmore College), PhD (Duke University: The Graduate School), Associate Professor of Biology and Neuroscience. (2001)

**Jeff Hyde**, BS (Miami University), BS (Miami University), MS (Miami University), PhD (Arizona State University), Visiting Assistant Professor of Physics. (2019)

**Mohammad T. Irfan**, BSc (Bangladesh University of Engineering and Technology), MSc (Bangladesh University of Engineering and Technology), PhD (Stony Brook University-The State University of New York (SUNY)), Assistant Professor of Digital and Computational Studies and Computer Science. (2013)

**George S. Isaacson**, AB (Bowdoin College), JD (University of Pennsylvania), Adjunct Lecturer in Government.

**William R. Jackman**, BS (University of Washington-Seattle), PhD (University of Oregon), Associate Professor of Biology. (2007)

**Idriss Jebari**, BA (University of Geneva), MA (London School of Economics and Political Science), MA (University College London), PhD (University of Oxford), Visiting Assistant Professor of History. (2017)

**Brittany Jellison**, BS (UC San Diego (University of California)), PhD (UC Davis (University of California)), Doherty Marine Biology Postdoctoral Scholar. (2018)

**Xiaoke Jia**, BA (Henan University), MA (Beijing Normal University), Senior Lecturer in Chinese Language. (2013)

**Amy S. Johnson**, BA (UCLA (University of California-Los Angeles)), PhD (UC Berkeley (University of California)), James R. & Helen Lee Billingsley Professor of Marine Biology. (1990)

**Eileen Sylvan Johnson**, BS (Cornell University), MRP (University of Massachusetts Amherst), PhD (University of Maine), Lecturer in Environmental Studies and Program Manager. (2001)

**Erin Johnson**, BA (Warren Wilson College), MFA (UC Berkeley (University of California)), Visiting Assistant Professor of Art and Digital and Computational Studies. (2015)

**Reed Johnson**, BA (Wesleyan University), MFA (University of Virginia), MA (University of Virginia), PhD (University of Virginia), Lecturer in Russian. (2019)

**Adanna K. Jones**, BFA (Rutgers University: The State University of New Jersey), PhD (UC Riverside (University of California)), Assistant Professor of Dance. (2018)

**Gwyneth Jones**, Senior Lecturer in Dance Performance. (1989)

**Patricia L. Jones**, BA (Cornell University), PhD (University of Texas at Austin), Assistant Professor of Biology and Director of the Bowdoin College Scientific Station on Kent Island. (2017)

**Susan A. Kaplan**, BA (Lake Forest College), MA (Bryn Mawr College), PhD (Bryn Mawr College), Professor of Anthropology and Director of the Peary-MacMillan Arctic Museum and Arctic Studies Center. (1985)

**Jacques Gerard Keubeung Fokou**, PhD (University of Tennessee), Visiting Assistant Professor of Romance Languages and Literatures. (2018)

**Zorina Khan**, BSc (University of Surrey), MA (McMaster University), PhD (UCLA (University of California-Los Angeles)), Professor of Economics. (1996)

**Batool Khattab**, BA (Ain Shams University), MA (Ain Shams University), PhD (Ain Shams University), Lecturer in Arabic. (2018)

**Shenila Khoja-Moolji**, BA (Brown University), MA (Harvard University), PhD (Columbia University in the City of New York), Assistant Professor of Gender, Sexuality, and Women's Studies. (2018)

**Ann L. Kibbie**, BA (Boston University), PhD (UC Berkeley (University of California)), Associate Professor of English. (1989)

**Abigail M. Killeen**, BFA (New York University-Tisch School of the Arts), MFA (Brandeis University), Associate Professor of Theater. (2008)

**John Kim**, BA (Amherst College), PhD (Harvard University), Assistant Professor of Asian Studies. (2018)

**Michael B. King**, BA (Yale University), MS (Brown University), PhD (Brown University), Lecturer in Mathematics. (2009)

**Aaron W. Kitch**, BA (Yale University-Yale College), MA (University of Colorado Boulder), PhD (University of Chicago), Associate Professor of English. (2002)

**Pamela M. Klasova**, BA (Charles University), MA (Charles University), MA (Leiden University), PhD (Georgetown University), Andrew W. Mellon Postdoctoral Fellow in Arabic. (2018)

**Jens Klenner**, MA (Friedrich-Alexander-Universität Erlangen-Nürnberg), MA (Princeton University), PhD (Princeton University), DPhil (Universität Konstanz), Assistant Professor of German. (2014)

**Matthew W. Klinge**, BA (UC Berkeley (University of California)), MA (University of Washington), PhD (University of Washington), Associate Professor of History and Environmental Studies. (2001)

**Bruce D. Kohorn**, BA (University of Vermont), MS (Yale University), PhD (Yale University), Linnean Professor of Biology and Biochemistry. (2001)

**Lauren Kohut**, AB (Bryn Mawr College), MA (Vanderbilt University), PhD (Vanderbilt University), Visiting Assistant Professor of Anthropology. (2018)

**Michael J. Kolster**, BA (Williams College), MFA (Massachusetts College of Art and Design), Professor of Art. (2000)

**Belinda Kong**, BA (William & Mary), MA (University of Michigan-Ann Arbor), PhD (University of Michigan-Ann Arbor), John F. and Dorothy H. Magee Associate Professor of Asian Studies and English. (2005)

**Jennifer Clarke Kosak**, AB (Harvard University-Radcliffe College), PhD (University of Michigan), Associate Professor of Classics. (1999)

**Chryl N. Laird**, BA (University of Maryland-College Park), MA (Ohio State University), PhD (Ohio State University), Assistant Professor of Government. (2017)

**Henry Laurence**, BA (University of Oxford), PhD (Harvard University), Associate Professor of Government and Asian Studies. (1997)

**Michele G. LaVigne**, BA (Hampshire College), PhD (Rutgers University: The State University of New Jersey), Assistant Professor of Earth and Oceanographic Science. (2012)

**Peter D. Lea**, AB (Dartmouth College), MS (University of Washington), PhD (University of Colorado Boulder), Associate Professor of Earth and Oceanographic Science. (1988)

**Willi Lempert**, BA (Miami University), MA (University of Denver), PhD (University of Colorado Boulder), Assistant Professor of Anthropology. (2018)

**Adam B. Levy**, BA (Williams College), PhD (University of Washington), Professor of Mathematics. (1994)

**Amos J. Libby**, BA (Long Island University), Co-Director of the Middle Eastern Ensemble.

**Lindsay Livingston**, BA (Brigham Young University), MA (UCLA (University of California-Los Angeles)), MPhil (Graduate Center: CUNY (The City University of New York)), PhD (Graduate Center: CUNY (The City University of New York)), Visiting Assistant Professor of Theater. (2019)

**Barry A. Logan**, BA (Cornell University), PhD (University of Colorado), Professor of Biology. (1998)

**George S. Lopez**, BM (University of Hartford-The Hartt School), MM (Conservatorium van Amsterdam-Sweelinck Academy), Beckwith Artist-in-Residence. (2010)

**Marcos López**, BA (UC Santa Cruz (University of California)), MA (UC Santa Cruz (University of California)), PhD (UC Santa Cruz (University of California)), Assistant Professor of Sociology. (2013)

**Suzanne B. Lovett**, AB (Bowdoin College), PhD (Stanford University), Associate Professor of Psychology. (1990)

**Yinqiu Ma**, BA (Minzu University), MA (Peking University), MA (Peking University), Visiting Lecturer in Chinese Language. (2018)

**Ian A. MacDonald**, BA (Mount Allison University), MA (University of Colorado Boulder), PhD (University of Colorado Boulder), Adjunct Lecturer in French.

**Stephen M. Majercik**, AB (Harvard University), MFA (Yale University), MBA (Yale University), MS (University of Southern Maine), Associate Professor of Computer Science. (2000)

**Christine Marrewa**, AA (Holyoke Community College), BA (Mount Holyoke College), MA (Columbia University in the City of New York), MA (University of Washington), ASIANetwork-Luce Postdoctoral Teaching Fellow in South and Southeast Asian Studies. (2018)

**Janet M. Martin**, BA (Marquette University), MA (Ohio State University), PhD (Ohio State University), Professor of Government. (1986)

**Alex Marzano-Lesnevich**, BA (Columbia University in the City of New York), MFA (Emerson College), JD (Harvard University-Harvard Law School), Assistant Professor of English. (2018)

**Frank Mauceri**, BA (Oberlin College of Arts & Sciences), BM (Oberlin Conservatory of Music), MM (University of Illinois at Urbana-Champaign), DMA (University of Illinois at Urbana-Champaign), Senior Lecturer in Music. (1998)

**Anne E. McBride**, BS (Yale University), PhD (University of Colorado Boulder), Associate Professor of Biology and Biochemistry. (2001)

**Meredith A. McCarroll**, BA (Appalachian State University), MA (Appalachian State University), MA (Simmons College), PhD (University of Tennessee), Director of Writing and Rhetoric and Lecturer in English. (2015)

**Liz McCormack**, BA (Wellesley College), PhD (Yale University), Dean for Academic Affairs. (2017)

**Sarah F. McMahon**, AB (Wellesley College), PhD (Brandeis University), Associate Professor of History. (1982)

**Tracy M. McMullen**, BA (Stanford University), MA (University of North Texas), MM (University of North Texas), PhD (UC San Diego (University of California)), Associate Professor of Music. (2012)

**Alison Riley Miller**, BA (Ithaca College), MA (Arcadia University), PhD (Columbia University in the City of New York), Assistant Professor of Education. (2014)

**Tara Mock**, BA (Louisiana State University), MPA (Louisiana State University), MBA (H.E.C. School of Management), MA (Tufts University-The Fletcher School), CFD Postdoctoral Fellow in Africana Studies. (2018)

**Salar Mohandesi**, BA (William & Mary), MA (University of Pennsylvania), PhD (University of Pennsylvania), Assistant Professor of History. (2017)

**John P. Morneau**, BM (University of New Hampshire), Director of Bowdoin Concert Band.

**Robert G. Morrison**, AB (Harvard University), AM (Harvard University), MPhil (Columbia University in the City of New York), PhD (Columbia University in the City of New York), George Lincoln Skolfield, Jr. Professor of Religion. (2008)

**Madeleine E. Msall**, BA (Oberlin College of Arts & Sciences), MA (University of Illinois at Urbana-Champaign), PhD (University of Illinois at Urbana-Champaign), Professor of Physics. (1994)

**James J. Mullen**, BFA (University of New Hampshire), MFA (Indiana University-Bloomington), Associate Professor of Art. (1999)

**Elizabeth Muther**, BA (Wellesley College), PhD (UC Berkeley (University of California)), Associate Professor of English. (1993)

**Jessica Mutter**, BA (Columbia University in the City of New York), MA (The American University in Cairo), MA (University of Chicago), PhD (University of Chicago), Andrew W. Mellon Postdoctoral Fellow in Religion. (2018)

**Stephen G. Naculich**, BS (Case Western Reserve University), MA (Princeton University), PhD (Princeton University), LaCasce Family Professor of Natural Sciences. (1993)

**Jeffrey K. Nagle**, AB (Earlham College), PhD (University of North Carolina), Charles Weston Pickard Professor of Chemistry. (1980)

**Aki Nakai**, BA (Waseda University), MA (Tufts University), PhD (Boston University), Visiting Assistant Professor of Government and Asian Studies. (2019)

**Fernando Nascimento**, BA (Catholic University of Campinas), MS (Catholic University of Sao Paulo), MS (Catholic University of Campinas), PhD (Catholic University of Sao Paulo), Visiting Assistant Professor of Digital and Computational Studies. (2017)

**Erik J. Nelson**, BA (Boston College), MA (University of Minnesota), PhD (University of Minnesota), Associate Professor of Economics. (2010)

**Ingrid A. Nelson**, BA (Wellesley College), MA (Stanford University), PhD (Stanford University), Associate Professor of Sociology. (2010)

**Michael D. Nerdahl**, BS (University of Wisconsin-Madison), MA (University of Wisconsin-Madison), PhD (University of Wisconsin-Madison), Senior Lecturer in Classics. (2010)

**Erika M. Nyhus**, BA (UC Berkeley (University of California)), MA (University of Colorado Boulder), PhD (University of Colorado Boulder), Assistant Professor of Neuroscience and Psychology. (2013)

**Jack O'Brien**, BA (Pomona College), MSc (UCLA (University of California-Los Angeles)), PhD (UCLA (University of California-Los Angeles)), Associate Professor of Mathematics. (2012)

**Ayodeji B. Ogunnaike**, BA (Harvard University-Harvard College), MA (Harvard University), PhD (Harvard University), Assistant Professor of Africana Studies. (2019)

**Kristi A. Olson**, BA (Indiana University), AM (Harvard University), JD (Duke University School of Law), PhD (Harvard University), Assistant Professor of Philosophy. (2014)



**Michael F. Palopoli**, BS (University of Michigan-Ann Arbor), MS (University of Michigan-Ann Arbor), PhD (University of Chicago), Professor of Biology. (1998)

**Kelly S. Parker-Guilbert**, BA (Brandeis University), MS (Pennsylvania State University), PhD (Pennsylvania State University), Visiting Assistant Professor of Psychology. (2017)

**Jill E. Pearlman**, BA (Beloit College), MA (University of California), PhD (University of Chicago), Senior Lecturer in Environmental Studies. (2003)

**Stephen Perkinson**, BA (Colgate University), MA (Northwestern University), PhD (Northwestern University), Professor of Art History and Associate Dean for Academic Affairs. (2002)

**Emily M. Peterman**, BA (Middlebury College), PhD (UC Santa Barbara (University of California)), Associate Professor of Earth and Oceanographic Science. (2012)

**Thomas Pietraho**, BA (University of Chicago), MS (University of Chicago), PhD (Massachusetts Institute of Technology), Associate Professor of Mathematics. (2002)

**Irina Popescu**, BA (University of Texas at Austin), MA (UC Santa Barbara (University of California)), PhD (UC Berkeley (University of California)), Visiting Assistant Professor of Latin American Studies. (2018)

**Christian P. Potholm**, AB (Bowdoin College), MA (Tufts University-The Fletcher School), MALD (Tufts University-The Fletcher School), PhD (Tufts University-The Fletcher School), DeAlva Stanwood Alexander Professor of Government. (1970)

**Elizabeth A. Pritchard**, AB (Boston College), MTS (Harvard University-Harvard Divinity School), MA (Harvard University), PhD (Harvard University), Associate Professor of Religion and Associate Dean for Academic Affairs. (1998)

**Brian J. Purnell**, BA (Fordham University), MA (New York University), PhD (New York University), Geoffrey Canada Associate Professor of Africana Studies and History. (2010)

**Samuel P. Putnam**, BS (University of Iowa), MS (Pennsylvania State University), PhD (Pennsylvania State University), Professor of Psychology. (2001)

**Patrick J. Rael**, BA (University of Maryland-College Park), MA (UC Berkeley (University of California)), PhD (UC Berkeley (University of California)), Professor of History. (1995)

**Samia S. Rahimtoola**, BA (Reed College), PhD (UC Berkeley (University of California)), Assistant Professor of English. (2016)

**Hannah E. Reese**, BA (Wellesley College), MA (Harvard University), PhD (Harvard University), Assistant Professor of Psychology. (2014)

**Anna Rein**, Laurea [pre 1999] (Università di Pisa), MA (Università Cà Foscari Venezia), Senior Lecturer in Italian. (2000)

**Marilyn Reizbaum**, BA (Queens College-The City University of New York (CUNY)), MLitt (University of Edinburgh, The), PhD (University of Wisconsin-Madison), Harrison King McCann Professor of English. (1984)

**Manuel L. Reyes**, BS (Westmont College), PhD (UC Berkeley (University of California)), Associate Professor of Mathematics. (2011)

**Stephanie A. Richards**, BS (Bates College), PhD (University of Vermont), Lecturer in Biology. (2016)

**Nancy E. Riley**, BA (University of Pennsylvania), MA (University of Hawai'i), MPH (University of Hawai'i), PhD (Johns Hopkins University), A. Myrick Freeman Professor of Social Sciences. (1992)

**Meghan K. Roberts**, BA (William & Mary), MA (Northwestern University), PhD (Northwestern University), Associate Professor of History. (2011)

**Strother E. Roberts**, BS (Kansas State University), MA (Kansas State University), MA (Northwestern University), PhD (Northwestern University), Assistant Professor of History. (2015)

**Davis R. Robinson**, BA (Hampshire College), MFA (Boston University), Professor of Theater. (1999)

**Claire Robison**, BA (University of Oxford), MPhil (University of Cambridge), PhD (UC Santa Barbara (University of California)), Assistant Professor of Religion and Asian Studies. (2019)

**Marc E. Rockmore**, BA (Swarthmore College), MA (Yale University), PhD (Cornell University), Visiting Assistant Professor of Economics. (2019)

**Collin Roesler**, BS (Brown University), MS (Oregon State University), PhD (University of Washington), Professor of Earth and Oceanographic Science. (2009)

**Mary Rogalski**, BS (The College of William and Mary), MS (Yale University), PhD (Yale University), Assistant Professor of Biology and Environmental Studies. (2018)

**Clayton Rose**, AB (University of Chicago), MBA (University of Chicago), MA (University of Pennsylvania), PhD (University of Pennsylvania), President. (2015)

**Zach Rothschild**, BA (Knox College), MA (University of Colorado Colorado Springs), PhD (University of Kansas), Assistant Professor of Psychology. (2014)

**Andrew C. Rudalevige**, BA (University of Chicago), MA (Harvard University), PhD (Harvard University), Thomas Brackett Reed Professor of Government. (2012)

**Lauren Saenz**, AB (Princeton University), PhD (University of Colorado Boulder), Visiting Assistant Professor of Education. (2017)

**Arielle Saiber**, BA (Hampshire College), MA (Yale University), PhD (Yale University), Professor of Romance Languages and Literatures. (1999)

**Marceline Saibou**, BM (Hochschule fur Musik Koln), MA (Columbia University in the City of New York), PhD (Columbia University in the City of New York), Assistant Professor of Music. (2018)

**Doris A. Santoro**, BA (University of Rochester), EdD (Columbia University-Teachers College), Professor of Education. (2005)

**Barbara Sawhill**, AB (Bowdoin College), EdM (Harvard University), MA (University of Texas at Austin), Visiting Lecturer in Spanish. (2017)

**Carrie A. Scanga**, AB (Bryn Mawr College), MFA (University of Washington-Seattle), Associate Professor of Art. (2009)

**Jennifer Scanlon**, BS (SUNY Oneonta (The State University of New York)), MA (University of Delaware), MA (Binghamton University-The State University of New York (SUNY)), PhD (Binghamton University-The

State University of New York (SUNY)), William R. Kenan Professor of the Humanities in Gender, Sexuality, and Women's Studies. (2002)

**Conrad G. Schneider**, BA (University of North Carolina at Chapel Hill), JD (University of Virginia School of Law), Adjunct Lecturer in Environmental Studies.

**Rachel Sederberg**, BA (Stonehill College), MA (Northeastern University), PhD (Northeastern University), Visiting Assistant Professor of Economics. (2019)

**Scott R. Sehon**, AB (Harvard University), PhD (Princeton University), Professor of Philosophy. (1993)

**Jeffrey S. Selinger**, BA (Rutgers University: The State University of New Jersey), MA (Cornell University), PhD (Cornell University), Associate Professor of Government. (2007)

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**Vineet A. Shende**, BA (Grinnell College), MM (Butler University), DMA (Cornell University), Professor of Music. (2002)

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**Holly E. Sims**, AB (Davidson College), MA (Middlebury College), PhD (University of North Carolina at Chapel Hill), Visiting Assistant Professor of Romance Languages and Literatures. (2019)

**Louisa M. Slowiaczek**, BS (University of Massachusetts Amherst), PhD (Indiana University-Bloomington), Professor of Psychology. (1998)

**Thomas W. Small**, BS (University of Mary Washington), PhD (Arizona State University), Visiting Assistant Professor of Psychology and Neuroscience. (2019)

**Jill S. Smith**, BA (Amherst College), MA (Indiana University-Bloomington), PhD (Indiana University-Bloomington), Osterweis Associate Professor of German. (2006)

**Robert B. Sobak**, BA (Franklin & Marshall College), MA (University of Georgia), MA (Princeton University), PhD (Princeton University), Associate Professor of Classics. (2007)

**Emma Maggie Solberg**, BA (University of Oxford), PhD (University of Virginia), Associate Professor of English. (2013)

**Maron W. Sorenson**, BA (University of Minnesota-Twin Cities), PhD (University of Minnesota-Twin Cities), Assistant Professor of Government. (2016)

**Jay Sosa**, BA (University of Michigan), MA (University of Chicago), PhD (University of Chicago), Assistant Professor of Gender, Sexuality, and Women's Studies. (2016)

**Ambra Spinelli**, BA (Universita di Bologna), MA (Universita di Bologna), MA (UCLA (University of California-Los Angeles)), PhD (UCLA (University

of California-Los Angeles)), Visiting Assistant Professor of Classics. (2019)

**Allen L. Springer**, BA (Amherst College), MALD (Tufts University-The Fletcher School), MA (Tufts University-The Fletcher School), PhD (Tufts University-The Fletcher School), William Nelson Cromwell Professor of Constitutional and International Law and Government. (1976)

**Shana M. Starobin**, AB (Harvard University), MA (Duke University), PhD (Duke University), Assistant Professor of Environmental Studies and Government. (2017)

**Elizabeth A. Stemmler**, BS (Bates College), PhD (Indiana University), James Stacy Coles Professor of the Natural Sciences. (1988)

**Daniel F. Stone**, BS (Yale University), MA (Johns Hopkins University), PhD (Johns Hopkins University), Associate Professor of Economics. (2012)

**April J. Strickland**, BA (Mount Holyoke College), MA (New York University), PhD (New York University), Visiting Assistant Professor of Anthropology. (2018)

**Matthew F. Stuart**, BA (University of Vermont), MA (Cornell University), PhD (Cornell University), Professor of Philosophy. (1993)

**Rachel L. Sturman**, AB (University of Chicago), MA (UC Davis (University of California)), PhD (UC Davis (University of California)), Associate Professor of History and Asian Studies. (2003)

**Dale A. Syphers**, BS (University of Massachusetts), MSc (University of Massachusetts), PhD (Brown University), Professor of Physics. (1986)

**Jennifer Taback**, AB (Yale University), AM (University of Chicago), PhD (University of Chicago), Professor of Mathematics. (2002)

**Kana Takematsu**, BS (University of Chicago), PhD (California Institute of Technology), Assistant Professor of Chemistry and Biochemistry. (2015)

**Naomi Tanabe**, BS (Rikkyo University), MS (Oklahoma State University), PhD (Oklahoma State University), Assistant Professor of Mathematics. (2017)

**Birgit Tautz**, Diplom Germanistik (Universität Leipzig), MA (University of Wisconsin-Madison), PhD (University of Minnesota-Twin Cities), George Taylor Files Professor of Modern Languages. (2002)

**Hilary J. Thompson**, BA (University of Toronto), MA (University of Michigan), PhD (University of Michigan), Associate Professor of English. (2009)

**Laura I. Toma**, BSc (University Politehnica of Bucharest), MSc (University Politehnica of Bucharest), MS (Duke University: The Graduate School), PhD (Duke University: The Graduate School), Professor of Computer Science. (2003)

**Karen A. Topp**, BSc (Queen's University), PhD (Cornell University), Senior Lecturer in Physics. (2001)

**Shu-chin Tsui**, BA (Xi'an Foreign Languages University), MA (University of Wisconsin-Madison), MA (University of Michigan-Ann Arbor), PhD (University of Michigan-Ann Arbor), Professor of Asian Studies and Cinema Studies. (2002)

**Van Tu**, BA (University of Florida), MA (University of Michigan-Ann Arbor), MA (University of Colorado Boulder), PhD (University of Michigan-Ann Arbor), Visiting Assistant Professor of Philosophy. (2019)

**Joshua Urich**, BA (Northwestern University), MA (University of Hawai'i at Manoa), MA (University of Texas at Austin), PhD (University of Texas at Austin), Visiting Assistant Professor of Religion. (2019)

**Sebastian D. Urli**, BA (Pontifical Catholic University of Argentina), MA (University of Pittsburgh), PhD (University of Pittsburgh), Assistant Professor of Romance Languages and Literatures. (2016)

**Alberto Urquidez**, BA (UCLA (University of California-Los Angeles)), MA (Claremont Graduate University), PhD (Purdue University), CFD Postdoctoral Fellow in Philosophy. (2019)

**Krista E. Van Vleet**, BS (Beloit College), MA (University of Michigan), PhD (University of Michigan), Professor of Anthropology. (1999)

**Dharni Vasudevan**, BS (Massachusetts Institute of Technology), MSE (Johns Hopkins University), PhD (Johns Hopkins University), Professor of Chemistry and Environmental Studies. (2004)

**Julia Venegas**, BA (University of Wisconsin-Madison), PhD (Emory University), Lecturer in Spanish. (2015)

**Hanetha Vete-Congolo**, BA (Université des Antilles et de la Guyane), MA (Université des Antilles et de la Guyane), PhD (Université des Antilles et de la Guyane), Professor of Romance Languages and Literatures. (2001)

**Anthony E. Walton**, BA (University of Notre Dame), MFA (Brown University), Senior Writer in Residence. (1995)

**Peggy Wang**, BA (Wellesley College), MA (University of Chicago), PhD (University of Chicago), Assistant Professor of Art History and Asian Studies. (2012)

**Chris Watkinson**, AS (Full Sail University), BA (University of Southern Maine), Recital Hall Technician and Adjunct Lecturer in Music.

**Susan E. Wegner**, BA (University of Wisconsin-Madison), MA (Bryn Mawr College), PhD (Bryn Mawr College), Associate Professor of Art History. (1980)

**Tricia Welsch**, BA (Fordham University), MA (University of Virginia), PhD (University of Virginia), Professor of Cinema Studies. (1993)

**Mark Wethli**, BFA (University of Miami), MFA (University of Miami), A. LeRoy Greason Professor of Art. (1985)

**Carolyn Wolfenzon Niego**, BA (Universidad de Lima), MA (University of Colorado Boulder), PhD (Cornell University), Associate Professor of Romance Languages and Literatures. (2007)

**Jean M. Yarbrough**, BA (Cedar Crest College), MA (New School for Social Research), PhD (New School for Social Research), Gary M. Pendy Sr. Professor in Social Sciences. (1988)

**Hakim Zainiddinov**, BA-equiv (Tajik State National University), MSW (Columbia University in the City of New York), MA (Rutgers University: The State University of New Jersey), PhD (Rutgers University: The State University of New Jersey), Postdoctoral Fellow in Sociology. (2019)

**Mary Lou Zeeman**, BA (University of Oxford), MA (University of Oxford), PhD (UC Berkeley (University of California)), R. Wells Johnson Professor of Mathematics. (2006)

**Ya Zuo**, BA (Peking University), MA (Princeton University), PhD (Princeton University), Associate Professor of History and Asian Studies. (2012)

## Coaches Coaches

**Felix Abongo**, Assistant Coach, Men's Basketball. (2018)

**Nathan G. Alsobrook**, AB (Bowdoin College), MSc (Montana State University), Head Coach, Men's and Women's Nordic Skiing. (2007)

**Jason B. Archbell**, BA (Hampden-Sydney College), Head Coach, Men's Lacrosse. (2012)

**Madeline Buckley**, Assistant Coach, Women's Soccer. (2019)

**Brad Burnham**, BS (University of Maine at Orono), Head Coach, Men's and Women's Swimming. (2000)

**Jennifer M. Burton**, BA (University of Maine), Assistant Coach, Softball. (2004)

**Erin W. Cady**, BA (University of New Hampshire), MS (University of New Hampshire), Head Coach, Women's Volleyball. (2015)

**Matt Cochran**, Assistant Coach, Football. (2019)

**Michael F. Connolly**, Richard H. Morse Head Coach, Baseball. (1998)

**Morgan Cooper**, Assistant Coach, Men's and Women's Swimming. (2019)

**Jamie E. Dumont**, Head Coach, Men's Ice Hockey. (2011)

**Robert Eggerling**, Assistant Coach, Football. (2016)

**Jake T. Fautley**, Head Coach, Men's Rugby. (2019)

**Timothy J. Gilbride**, BA (Providence College), MPA (American International College), Head Coach, Men's Basketball and Assistant Coach, Men's Soccer. (1985)

**Liz Grote**, BS (University of Vermont), MS (University of New Hampshire), Head Coach, Women's Lacrosse. (2002)

**Paula Habel**, Assistant Coach, Women's Lacrosse. (2016)

**Trevar Haefele**, Assistant Coach, Men's Lacrosse. (2019)

**B.J. Hammer**, Head Coach, Football. (2019)

**Matthew D. Harmon**, Assistant Coach, Track and Field. (2018)

**Ry Hills**, Assistant Coach, Rowing. (2018)

**Jason D. Jensen**, Assistant Coach, Baseball. (2013)

**Leslie B. Krichko**, Assistant Coach, Nordic Skiing. (2018)

**Benjamin R. Lamanna**, Head Coach, Women's Tennis. (2019)

**Braden Layer**, Assistant Coach, Football - Offensive Coordinator. (2019)

**Kevin A. Loney**, BA (Dickinson College), Assistant Coach, Football. (2015)

**MaryBeth E. Mathews**, BS (University of Southern Maine), Head Coach, Women's Rugby. (1994)

**Kyle McAllister**, Assistant Coach, Football. (2018)

**Kelly McManus**, Assistant Coach, Women's Field Hockey. (2016)

**Jonathan Michael**, Assistant Coach, Football. (2018)

**Peter T. Mills**, AB (Bowdoin College), Assistant Coach, Men's Soccer. (2010)

**Stanley B. Moore**, Assistant Coach, Men's Ice Hockey. (2019)

**Marissa L. O'Neil**, AB (Bowdoin College), MSc (University of Massachusetts Amherst), Head Coach, Women's Ice Hockey. (2010)

**Nicola C. Pearson**, Head Coach, Women's Field Hockey and Associate Athletic Director - Senior Woman Administrator. (1996)

**Megan Phelps**, BA (Bowdoin College), MA (Regis College), Assistant Coach of Women's Basketball. (2017)

**Frank N. Pizzo**, AB (Bowdoin College), Head Coach, Sailing. (2008)

**Lara-Jane Que**, BA (University of Rhode Island), MS (Smith College), Head Coach Women's Track and Field. (2017)

**Corina R. Radtke**, Assistant Coach, Sailing. (2015)

**James Read**, Assistant Coach, Women's Rugby. (2018)

**Lynn M. Ruddy**, BS (University of Wisconsin-Oshkosh), Assistant Coach, Track and Field and Associate Director of Athletics. (1976)

**Adrienne R. Shibles**, Head Coach, Women's Basketball. (2008)

**Peter Slovenski**, AB (Dartmouth College), MA (Stanford University), Head Coach, Men's and Women's Cross Country, Director of Track & Field and Head Coach of Men's Track & Field. (1987)

**Conor D. Smith**, BA (University of Mary Washington), MA (Washington College), Head Coach, Men's Tennis. (2011)

**Brianne L. Smithson**, BA (St Mary's College of Maryland), Head Coach, Women's Soccer. (2012)

**Ian D. Squiers**, Assistant Coach, Men's and Women's Squash. (2019)

**Taylor Stevens**, Assistant Coach, Women's Volleyball. (2019)

**Ryan R. Sullivan**, AB (Middlebury College), Head Coach, Softball. (2001)

**Douglas S. Welling**, BS (Bates College), Head Coach, Men's and Women's Rowing. (2011)

**Eric T. Westerfield**, BA (Hamilton College), Assistant Coach, Football. (2013)

**Derek Whitmore**, Assistant Coach, Women's Ice Hockey. (2018)

**Scott Wiercinski**, AB (Middlebury College), Head Coach, Men's Soccer. (2013)

**Neil M. Willey**, MEd (University of Arizona), Head Coach, Strength & Conditioning. (2013)

**Theo Woodward**, Head Coach, Men's and Women's Squash. (2019)

## Instructors

**Sabrina Becker**, Teaching Fellow in German. (2019)

**Ren Bernier**, BS (University of Maine), Laboratory Instructor in Chemistry, Manager of the Bowdoin Science Center and Laboratory Safety. (1985)

**Martha B. Black**, BS (Massachusetts Institute of Technology), MSc (Massachusetts Institute of Technology), Laboratory Instructor. (2005)

**Enora J. Boivin**, Teaching Fellow in French. (2019)

**Pamela J. Bryer**, BS (Rensselaer Polytechnic Institute), MS (Rensselaer Polytechnic Institute), Laboratory Instructor / Director of Laboratories. (1980)

**Shana Stewart Deeds**, BS (Allegheny College), MS (University of Vermont), Laboratory Instructor. (2011)

**Kenneth A. Dennison**, BA (Williams College), MS (Cornell University), Laboratory Instructor in Physics/Electronics Lab Technician. (2005)

**Hanane El hidaoui**, Teaching Fellow in French. (2019)

**Aimee M. Eldridge**, Laboratory Instructor. (2011)

**Kate Farnham**, BS (University of Maine), MS (University of Maine), Laboratory Instructor. (2000)

**Cathryn Field**, BA (Connecticut College), MS (Smith College), Lab Instructor/Service Learning Coordinator. (2000)

**Anja Forche**, BS (Humboldt Universität zu Berlin), PhD (Technische Universität Berlin), Laboratory Instructor. (2009)

**Sandra B. Fussell**, BA (University of Pennsylvania), MS (University of Southern Maine), Laboratory Instructor. (2015)

**Stephen A. Hauptman**, BA (Connecticut College), MA (University of Illinois), MSc (Cornell University), Laboratory Instructor. (1991)

**Paul Howell**, BS (Rensselaer Polytechnic Institute), Laboratory Instructor. (2017)

**Kurt Luthy**, Lab Instructor. (2019)

**Paula March Miravete**, Teaching Fellow in Spanish. (2019)

**Giuliano Marmora**, Teaching Fellow in Italian. (2019)

**Colleen T. McKenna**, BA (University of Southern Maine), Laboratory Instructor. (1991)

**Paulette M. Messier**, BA (University of Maine at Presque Isle), Laboratory Instructor. (1982)

**Gary L. Miers**, BS (Lafayette College), Laboratory Instructor. (2008)

**Claudia M. Ortiz Yee**, Teaching Fellow in Spanish. (2019)

**H. R. Partridge**, BA (Oberlin College of Arts & Sciences), MSW (University of Michigan), MA (University of Michigan), MDiv (Harvard University), Senior Fellow. (2005)

**Jaret S. Reblin**, BS (Baldwin-Wallace College), MS (John Carroll University), Laboratory Instructor. (2001)

**Tina Rioux**, Lab Instructor. (2019)

**Daniel Tesfagaber**, Laboratory Instructor. (2016)

**Joanne Urquhart**, BS (State University of New York (SUNY)), MS (Dartmouth College), Laboratory Instructor. (1997)

**Elizabeth Halliday Walker**, BS (University of Maryland), PhD (Massachusetts Institute of Technology), Laboratory Instructor. (2015)

**Bethany Whalon**, Laboratory Instructor. (2016)

# OFFICERS OF GOVERNANCE

## President's Office

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**Jennifer A. Libby**, BA (New York University), Executive Assistant.

**Elizabeth D. Orlic**, AB (Colby), Vice President and Special Assistant to the President & Secretary of the College.

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**Mary Hogan Preusse**, AB (Bowdoin). Elected Trustee, 2012. Term expires 2022.

**Alison E. Rundlett**, AB (Bowdoin), JD (Boston College). Elected Trustee, 2017. Term expires 2022.

**Philip W. Schiller**, BS (Boston College). Elected Trustee, 2019. Term expires 2024.

**Joan Benoit Samuelson**, AB (Bowdoin), DA, DHL (Thomas, Williams, Lasell, Mt. Ida, New England). Elected Overseer, 1995.\* Term expires 2021.

**Andrew E. Serwer**, AB (Bowdoin), MBA (Emory), MS (Columbia). Elected Trustee, 2013. Term expires 2023.

**Diana L. Spagnuolo**, AB (Bowdoin), JD (Pennsylvania). Elected Trustee, 2018. Term expires 2023.

**James E. Staley**, AB (Bowdoin). Elected Trustee, 2007. Term expires 2022.

**John K. L. Thorndike**, AB (Bowdoin). Elected Trustee, 2011. Term expires 2021.

**Karen N. Walker**, AB (Bowdoin), JD (Harvard). Elected Trustee, 2011. Term expires 2021.

**David P. Wheeler**, AB (Bowdoin), MBA (Wharton). Elected Trustee, 2003. Term expires 2023.

**Michell S. Zuklie**, AB (Bowdoin), JD (California–Berkeley). Elected Trustee, 2018. Term expires 2023.

**Elizabeth D. Orlic**, AB (Colby). Elected Secretary of the College, 2015.

**Megan A. Hart**, BA (Middlebury), JD (Maine). Elected Assistant Secretary of the College, 2012.

## Emeriti Trustees

**The Honorable Thomas H. Allen**, AB (Bowdoin), BPh (Oxford), JD (Harvard). Elected Overseer, 1985\*; elected emeritus, 1997.

**Stewart Bainum Jr.**, AB (Pacific Union), MBA (California–Los Angeles). Elected Trustee, 2011; elected emeritus, 2015.

**Deborah Jensen Barker**, AB (Bowdoin), MBA (Harvard). Elected Trustee, 1999; elected emerita, 2019.

**Walter E. Bartlett**, AB (Bowdoin). Elected Overseer, 1990\*; elected emeritus, 2001.

**Gerald W. Blakeley Jr.**, AB (Bowdoin). Elected Overseer, 1960; elected emeritus, 1976.

**Gregory B. Bowes**, AB (Bowdoin). Elected Trustee, 2011; elected emeritus, 2016.

**Marijane L. Benner Browne**, AB (Bowdoin), JD (Harvard). Elected Overseer, 1994\*; elected emerita, 2010.

**Tracy J. Burlock**, AB (Bowdoin). Elected Overseer, 1990\*; elected emerita, 2011.

**George H. Butcher III**, AB (Bowdoin), JD (Harvard). Elected Overseer, 1985; elected emeritus, 1995.

**Geoffrey Canada**, AB (Bowdoin), EdM (Harvard), LHD (Bowdoin). Elected Overseer, 1995\*; elected emeritus, 2006.

**Michael S. Cary**, AB (Bowdoin), MAT (Brown), MAR (Yale). Elected Trustee, 2001; elected emeritus, 2010.

**William E. Chapman II**, AB (Bowdoin). Elected Trustee, 2002; elected emeritus, 2013.

**Kenneth I. Chenault**, AB (Bowdoin), JD (Harvard). Elected Overseer, 1986; elected emeritus, 1993.

**Gerald C. Chertavian**, AB (Bowdoin), MBA (Harvard). Elected Trustee, 2002; elected emeritus, 2012.

**The Honorable David M. Cohen**, AB (Bowdoin), LLB (Boston College). Elected Overseer, 1994\*; elected emeritus 2005.

**Norman P. Cohen**, AB (Bowdoin), JD (Harvard), LLD (Bowdoin). Elected Overseer, 1977; elected emeritus, 1989.

**The Honorable William S. Cohen**, AB (Bowdoin), LLB (Boston University), LLD (St. Joseph, Maine, Western New England, Bowdoin, Nasson). Elected Overseer, 1973; elected emeritus, 1985.

**Philip R. Cowen**, BS, MBA (New York University). Elected Overseer, 1993\*; elected emeritus 2004.

**J. Taylor Crandall**, AB (Bowdoin). Elected Overseer, 1991\*; elected emeritus, 1997.

**Michael M. Crow**, BA (Iowa State), PhD (Syracuse). Elected Trustee, 2001; elected emeritus, 2006.

**Peter F. Drake**, AB (Bowdoin), PhD (Bryn Mawr). Elected Overseer, 1992\*; elected emeritus, 2003.

**Stanley F. Druckenmiller**, AB (Bowdoin), LHD (Bowdoin). Elected Overseer, 1991\*; elected emeritus, 2002.

**Robert H. Edwards**, AB (Princeton), AB, AM (Cambridge), LLB (Harvard), LHD (Bowdoin, Carleton). President of the College Emeritus, 2001.

**William F. Farley**, AB (Bowdoin), JD (Boston College), LLD (Bowdoin). Elected Overseer, 1980; elected emeritus, 1992.

**Wanda E. Fleming**, AB (Bowdoin), MA (Harvard). Elected Trustee, 1999; elected emerita, 2004.

**Marc B. Garnick**, AB (Bowdoin), MD (Pennsylvania). Elected Trustee, 1996; elected emeritus, 2011.

**Albert E. Gibbons Jr.**, AB (Bowdoin). Elected Overseer, 1973; elected emeritus, 1985.

**John A. Gibbons Jr.**, AB (Bowdoin), MBA (New York University). Elected Trustee, 2002; elected emeritus, 2017.

**Donald A. Goldsmith**, AB (Bowdoin), LLB (Columbia). Elected Trustee, 2012; elected emeritus, 2018.

**Jonathan S. Green**, AB (Bowdoin), MBA (California). Elected Overseer, 1975; elected emeritus, 1987.

**Gordon F. Grimes**, AB (Bowdoin), BA (Cambridge), JD (Boston). Elected Overseer, 1986\*; elected emeritus, 1998.

**Alvin D. Hall**, AB (Bowdoin), MA (North Carolina–Chapel Hill). Elected Trustee, 2001; elected emeritus, 2011.

**Laurie A. Hawkes**, AB (Bowdoin), MBA (Cornell). Elected Overseer, 1986; elected Trustee, 1995; elected emerita, 2008.

**Peter F. Hayes**, AB (Bowdoin), BA, MA (Oxford), AM, MPhil, PhD (Yale). Elected Overseer, 1969; elected emeritus, 1983.

**Caroline L. Herter**, LHD (Bowdoin). Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 1996.

**Regina E. Herzlinger**, BS (Massachusetts Institute of Technology), DBA (Harvard). Elected Overseer, 1983; elected emerita, 1989.

**The Reverend Judith L. Hoehler**, AB (Douglass), MDiv (Harvard), STD (Starr King School for the Ministry). Elected Overseer, 1980; elected emerita, 1992.

**Karen T. Hughes**, BA (Wells). Elected Trustee, 2006; elected emerita, 2011.

**Dennis J. Hutchinson**, AB (Bowdoin), MA (Oxford), LLM (Texas–Austin). Elected Overseer, 1975; elected Trustee, 1987; elected emeritus, 2013.

**William S. Janes**, AB (Bowdoin). Elected Trustee, 1997; elected emeritus, 2012.

**Lewis W. Kresch**, AB (Bowdoin), MBA (Harvard). Elected Overseer, 1970; elected emeritus, 1983.

**Donald R. Kurtz**, AB (Bowdoin), MBA (Columbia). Elected Overseer, 1984; elected emeritus, 1996; elected Trustee, 1997; elected emeritus, 2004.

**Samuel A. Ladd III**, AB (Bowdoin). Elected Overseer, 1991\*; elected emeritus, 2002.

**Michael P. Lazarus**, BS, CPA (Grove City). Elected Trustee, 2007; elected emeritus, 2012.

**G. Calvin Mackenzie**, AB (Bowdoin), AM (Tufts), PhD (Harvard). Elected Overseer, 1986\*; elected emeritus, 1998.

**Nancy Bellhouse May**, AB (Bowdoin), JD (Columbia). Elected Trustee, 1996; elected emerita, 2006.

**Lisa A. McElaney**, AB (Bowdoin), MFA (Columbia). Elected Trustee, 2001; elected emerita, 2011.

**Cynthia G. McFadden**, AB (Bowdoin), LLB (Columbia), JD (Columbia). Elected Overseer, 1986; elected emerita, 1995.

**Robert H. Millar**, AB (Bowdoin), BDiv (Yale). Elected secretary, 1991; elected secretary emeritus, 2001.

**Barry Mills**, AB (Bowdoin), PhD (Syracuse), JD (Columbia). Elected Overseer, 1994\*. Elected President of the College, 2001; President of the College Emeritus, 2015.

**Henry T. A. Moniz**, AB (Bowdoin), JD (Pennsylvania). Elected Trustee, 2006; elected emeritus, 2019.

**Richard A. Morrell**, AB (Bowdoin). Elected Overseer, 1979; elected Trustee, 1989; elected emeritus, 2002.

**Norman C. Nicholson Jr.**, AB (Bowdoin). Elected Overseer, 1979; elected emeritus, 1991.

**Tamara A. Nikuradse**, AB (Bowdoin), MBA (Harvard), MEd (Lesley). Elected Trustee, 2004; elected emerita, 2014.

**John S. Osterweis**, AB (Bowdoin), MBA (Stanford). Elected Trustee, 2004; elected emeritus, 2011.

**Michael H. Owens**, AB (Bowdoin), MD, MPH (Yale). Elected Overseer, 1988\*; elected emeritus, 2005.

**Kathleen Kimiko Phillips-Lohrmann**, AB (Bowdoin), MBA (Pennsylvania). Elected Trustee, 2011; elected emerita, 2019.

**Abigail Marr Psyhogeos**, AB (Bowdoin). Elected Trustee, 2008; elected emerita, 2012.

**Hollis S. Rafkin-Sax**, AB (Bowdoin). Elected Overseer, 1988\*; elected emerita, 2000.

**Edgar N. Reed**, AB (Bowdoin), MBA (Columbia). Elected Overseer, 1995\*; elected emeritus, 2006.

**Peter D. Relic**, AB (Bowdoin), MA (Case Western Reserve), EdD (Harvard), LittD (Belmont Abbey). Elected Overseer, 1987\*; elected emeritus, 1999.

**Linda Horvitz Roth**, AB (Bowdoin), MA (North Carolina). Elected Overseer, 1992\*; elected emerita, 2018.

**David J. Roux**, AB, MBA (Harvard), MPhil (Cambridge). Elected Trustee, 2012; elected emeritus, 2019.

**Lee D. Rowe**, AB (Bowdoin), MA (Pennsylvania). Elected Trustee, 1996; elected emeritus, 2006.

**Geoffrey Clafin Rusack**, AB (Bowdoin), JD (Pepperdine). Elected Trustee, 2003; elected emeritus, 2016.

**H. Allen Ryan**, AB (Bowdoin), JD (Pepperdine). Elected Trustee, 2003; elected emeritus, 2016.

**Alden H. Sawyer Jr.**, AB (Bowdoin), MBA (Michigan). Elected Overseer, 1976; elected emeritus, 1985.

**Steven M. Schwartz**, AB (Bowdoin), MFA (Columbia). Elected Trustee, 1999; elected emeritus, 2007.

**Jill A. Shaw-Ruddock**, AB (Bowdoin). Elected Overseer, 1994\*; elected emerita, 2000.

**D. Ellen Shuman**, AB (Bowdoin), MPPM (Yale). Elected Overseer, 1992\*; elected emerita, 2013.

**Peter M. Small**, AB (Bowdoin). Elected Overseer, 1988; elected emeritus, 2015.

**Mary Tydings Smith**, AB (Bowdoin). Elected Trustee, 2013; elected emerita, 2018.

**John I. Snow**, AB (Bowdoin), MBA (Wharton). Elected Overseer, 1986; elected emeritus, 1992.

**Donald B. Snyder Jr.**, AB (Bowdoin). Elected Overseer, 1992\*; elected emeritus, 2003.

**Anne Wohlman Springer**, AB (Bowdoin). Elected Secretary of the Board of Overseers, 1995; elected Assistant Secretary of the Trustees, 1996. Elected Secretary, 2001; elected secretary emerita, 2009.

**Terry D. Stenberg**, AB (Bowdoin), EdM (Boston University), PhD (Minnesota). Elected Overseer, 1983; elected emeritus, 1993.



**Sheldon M. Stone**, AB (Bowdoin), MBA (Columbia). Elected Trustee, 2001; elected emeritus, 2016.

**Richard H. Stowe**, BSEE (Rensselaer), MBA (Harvard). Elected Trustee, 1998; elected emeritus, 2008.

**John J. Studzinski**, AB (Bowdoin), MBA (Chicago). Elected Trustee, 1998; elected emeritus, 2016.

**Deborah J. Swiss**, AB (Bowdoin), EdM, EdD (Harvard). Elected Overseer, 1983; elected emerita, 1995.

**David R. Treadwell**, AB (Bowdoin), MBA (Harvard). Elected Assistant Secretary, 2001; elected assistant secretary emeritus, 2011.

**Raymond S. Troubh**, AB (Bowdoin), LLB (Yale), LLD (Bowdoin). Elected Overseer, 1978; elected emeritus, 1990.

**Mary Tydings Smith**, AB (Bowdoin). Elected Trustee, 2013; elected emerita, 2018.

**William D. Verrill**, AB (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

**Mary Ann Villari**, AB (Bowdoin), JD (Boston University). Elected Overseer, 1987\*; elected emerita, 1999.

**Leslie Walker**, AB (Bowdoin). Elected Overseer, 1995; elected emerita, 2001.

**David E. Warren**, AB (Bowdoin), JD (Columbia). Elected Overseer, 1988\*; elected emeritus, 2005.

**Curtis Webber II**, AB (Bowdoin), LLB (Harvard). Elected Secretary, 1983; elected emeritus, 1986.

**Peter B. Webster**, AB (Bowdoin), LLB (Cornell). Elected College Counsel, 1969; elected college counsel emeritus, 2008.

**Russell B. Wight Jr.**, AB (Bowdoin). Elected Overseer, 1987; elected emeritus, 1996.

**Barry N. Wish**, AB, LHD (Bowdoin). Elected Overseer, 1989; elected Trustee, 1994; elected emeritus, 2005.

**Elizabeth C. Woodcock**, AB (Bowdoin), AM (Stanford), JD (Maine). Elected Overseer, 1985\*; elected emerita, 1997.

**The Honorable John A. Woodcock Jr.**, AB (Bowdoin), MA (University of London), JD (Maine). Elected Trustee, 1996; elected emeritus, 2006.

\* Prior to 1996, Bowdoin had a bicameral governance structure. Overseers were elected for a six-year term, renewable once; Trustees were elected for an eight-year term, also renewable once. In June of 1996, the governance structure became unicameral. All board members became Trustees, eligible to serve the remainder of their current term. Trustees elected or re-elected in 1996 and thereafter serve five-year terms without a predetermined limit to the number of terms individuals may serve.

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