

# 2012-13 Hamilton College Catalogue

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# Departments and Programs

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## Courses of Instruction

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

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

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

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

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

Courses with bracketed numbers will not be offered during 2012-13. In most cases, the description indicates the next date the course will be offered.

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

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

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

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

# Africana Studies

## Faculty

Shelley P. Haley (Classics), *Chair* (S)

Donald M. Carter

Angel David Nieves, *Acting Chair Spring*

Nigel Westmaas

The Africana Studies Department focuses on the historical transformation of African peoples as they spread throughout the Atlantic World and beyond. Central to the department is the exploration of the experiences of African peoples with subjugation and liberation as well as their struggle for self-determination and self-expression.

A concentration in Africana Studies consists of 11 courses: 220, 221 (or History 141 for the Classes of 2010, 2011 and 2012), 301, 381 or 382, one course focusing on gender and sexuality at the 200 or 300-level, one 400-level seminar, 549 (beginning with the Class of 2013), 550 and three approved electives. Only one 100-level course will be accepted and the other two electives must be at or above the 200 level. Concentrators are encouraged to have a basic working knowledge of an appropriate language other than English. The program will accept study abroad and/or coursework in overseas programs toward the concentration with the approval of the program chair. Before electing a concentration in Africana studies, students must meet with the chair to design a program of study, planning in advance so that they will be able to complete prerequisites for courses counting toward the concentration.

The Senior Program in Africana Studies is an interdisciplinary, year-long project culminating in a thesis, performance or exhibition. The Department must approve the project in the fall of the student's senior year. Any member of the Department may supervise the Senior Project. Students who have an average of 3.3 (88) or higher in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the chair.

A minor in Africana Studies must include 220, 221, 381 or 382, one 400-level seminar and one elective.

The following courses may be used by concentrators and minors to fulfill their core and elective requirements. Certain variable topics elective courses from other disciplines not listed may be substituted with permission of the chair. Please consult the appropriate departments and programs for full descriptions of courses, requirements and prerequisites.

### **100F Introduction to Digital Humanities.**

This writing intensive course offers students an introduction to the concepts, tools, and methods of digital humanities through readings and various projects. Examining the impact of computing and technology on society in the US and abroad, course topics will include: social and cultural implications of computing; social networking; thinking with/about computers; gaming; virtual/3D worlds; strategies for online research; building websites and evaluating electronic resources. (Writing-intensive.) (Same as Cinema and New Media Studies 100.) Maximum enrollment, 20. Nieves & Simons.

### **101F,S Introduction to Africana Studies.**

Examines the nature, methods and development of black/Africana studies. A comparative and interdisciplinary introduction to the study of African and diaspora cultures and history. Emphasis will be on an exploration of some of the key texts and issues. Endsley, Westmaas(Fall), Merrill (Spring).

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

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

An interdisciplinary study exploring the influence of environment, water resources, climate change and bedrock geology of North Africa and the Middle East on prehistory, history, international relations and prospects for the future. Special emphasis on developing GIS skills. (Quantitative and Symbolic Reasoning.) (Proseminar.) Three two-hour class sessions per week. Required field trip to the Adirondack region. Not open to students who have taken any other course in Principles of Geoscience. (Same as Geosciences 103.) Maximum enrollment, 16. Tewksbury.

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

### **108F Performing Blackness.**

This class will focus on the revolutionary work of performance artists in the Diaspora and the ways in which they use the arts as a form of political dissent, dissidence, celebration, and social change. As such, we will look at the historic interrelationship between identity, social change, and the performance arts. We will consider performance artists' creative powers as consumers, producers, critics, supporters, objects, and subjects of "art" as expressed in selected examples of contemporary visual art, theatre, music, film, spoken word poetry, and other texts. (Writing-intensive.) Maximum enrollment, 20. Endsley, CL.

### **[120] Introduction to Afro-Latina/o History and Cultures.**

Examines Afro-Latino culture and history, developing a broad historical overview while focusing on the continuing demographic changes of the present generation in and across the Americas. A focus on important historical and cultural links between African

Americans and Latinos of African descent. Exposure to a variety of historical, literary and artistic sources, and the perspectives of important scholars and theorists, will permit students a critical introduction to the works and ideas that have formed the core of the growing field in Afro-Latino/a studies. (Writing-intensive.) Maximum enrollment, 20.

**[135] Race, Jazz, Eugenic and Hip-hop: Black German Diaspora revisited.**

Though people of African descent have lived in Germany for more than a century, their existence has largely been overlooked. Yet their history has much to tell us about the construction of race and racial politics in German identity as well as the vagaries of the African Diaspora in Europe. Goals are to assess various meanings and narrations of blackness and black Diaspora, particularly as they interact with other aspects of identity such as class, gender and sexuality. Taught in English. (Same as German Studies 135.)

**[140F] Understanding Caribbean Carnival.**

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

**160F History of Jazz.**

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

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

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

**[203] African-American History to 1865.**

A survey of the social, political and economic history of African-Americans from the 1600s to the Civil War. Focuses on slavery and resistance, racism, the family, women and cultural contributions. (Same as History 203.)

**[204] African-American History from 1865 to the Present.**

The experiences of the African-American community from Reconstruction, through Industrialization and Northern Migration, the Harlem Renaissance and Pan Africanism, to the World Wars and the Civil Rights Movement. Analysis of the construction of "race" in each period and the diversity of the black experience in America. (Same as History 204.)

**214S The Politics of Difference.**

Emergence of "race" and "culture" as terms and associated concepts from history of colonial relations and in 20th century anthropological thought. History and development of interrelation among terms and concepts with attention to historical and cross-cultural contexts, including space, class and gender, cultural racism in contemporary Europe, diversity and multiculturalism in contemporary U.S., and additional cases elsewhere in the world. Prerequisite, one course in anthropology. (Same as Anthropology 214.) Vasantkumar.

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

[Fall 2008 01](#) (Vasantkumar C)

**218S Politics of Africa.**

Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of both multi-party democracy and state collapse across the continent. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment. Prerequisite, 112, 114 or Africana Studies 101. (Same as Government 218.) Orvis.

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

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

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

**[220F] Imagining Africa.**

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

**221F Africa in Diaspora.**

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

and been shaped by the historical developments of the past seven centuries. H Merrill.

**222F Race, Gender and Culture.**

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

**223S Black Female Voices: Writing Women of Color in the African Diaspora.**

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

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

Examines the centrality of space and gender in the taken for granted ways we think about the world and its organization. How does gender intersect with class, race and other power relations embedded in the places where we live our daily lives? Explores how men and women come to occupy different places in the world – literally and figuratively – or occupy the same places in different ways. Case studies focus on the spatial scales of the body, home, public spaces, the workplace, borders, diasporic and spaces of migration, and the nation and state across the African Diaspora. Heather Merrill.

**230F Black Internationalism: The Making of Black Political Culture.**

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

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

**233F Geographies of Race and Gender.**

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

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

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

**242S The Black Self: Identity and Consciousness.**

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

**259S Studies in Jazz.**

A study of the life, times and music of selected jazz musicians from 1950 to the present. Emphasis on the range of jazz styles from that era including funky, fusion and free jazz. Prerequisite, 160 or consent of instructor. Next offered 2012-13. (Same as Music 259.) Woods.

**[262] African-American Popular Music.**

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

**[268S] Race, War and Society in United States History.**

An examination of the relationship between war and racial ideologies in the development of American social relations from the colonial period to the present. Specifically focuses on how issues of race have been central to the ways in which war has been conceptualized and waged both within the United States and beyond. Explores how the social, cultural, regional evolution of the United States is intimately connected to the encounters of various racial-ethnic groups with violence emerging in the context of periods of warfare. (Same as History 268.)

**301S Knowledge and Method in Global African Studies.**

The methods of scholars differ from the creative processes of artists, but the knowledge they produce provides disciplinary takes on the same reality. Students in this seminar will read and examine exemplary works of scholarship, art, literature, music and film, and focus on the method and/or process by which these works are made. The seminar will also use these works to unravel the nuts

and bolts of scholarly writing, citing sources, internal citations and organization. Students will then produce their own writing using at least three of the methods/approaches discussed in the class. (Writing-intensive.) Prerequisite, 220, 221 or consent of instructor. Maximum enrollment, 12. Endsley.

**[303S] Black Popular Culture.**

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

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

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

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

Designed for students to develop a richer understanding of Pan-Africanism in the 21st century. A focus on Pan-Africanism as a philosophy, social movement and cultural phenomenon, specifically focusing on the impact of the movement and the thrust for dignity by African peoples globally. Within Pan-Africanism itself the course will seek to redefine critical aspects of Pan-Africanism in light of interventions by African feminists to end the silences relating to patriarchy and gender oppression. (Writing-intensive.) Maximum enrollment, 20.

**[308F] Reclaiming an Ancient African Past.**

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

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

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

**321F Haiti and the Caribbean.**

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

**[328S] Gender, Race and Immigration in a Global World.**

Examines the cultural and geographical consequences of the rise of free markets since the 1970s, focusing on immigration and the place of women, ethnic and religious minorities in contemporary Europe. Uses case studies, films, novels and theoretical reflections to explore how global restructuring processes affect movements of populations, gender relations, and national, ethnic, gendered and racialized identities. Emphasizes the African Diaspora, popular ideas of blackness and racial identity, racelessness and the intensification of intolerance and racism in Europe. Prerequisite, one course in women's studies or consent of instructor. (Same as Anthropology 328 and Women's Studies 328.) Maximum enrollment, 12.

**340S Race and American Democracy.**

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

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

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

**[372] Unraveling Cleopatra.**

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

Classics 372.) Maximum enrollment, 20.

**[374] Ancient Egypt.**

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

**381F Freedom: Topic: Race, Carnival & Sports.**

This is a broad, interdisciplinary examination of race, Carnival expressions in the Caribbean and the Americas and global Black sports in comparative perspective. (Writing-intensive.) Prerequisite, 220, 221 or consent of instructor. Maximum enrollment, 20. Westmaas.

**382S Global African Social Movements.**

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

**[389F] Seminar: African-American Intellectual History.**

Examination of the black intellectual tradition in African-American history, from its 18th-century roots to its presence in contemporary American life. Critically engages the various strategies African-American intellectuals have employed to address the condition of people of African descent in the United States. Explores how the black intellectual has been defined throughout African-American history, how such definitions have been legitimated and the place of class, gender and location in the legacy of African-American intellectual thought. (Writing-intensive.) Prerequisite, one 200-level American history course. (Same as History 389.) Maximum enrollment, 12.

**[405S] Seminar: Black Feminist Thought.**

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

**435F Seminar in Urban Worlds.**

An important part of the black experience in the Americas has been shaped by and unfolded in complex black urban worlds. As a symbol of an imagined black experience the notion of the ghetto often serves as a flashpoint in popular culture, policy debates and social memory. This course explores the idea of the isolated inner city community or ghetto in history as well as the great creativity, challenges and triumphs of black urban life. Prerequisite, 220, 221 or 381. Maximum enrollment, 12. D Carter.

**495S Topic: Black Diaspora.**

Explores the multiple Diasporas created in the course of the expansion of the world capitalist economy – a process that produced slavery and had a transformative effect on world history. Examines the multiple "diasporas" that resulted from this engagement of Europe and the continent of Africa and the consequent dispersal of people that continued with modern colonialism and imperialism. Open to juniors and seniors only. Concentrators and minors given priority. Maximum enrollment, 12. D Carter.

**549F Senior Seminar in Africana Studies.**

Critical evaluation of selected topics in the field of Africana Studies. Culminates in written presentation of a detailed thesis/project proposal. Maximum enrollment, 20. Merrill, H.

**550S Senior Program.**

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



# American Studies

## Program Committee

Catherine G. Kodat, *Director* (English)

Lydia R. Hamessley (Music)

Angel David Nieves (Africana Studies)

Steven Yao (English)

Yvonne Zylan (F,S)(Sociology)

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

The American Studies Program offers students an opportunity to study American culture from a variety of perspectives and through the methodologies of different intellectual disciplines. Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American Studies introductory course (201) and the Senior Seminar (420).

Students work closely with faculty members in developing a plan of study that brings at least two disciplinary perspectives to bear on major issues in American culture. Required courses include 201, usually taken in the fall of the sophomore year; 420, taken in the spring of the junior or senior year; two courses in American literature; and two courses in American history, chosen in consultation with the program director. Of the remaining four elective courses, at least two must be at the 300-level or higher. The departments and programs in Africana Studies, Anthropology, Art History, Cinema and New Media Studies, Communication, Economics, English and Creative Writing, Environmental Studies, Government, Hispanic Studies, History, Music, Philosophy, Religious Studies, Sociology, Theatre and Women's Studies all offer courses on issues pertinent to American Studies.

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

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

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

## [106F] Myths of Native America.

For Native Americans, myths are important not just as sacred narratives tied to indigenous customs, but also as manipulative tales outsiders have used to control Native peoples. Students examine latent stereotypes and manifest lies about the Native cultures and peoples of the Americas, the devotional ideologies they represent, the political roles they play and indigenous responses they inspire. The course engages indigenous politics in North, Middle and South America through an unorthodox study of history, religion, science and popular culture. (Same as Religious Studies 106.)

## 125S Introduction to History and Theory of New Media.

What makes new media “new”? How do new media compare with, transform, or incorporate earlier media? This course examines the production, circulation, and reception of visual and sonic media, with emphasis on how consumers and artists shape the uses and values of media. We will cover key issues raised by new media through close study of critical essays and creative texts. Examples of old and new media include the phonograph, radio, film, turntable, social networks, fantasy sports and gaming, podcast, MP3, AutoTune, hypertext literature, and digital poetry. Open to 1st years and sophomores only. (Same as Cinema and New Media Studies 125.) Maximum enrollment, 20. Alessandro Porco.

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

## 201F Introduction to American Studies.

An interdisciplinary introduction to culture and society in the United States, from the colonial era through the 21st century, as revealed in literary, cinematic and historical texts. (Writing-intensive.) Prerequisite, a 100-level course in American Studies, English or History. Not open to seniors. Maximum enrollment, 20. Nieves.

[Fall 2011 01](#) (Kodat C)

## [202] Introduction to Asian-American Studies.

An introduction to Asian-American studies, an interdisciplinary field of inquiry that deals with the history, experiences and cultural production of Americans of Chinese, Japanese, Korean, South Asian, Filipino and Southeast Asian ancestry. Topics addressed include the history of Asian immigration to the United States; popular and self-representation of Asians in various cultural media; questions of race and ethnicity; and the category of gender as it is inflected along racial and class lines. Counts

toward the concentrations in American studies or Asian studies. Not open to seniors. Maximum enrollment, 16.

**[205F] Video Game Nation.**

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

**245S Music in American Film.**

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

**310S Media Form and Theory.**

Investigates the impact of mass media on American society in order to more clearly understand the problems of living in a world dominated by media technology. Examines relationships between various components of the media process, focusing on how media alters our understanding of politics, persons and communities. Prerequisite, one course in communication, government or sociology. (Same as Communication 310.) Phelan.

**[325S] Media Theory and Visual Culture.**

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

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

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

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

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

**[350S] Gender and Cyberculture.**

This course explores critical approaches to media through the intersection of gender and the technological imaginary. We will study how the production, use, and circulation of digital media affect notions of representation, identity, the body, and consciousness. Students will engage in close visual and textual analysis of the ways writers, artists, and theorists have conceived these issues. (Same as Cinema and New Media Studies 350.) Maximum enrollment, 20.

**380S Ut Pictura Poesis: Contemporary Graphic Narrative.**

Study of the graphic narrative as a hybrid literary medium particularly conducive to memoir and social commentary. Readings in the history of comics and in theories of life writing will accompany close analysis of texts by artist/authors such as Lynda Barry, Alison Bechdel, Daniel Clowes, Harvey Pekar, Joe Sacco, Art Spiegelman and Chris Ware. Prerequisite, one 200-level course in literature, American studies, art, art history or history. (Same as English and Creative Writing 380.) Kodat.

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

**[420] Seminar in American Studies: American Folk Revivals.**

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

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

**550F,S Honors Thesis.**

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

# Anthropology

## Faculty

Bonnie Urciuoli, *Chair*  
Charlotte Beck  
George T. Jones  
Haeng-ja Sachiko Chung  
Nathan B. Goodale  
Chaise LaDousa  
Chris Vasantkumar (F)

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

## CULTURAL ANTHROPOLOGY

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

## ARCHAEOLOGY

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

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

## Courses in Anthropology

### **113F,S Cultural Anthropology.**

Cross-cultural approaches to the study of social structure, polity, economic behavior and belief systems. Anthropological methods of analysis of nonliterate, peasant and complex contemporary societies. Not open to seniors or to students who have taken 114 or 115. Vasantkumar (Fall) Chung (Spring).

### **114F Introduction to Cultural Anthropology: From Fieldwork to Ethnography.**

Introduces crucial ideas in cultural anthropology such as space, time, race, language, relations, identity, body, gender, food, sexuality and/or fashion. Examines various cultures by simultaneously scrutinizing your own and using it as your comparative reference point. (Proseminar.) Not open to juniors, seniors or to students who have taken 113 or 115. Maximum enrollment, 16. Chung.

### **[115S] Introduction to Cultural Anthropology: Controversies in Cultural Anthropology.**

The history and contemporary practice of cultural anthropology as seen through the emergence, development and (sometimes) resolution of key controversies. Examples drawn from diverse geographical areas and temporal areas include: amateur vs. professional fieldwork, scientific vs. interpretive approaches, study of race, Mead/Freeman debate over nature and nurture and other controversies. (Proseminar.) Not open to seniors, juniors or to students who have taken 113 or 114. Maximum enrollment, 16.

### **126F Language and Sociolinguistics.**

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

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

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

### **127S Introduction to Linguistic Anthropology.**

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

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

### **[201F] Linguistic Theory: A Brief History.**

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

### **205S Topics in Japanese Linguistics.**

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

### **207S J Pop! Japanese Popular Culture(s).**

What is "Japanese culture?" Pays special attention to contemporary pop cultures in Japan. Investigates celebrity, music, theatre, anime (Japanese animation) and/or manga (Japanese graphic novels and comics) that are created and consumed in Japan and beyond. Draws comparisons with other cultures and contextualizes various cultural phenomena theoretically. Prerequisite, one course in anthropology or Asian studies. Chung.

### **214S The Politics of Difference.**

Emergence of "race" and "culture" as terms and associated concepts from history of colonial relations and in 20th century anthropological thought. History and development of interrelation among terms and concepts with attention to historical and cross-cultural contexts, including space, class and gender, cultural racism in contemporary Europe, diversity and multiculturalism in contemporary U.S., and additional cases elsewhere in the world. Prerequisite, one course in anthropology. (Same as Africana Studies 214.) Vasantkumar.

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

[Fall 2008 01](#) (Vasantkumar C)

### **219/319F Pragmatics and Language Acquisition.**

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

### **[222S] Cultures in Japan and Beyond.**

Explores implications of plural "cultures." Cultural practices often transform over time, and people may bring cultural habits to new places, negotiate with cultural conditions of new locales, and create hybrid cultures. By deconstructing singular notions of "Japanese culture" and "Japan as a nation-state," we investigate the plural cultures that exist both within Japan and that emerge from interactions with other countries and peoples in the world. We also critically and theoretically analyze a concept central to Anthropology: "cultures." Prerequisite, One course in Anthropology or Asian Studies 180 or consent of instructor.

### **223S Cursing and Taboo Language.**

Cussing and cursing are tools of boundary-making, play, performance, power, protest, and alarm. This course analyzes taboo language ranging from profane slurs, duels, and slip-ups, to the insidious mocking of language itself. Students do ethnographic fieldwork to test social rules and theories, while writing unconventional essays about cultural values, linguistic histories and psycho-social processes shaping "bad language." (Writing-intensive.) (Same as Religious Studies 223.) Maximum enrollment, 20. Fox Tree.

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

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

### **127/227F Resistance and Rebirth in Mesoamerica.**

Explores the transformation of the Native cultures from the contact period to the present, introducing students to Mesoamerica and tracing the historical development of political systems, religious movements and social doctrines. Students will examine case studies of Indigenous resistance to colonialism and neocolonialism, from indigenous accommodation of Christianity, to the rise of modern pan-Indigenous activism. (Oral Presentations.) (Same as Religious Studies 127/227.) Fox Tree.

**229S Blood and Submission in Native America.**

Explores the relationship of conquest and empire in Native American religions. Deals primarily with mythology and cultural history of pre-contact and early colonial Mesoamerica, interpreting precolumbian art, indigenous texts, and indigenous and western historiography. Topics include ancient iconography and writing systems; representation and use of mythology; political organization; religious violence; war and conquest; early Christian missionary activities; & initial Native responses. Spanish speakers are encouraged to enroll. Counts toward Latin American Studies. Prerequisite, Not open to students who have taken Religious Studies 113. (Same as Art History 229 and Religious Studies 229.) Fox Tree.

**[231S] Societies of the Middle East.**

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

**[232F] Comparative Ethnographic Study of Asia.**

Explores similarities and differences within Asia through ethnographic research in such countries as Japan and Korea. Examines effects of sexuality, gender, class, citizenship and ethnicity on people's daily lives; impact of post-colonialism and post-cold war social orders on human relationships; influence of hegemonic apparatuses on people to "perform" certain roles versus people's capacity to maintain their integrities. Prerequisite, one course in anthropology or Asian Studies 180.

**248S Deconstructing China.**

What does it mean to be Chinese? Examines Chineseness across a range of issues (language, territory, ethnicity/nationality, culture) and contexts (legacies of imperial period, ethnic diversity in People's Republic of China, overseas Chinese populations in SE Asia, contemporary popular culture in Hong Kong and Taiwan). Central question: Is there a shared element of "Chineseness" across regional, linguistic, international, historical differences? Prerequisite, one course in anthropology, History/Asian Studies 180 or consent of instructor. Vasantkumar.

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

[Fall 2008 01](#) (Vasantkumar C)

**[249S] China and Tibet.**

Approaches the contentious relationship of China and Tibet from historical and anthropological perspectives. Explores claims made by both sides with attention to uses and limits of such concepts as nation-state, empire and diaspora; focuses on how contemporary debates about Tibet are linked in crucial ways to politics of ethnicity and nation in the PRC; undertakes an exploration of constructions of Chineseness emergent in late 19th century; traces the links between Qing imperial expansion and today's PRC as a "unified, multi-ethnic state." Prerequisite, one course in anthropology, History/Asian Studies 180 or consent of instructor.

**[255] The Languages of East Asia.**

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

**257F Language, Gender and Sexuality.**

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

**264F Ethnography of Literacy and Visual Language.**

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

**268F Japan Inc: Hierarchy, Power and Resistance.**

Explores Japanese domestic and transnational corporations through close reading of ethnographies. Why do companies, workers, commodities, even customers cross regional and national boundaries? How do laws and states affect one's economic, psychological and cultural life? Pays special attention to the personal experiences of employees, employers and business partners in behind-the-scenes places, such as locker rooms, cafeterias and outside office spaces. Comparative analysis with the U.S. encouraged; considerations of multiple variables, including gender, race/ethnicity and class, required. Prerequisite, one course in anthropology, Asian Studies 180 or consent of instructor. Chung.

**270S The Ethnography of Communication.**

Theory and analysis of communication and meaning in social and cultural context. (Writing-intensive.) Prerequisite, 113, 114, 115,

126, 127 or 201, or consent of instructor. Maximum enrollment, 20. LaDousa.

### **302S Seminar in Linguistic Semiotics.**

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

[Spring 2007.01](#) (Urciuoli B)

### **311F Youth and Cultural Reproduction.**

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

### **318S Anthropology of Education.**

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

### **[319S] Seminar: The Anthropology of the Incredible: Science, Technology and the Limits of the Human.**

Examination of how advances in scientific knowledge and technological innovation have reshaped common understandings of what it means to be human, and affected ideas of the boundaries between human and nonhuman realities. Attention to classic texts on the study of scientific practice combined with focus on recent work in Science Technology and Society (STS) and provocative case studies (including but not limited to, ufos and exobiology, kinship and the new genetics, surgical interventions and trans-bodies, artificial life and nonhuman agency, and cyborgs, monsters and companion species). Prerequisite, Two courses in anthropology or consent of instructor. Maximum enrollment, 12.

### **[320] "The Village" in South Asia.**

Traverses early and more recent anthropological approaches to rural village social structure, including dimensions of hierarchy, gender, religion, communication, and economy, and explores the disposition of recent ethnographic work in South Asia to work on the village. Prerequisite, One course in Anthropology or consent of instructor.

### **[323] Verbal Art and Performance.**

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

### **[324S] Seminar: Performance in Everyday Life.**

Performance emerges in forms ranging from spectacle (film, theatre, carnival, theme park, concert) to daily routine (roles of child, student, friend) to more secretive performance of e.g. racial passing and closeted sexual orientation. Forms of performance thus challenge assumed spatial boundary between front stage and back stage. Analyses of various performance patterns, with implications both explicit and subtle, and with attention to the intersection of ethnicity, gender, class, and citizenship. Prerequisite, One course in anthropology, or consent of instructor. Maximum enrollment, 12.

### **327S Money, Money, Money: Anthropological Approaches to Exchange, Equivalence and Economy.**

We all know what money is. But do we know how it works? Focus on the origins, uses and limits of money to draw broader conclusions about systems of exchange, equivalence and finance. Examples from classic and contemporary texts on African, Melanesian, Soviet, and EuroAmerican contexts. Prerequisite, Anthropology 113, 114, 115, 126, 127 or consent of instructor. Vasantkumar.

### **[328S] Gender, Race and Immigration in a Global World.**

Examines the cultural and geographical consequences of the rise of free markets since the 1970s, focusing on immigration and the place of women, ethnic and religious minorities in contemporary Europe. Uses case studies, films, novels and theoretical reflections to explore how global restructuring processes affect movements of populations, gender relations, and national, ethnic, gendered and racialized identities. Emphasizes the African Diaspora, popular ideas of blackness and racial identity, racelessness and the intensification of intolerance and racism in Europe. Prerequisite, one course in women's studies or consent of instructor. (Same as Women's Studies 328 and Africana Studies 328.) Maximum enrollment, 12.

### **331F Seminar: Sex Work and Emotional Labor.**

Introduces the theoretical notions "sex work" and "emotional labor" (managing emotion of self and others), examines lives of sex workers and emotional laborers in depth, and investigates intersections of sex work and emotional labor, using case studies in Asia, America and elsewhere. Emphasizes critical analyses of the historical, structural and social contexts in which workers are situated,

paying special attention to race/ethnicity, gender and class. Seminar requires an open mind, capacity to discuss taboo issues and self-evaluation of social biases. Prerequisite, one course in anthropology or women's studies. Maximum enrollment, 12. Chung.

**[338F] The Anthropology of Globalization and Transnationalism.**

Explores anthropological approaches to interconnection on a planetary scale. Specific focus on nationalism, trans-nationalism and globalization in contemporary Asia, broadly construed. Brings into critical focus the pros and cons of focusing on "Asia" in terms of an area studies paradigm. While this course will be Asia-centric, "Asia"-specific sources will be supplemented by materials that discuss similar processes at work in different territorial locations. Prerequisite, one course in cultural anthropology. Maximum enrollment, 12.

**[356F] Topics in Indigenous Studies: Shamanism.**

Religious specialists' expertise rests as much in performance as in the recall and exegesis of esoteric sacred rituals, texts and doctrines. Yet what does successful performance entail, not only in terms of the scientific or supernatural efficacy of a ritual, but in terms of its artistry? Explores the role of ritual specialists as textual, verbal, visual, dramatic and technological artists by considering the work of indigenous shamans in Native traditions of the Americas, especially contemporary Maya "Daykeepers." Prerequisite, one course in religious studies, anthropology, Latin American studies or related fields, or consent of instructor. (Same as Religious Studies 356.)

**358F History of Anthropological Ideas.**

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

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

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

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

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

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

**440F Senior Seminar in Cultural Anthropology.**

The research process as it relates to the fulfillment of the senior project, including the formulation of a research problem, frames for research, research design, collection of data and cultural analysis. Maximum enrollment, 12. Vasantkumar.

**450S Senior Project in Cultural Anthropology.**

For students continuing their senior projects in cultural anthropology for a second semester but who are not pursuing honors. Continuation of participation in 440. The Department.

**560S Honors Thesis in Cultural Anthropology.**

A thesis supervised by at least one member of the department. Prerequisite, 440. Continuation of participation in 440. The Department.

**Courses in Archaeology**

**[106S] Principles of Archaeology.**

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

**108F Humans Before History.**

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

**[210F] The Archaeology of Cultural Collapse.**

Jared Diamond's book *Collapse* addresses five factors he sees as important in the collapse of both prehistoric and historic cultures throughout the world. Examines the archaeological evidence for such calamities, focusing first on the five factors and how they appear to be operative in present-day and historical societies, for which we have written records, and then on a number of prehistoric societies, for which only archaeological data exist. Prerequisite, 106 or consent of instructor. Maximum enrollment, 24.

**[215] Old World Prehistory.**

Cultural developments of the last 40,000 years in Africa and Eurasia. Focus on anatomically modern human behavioral adaptations as organized in hunting and gathering and agricultural societies, and in large-scale complex civilizations. Attention to the important transitions in prehistory that laid the foundations for the development of civilizations throughout the Old World. Prerequisite, 106



or consent of instructor.

**[217F] 1491 and Beyond.**

Native North Americans prior to European contact are commonly believed to have been few in number, had relatively simple sociopolitical structure, and were environmentally conservative. On the contrary, population size for the continent has been estimated as high as 20 million and sociopolitical organization ranged from hunter-gatherer to near-state societies. The course examines the late prehistory of groups from different environmental and social contexts and the extreme changes resulting from European contact due to the introduction of contagious diseases, slavery, trade, and colonization. Prerequisite, Arch 106, Anth 113, Anth 114, or Ant 115 or consent of instructor.

**[230S] Persistent Questions in Prehistory.**

A number of questions about prehistory persist in archaeology, despite attempts to answer them, questions such as: Who were the Neandertals and where do they fit in evolution of modern humans? What factors led to the evolution of social complexity and inequality? Where did the first people to colonize the Americas come from, when did they arrive, and how did they get here? Examines several of these questions, how archaeologists have attempted to answer them throughout the years, and why they are still with us. Prerequisite, 106.

**[237] The Archaeological Record of Guns, Germs and Steel.**

The distinction between "us and them" in terms of indigenous societies and the western world has deep evolutionary roots. In Jared Diamond's book "Guns, Germs and Steel" he proposes several factors as to why people in the developed societies generally have more "cargo" than those in indigenous societies. Examines Diamond's hypotheses within the backdrop of the archaeological record to evaluate his assertions. Prerequisite, 106 or consent of instructor. Maximum enrollment, 24.

**[243] North American Prehistory.**

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

**245S Human Ancestors.**

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

**[249F] The Archaeology of Continental Discovery.**

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

**250S The Ethnography and Archaeology of Hunter-Gatherers.**

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

**[251F] The Archaeology of Hamilton's Founding.**

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

**[281Su] Archaeology Field Course I.**

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

**[282Su] Archaeology Field Course II.**

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

**325F Analytic Methods in Archaeology.**

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

**[334S] Method and Theory in Archaeology.**

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

**343F Evolution and Human Behavior.**

Examines the evolutionary history of humans and the extent to which it affects current behavior. In addition to surveying the field of evolutionary psychology, this course explores the history of Homo sapiens by drawing from findings in anthropology. Topics include the mechanisms of evolution, archaeological and fossil evidence, primate behavior, human mating behavior, altruism and evolutionary medicine. Prerequisite, 280/201. Not open to students who have taken 236. (Same as Psychology 343.) Frederick.

**441F Senior Seminar in Archaeology.**

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

**451S Senior Project in Archaeology.**

For students continuing their senior projects in archaeology for a second semester but who are not pursuing honors. Continuation of participation in 441. The Department.

**561S Honors Thesis in Archaeology.**

A thesis supervised by at least one member of the department. Continuation of participation in 441. Prerequisite, 441. The Department.

# Art

## Faculty

L. Ella Gant

Robert Knight

Katharine Kuharic

Robert B. Muirhead III

Rebecca Murtaugh, *Chair*

William Salzillo

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

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

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

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

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

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

A minor in art consists of 104 or 160, one art history course and three additional studio art courses (which are not repeatable).

### **104F,S Introduction to Drawing.**

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

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

### **105F,S Design.**

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

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

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

### **106F,S Introduction to Ceramics.**

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

[Spring 2011 01](#) (Murtaugh R)

### **109F,S Introduction to Sculpture.**

Fundamentals of sculpture using traditional and nontraditional materials and methods. A developed visual and conceptual vocabulary will accompany studio practice and class critique. Not open to seniors. Maximum enrollment, 10. Murtaugh.

[Spring 2011 01](#) (Murtaugh R)

**113F Introduction to Analog Photography.**

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

[Fall 2011 01](#) (Knight R)

**115F Introduction to Digital Photography.**

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

[Fall 2011 01](#) (Knight R)

**116F,S Introduction to Photography.**

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

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

**160F,S Figure Drawing.**

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

**203F,S Introduction to Painting.**

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

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

**213F Introduction to Video.**

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

[Spring 2011 01](#) (Gant L)

[Spring 2011 02](#) (Gant L)

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

**215F Scene Painting.**

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

**[233S] Introduction to Printmaking.**

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

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

**235F,S Intaglio Printmaking.**

Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. May repeat for credit at increasingly advanced levels. Prerequisite, 104 or 160. Not open to seniors. Maximum enrollment, 12. Muirhead.

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

**302S Advanced Photography.**

Advanced investigation and study of the creative tools of black-and-white and color photography. Continued exploration of personal vision with emphasis on social and cultural contexts for photography. Prerequisite, 113 or 115. Maximum enrollment, 16. Knight.

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

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

**304F,S Advanced Painting.**

Further exploration of concepts and techniques presented in Introduction to Painting with emphasis on landscape and interiors as

subject matter. Reinforcement of oil painting skills and introduction to egg tempera and acrylic. May repeat for credit at increasingly advanced levels. Prerequisite, 203. Maximum enrollment, 16. Kuharic.

**307S Advanced Three Dimensional Studies.**

Advanced study of materials such as clay, wood, metal, plaster and plastic utilizing processes such as casting, fabrication, carving and construction. Prerequisite, 106 or 109. Maximum enrollment, 16. Murtaugh.

[Spring 2011 01](#) (Murtaugh R)

**[313] Advanced Video.**

Advanced investigation and study of video production. Special topics such as video history, activism, censorship, installation work. Advanced exploration of personal vision with emphasis on social and cultural contexts for video. Prerequisite, 213. Maximum enrollment, 12.

**[350F] Junior Seminar.**

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

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

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

**377F Electronic Arts Workshop.**

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

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

**501F Senior Project I.**

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

**502S Senior Project II.**

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

# Art History

## Faculty

Deborah F. Pokinski, *Chair*  
Steve J. Goldberg (F)  
Rand Carter

Lawrence Chua

Scott MacDonald  
John C. McEnroe

A concentration in art history consists of nine art history courses and at least one course in studio art. Beginning with the Class of 2013, the nine art history courses must include 245, 248, 254 or 258; 282; 285; 292 or 293; 330, 340, 350, 352 or 359; three electives; and 401, 406, 490 or 491 to be taken during either semester of the senior year. A second course in studio art or a second three hundred-level course may be counted as one of the electives.

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

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

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

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

### **120S Introduction to the History and Theory of Film.**

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

### **150F Architecture in History.**

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

### **[151F] Architecture and the Environment.**

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

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

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

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

### **152F,S Proseminar in Art History.**

An introduction to the roles that art plays in shaping society from ancient times to the present. Discussion and writing assignments focusing on topics such as stereotypes, gender roles, propaganda, censorship, popular culture, patronage, museums and the art market. (Writing-intensive.) (Proseminar.) Open to first- and second-year students only. Maximum enrollment, 16. McEnroe and Pokinski.

[Fall 2009 01](#) (McEnroe J)

### **154S Arts and Cultures of Asia.**

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

**229S Blood and Submission in Native America.**

Explores the relationship of conquest and empire in Native American religions. Deals primarily with mythology and cultural history of pre-contact and early colonial Mesoamerica, interpreting precolumbian art, indigenous texts, and indigenous and western historiography. Topics include ancient iconography and writing systems; representation and use of mythology; political organization; religious violence; war and conquest; early Christian missionary activities; & initial Native responses. Spanish speakers are encouraged to enroll. Counts toward Latin American Studies. Prerequisite, Not open to students who have taken Religious Studies 113. (Same as Anthropology 229 and Religious Studies 229.) Fox Tree.

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

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

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

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

**248S Paths to Enlightenment: The Arts of Buddhism.**

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

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

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

**[257] The World of Spanish Art: From the Alhambra to Guernica.**

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

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

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

**259F Defining American Art.**

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

**261S Classical Art: Inventing the Past.**

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

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

**[266S] Art of the Islamic World.**

The Near and Middle Eastern origins, the classical inheritance, and the Eastern and Western diffusion of Islamic civilization.

**282S The Renaissance: Reframing the Golden Age.**

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

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

**285F Seventeenth-Century Art.**

The internationalization of Italian Renaissance classicism in the Age of Expansion, beginning with its origins in Rome and continuing with its development in the new artistic capitals of southern, western and northern Europe. Emphasis on major figures

such as Caravaggio, Rubens, Bernini, Velasquez, Poussin, Vermeer and Jones. R Carter.

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

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

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

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

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

**292S Modern Architecture: 1750 to the Present.**

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

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

**293F Modernism and Postmodernism.**

Developments in European and American high art from the beginnings of Modernism through the emergence of Postmodernism at the end of the 20th century. Topics include the effects of shifting social and gender roles on subject matter and audience, the hegemony of formalist aesthetics and avant-gardism, the relationship between art and popular culture, and the role of art institutions. Pokinski.

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

**297F Global Modernism and International Style: World architecture in the 20th century.**

Historical examination of modern architecture in global context. Drawing on case studies in Central Europe, Asia, and the Middle East, students examine the ways that architectural forms, ideas, materials, and labor circulated in global contexts during the 20th century. Students analyze built forms, primary texts, historical narratives, and architectural photographs, drawings and plans that delve into historical and political contexts in which forms acquire meaning that may differ from their meanings in the West. L Chua.

**301S Critical Cinema: A History of Experimental and Avant-Garde Film.**

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

**[313F] Seminar Religion and Modern Art.**

Investigates the ways religious traditions have continued to influence the visual arts into the modern and postmodern periods. Topics range from the theosophical inclinations of Kandinsky and Mondrian to the mystical inclinations of abstract expressionism, from the "blasphemous" images of Ernst and Dix to the meditational video work of Gary Hill and Bill Viola. Media covered include painting, sculpture, video, architecture, and film. Recent exhibitions such as "Negotiating Rapture," "Traces du Sacre" and "The Third Mind" will be discussed. Prerequisite, one course in religious studies or art history. Includes mandatory two-day trip to NYC. (Same as Religious Studies 313.) Maximum enrollment, 12.

**[319F] Text/Image in Cinema.**

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

**330F Art Historians and Art History.**

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

[Fall 2009 01](#) (McEnroe J)

**[331] Introduction to Museum Studies.**

An introduction to the history of museums, types of museums and the definition of a museum. Explores the practical considerations and problems of museum organization, operation and administration and the proper handling and interpretation of objects, as well as the philosophical basis, professional practices and ethical ramifications of museums and their changing perceptions and obligations in our society. (Writing-intensive.) Prerequisite, one 200-level art history course. Maximum



enrollment, 20.

**[340S] The Arts of Zen Buddhism.**

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

**[350F] Gender Issues in Art History.**

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

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

**352S Contemporary Chinese Art in the Global Cultural Economy.**

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

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

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

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

**375S Seminar: Religion, Art and Visual Culture.**

What do the visual arts tell us about religions in ways that written texts alone cannot? How do religious practices actually train religious people to see? Such questions will begin our examination of various media (including painting, calligraphy, architecture, film, and comics) in conjunction with various religious traditions (Christianity, Islam, Judaism, Hinduism, Buddhism). Prerequisite, One course in either art history or religious studies. Required weekend field trip to New York City. (Same as Religious Studies 375.) Maximum enrollment, 12. Rodriguez-Plate.

**[401F] Seminar in East Asian Art.**

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

**406S Seminar in Modern Art.**

Topics in modern art and historiography. Prerequisite, 293. Maximum enrollment, 12. Pokinski.

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

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

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

**[491S] Seminar in Neo-Classicism.**

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

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

# Asian Studies

## Program Committee

Thomas A. Wilson, *Director* (History)  
Haeng-ja Sachiko Chung (Anthropology)  
Masaaki Kamiya (Japanese)  
Charlotte Lee (Government)  
Kyoko Omori (Japanese)  
Lisa N. Trivedi (History) (F)  
Christopher Vasantkumar (Anthropology)  
Steven Yao (English)

The Asian Studies Program offers a multidisciplinary approach to the study of the cultures, languages and societies of Asia, including those of China, India, Japan, and Southeast Asia. A concentration in Asian studies consists of nine courses distributed among at least three departments. These courses should be selected according to the four requirements listed below. Honors in Asian studies will be awarded to concentrators with at least an 3.3 (88) average in the concentration and who complete 550 with a grade of at least A-.

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

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

Beginning with the class of 2014, the four requirements for a concentration in Asian studies are as follows:

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

Among the courses in Asian studies currently offered are the following:

## Anthropology

220 Contemporary Politics and Culture in India  
232 Comparative Ethnographic Study of Asia  
248 Peoples of China  
268 Japan Inc.: Hierarchy, Power and Resistance  
338 The Anthropology of Globalization and Transnationalism

## Art History

154 Arts and Cultures of Asia  
245 Hindu, Buddhist and Islamic Arts of India  
254 Courtier, Samurai, Priest and Chonin: The Arts of Japan  
258 Political Power and Cultural Authority: The Arts of China  
266 Art of the Islamic World  
340 The Arts of Zen Buddhism  
352 Contemporary Chinese Art in the Global Cultural Economy  
401 Seminar in East Asian Art

## Comparative Literature

356 Introduction to Japanese Film

## East Asian Languages and Literatures - Chinese

150 Chinese Culture, Society and Language  
200 Advanced Chinese I

203S Women in Chinese Literature  
205 Modern China Through Film  
210 Modern and Contemporary Chinese Literature: Traditions and Modernists  
215 Chinese Literature in Translation  
220 Advanced Chinese II  
230 Translation Workshop  
320 Chinese Press and Television  
360 Readings in Modern Chinese Literature  
400 The Changing Face of China  
420 Selected Readings in China's Post-Cultural Revolution Era  
425 Current Issues in Contemporary China  
430 Masterpieces of Chinese Literature  
445 Classical Chinese Language and Culture  
450 Remembering the Chinese Revolution through Film  
470 History of Chinese Language  
490 Advanced Readings in Chinese Literature, History and Philosophy

#### **East Asian Languages and Literatures - Japanese**

150 Introduction to Japanese Culture and Language  
200-220 Advanced Japanese  
205 Topics in Japanese Linguistics  
219 Pragmatics and Language Acquisition  
235 Love, Family and Loneliness in Modern Japanese Literature  
239 Modern Life and War in Japanese Literature  
255 The languages of East Asia  
263 Deconstructing Orientalism: Representations of Japan in Popular Culture  
401 Selected Readings in Japanese  
402 Japanese Textual Analysis and Translation

#### **Government**

211 Politics in China  
329 Authoritarian Politics

#### **History**

180 Exploring Culture in the Great Cities of Asia  
220 Culture & Politics of India  
235 Women in Modern Asia  
239 The Making of Modern India, 1526-1947  
247 "Cracking India:" Historical and Literary Perspectives on Partition  
270 Emperor, Courtier and Samurai in Japan  
280 Chinese Culture in Imperial Times  
283 A Modern History of Japan: From Samurai to Salaryman, 1800-1989  
285 Modernity and Nationhood in China  
305 Nomads, Conquerors and Trade: Central and Inner Asia  
309 Seminar on Asian Temples in a Virtual World  
333 Philosophical Masters of Ancient China  
337 Confucian Traditions  
360 Mythical Histories in China and Japan  
363 Seminar: Colonial Encounters in Asia  
375 Gandhi: His Life and Times  
396 History of Gods

#### **Religious Studies**

122 Encountering Hinduism  
208 The Dao and Its Power  
213 Islam and Modernity in South Asia  
218 The Word and the Spirit  
225 Buddhist Worlds in the USA  
305 The World of Zen  
405 Seminar in Modern India and the West  
425 Seminar in Mahayana Buddhism

#### **Theatre**

255 Asian Performance: The Exotic Body

#### **180F Exploring Culture in the Great Cities of Asia.**

An interdisciplinary exploration of Asian cultures through cities in China, India and Japan from early times to the 20th century.

Examines the history and geography of greater Asia; its diverse peoples and their philosophical and literary traditions; their religious and commercial practices; and their art. (Writing-intensive.) (Same as History 180.) Maximum enrollment, 20. Trivedi and Ziomek.

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

[Fall 2011 01](#) (Wilson T,Ziomek K)

[Fall 2011 02](#) (Ziomek K,Wilson T)

**550F,S Senior Project.**

Concentrators normally work with two members of the Asian Studies Program Committee to develop an extensive, culminating project. Prior to the semester of the senior project, students are expected to attain methodological sophistication in at least one discipline by completing upper-level course work in that area. Concentrators meet together throughout the semester to discuss the projects and present preliminary and final results to their peers. Prerequisite, at least one Asian Studies course offered at the 300-level. Maximum enrollment, 20. The Program.

# Biochemistry/Molecular Biology

## Program Committee

Myriam L. Cotten, *Director* (Chemistry)

Wei-Jen Chang (Biology)

Timothy E. Elgren (Chemistry)

Herman K. Lehman (Biology)

Michael L. McCormick (Biology)

Nicole L. Snyder (Chemistry) (F,S)

The departments of Biology and Chemistry offer an interdisciplinary concentration in biochemistry/molecular biology (BMB). Prospective concentrators should elect both chemistry and biology in their first year. The concentration consists of 11 courses (and Math 113 and 114, or equivalent, as prerequisites for certain courses), including four courses in BMB, three courses in Biology, three courses in chemistry and one course from a list of selected courses provided below. BMB courses must include 270, 346, 550 and one from 320, 321 or 322. Biology courses must include 101, 102 (or 115), and 248. Chemistry courses must include 120 (or 125), 190 and 255. Math 113 and 114, or equivalent, are prerequisites for BMB 320, 321 and 322. The elective course must be chosen from BMB 551, Biology 331, 357, 443 or 448, and Chemistry 320, 321, 322 or 380. BMB 550 satisfies the Senior Thesis requirement. A complete description of the Senior Program is available from the departments. Honors in BMB will be based on excellence in coursework and on the Senior Thesis.

## 270S Biological Chemistry.

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

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

## [320S] Biophysical Chemistry.

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

## 321F Physical Chemistry I.

A study of the fundamental concepts and principles of quantum chemistry. Topics include quantum mechanics and the nature of the chemical bond; applications of molecular quantum mechanics; spectroscopy. Laboratory focuses on experiments that lead to the development of quantum mechanics, on molecular modeling and on spectroscopy. Laboratory includes applications to biochemistry. Three hours of class plus laboratory. Prerequisite, 125 or 190, Mathematics 114, Physics 105, 195 or 205. (Same as Chemistry 321.) Van Wynsberghe.

## 322S Physical Chemistry II.

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

## 346F Biochemistry.

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

## 550F,S Senior Thesis I.

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

## 551S Senior Thesis II.

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

# Biology

## Faculty

Herman K. Lehman, *Chair*

Wei-Jen Chang

David A. Gapp

Jinnie M. Garrett

Michael L. McCormick

Sue Ann Miller

William A. Pfitsch (S)

Patrick D. Reynolds

Ashleigh B. Smythe

Ernest H. Williams

## *Special Appointment*

Kenneth M. Bart

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

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

### **101F General Biology: Genetics and Evolution.**

An introduction to the life sciences. The diversity of living organisms, the molecular basis of life, the mechanisms of inheritance, and the process and patterns of evolution. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 100. Chang and E Williams.

### **102S General Biology: Cells to Ecosystems.**

An introduction to the life sciences with a focus on how structure promotes function at cellular, organismal, and ecosystem levels of organization. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 100. Lehman and Pfitsch.

### **115F Biology: Fundamentals and Frontiers.**

Introduction to the study of biology at the college level for students with a strong background in biology and chemistry. Intensive study of selected topics that illustrate the fundamental principles of, and new developments in, the biological sciences. Three hours of class/discussion and three hours of laboratory. (Quantitative and Symbolic Reasoning.) (Proseminar.) Prerequisite, consent of department. Maximum enrollment, 32. Gapp and McCormick.

### **[120S] Female Biology.**

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

[Spring 2009.01](#) (Miller S)

### **150F Environmental Science.**

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

### **[180S] Tropical Field Studies.**

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

**[200S] Scientific Digital Imaging.**

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

**215F Genetics and Society.**

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

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

**218F Industrial Ecology.**

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

**221F Microbiology.**

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

**222S Anatomy with Histology.**

Inquiry-based study of functional gross anatomy and histology. Laboratory emphasizes dissection with related microscopic anatomy to understand musculoskeletal and mammalian organization. Mammalian emphasis is supplemented with fresh material and group presentations of non-mammalian dissections. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 18. Miller.

[Spring 2009 01](#) (Miller S)

[Spring 2010 01](#) (Miller S)

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

**228F Invertebrate Biology.**

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

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

**237F Ecology.**

The relationships among living organisms and their physical environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography. Prerequisite, 101 and 102, or 115, or consent of instructor. Three hours of class and three hours of laboratory or field exercises. Maximum enrollment, 28. Pfitsch and E Williams.

**240F Plant Diversity.**

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

**248S Genes and Genomes.**

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

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

**[260S] Geomicrobiology.**

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

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

**[262S] Geomicrobiology of Antarctica.**

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

**270S Biological Chemistry.**

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

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

**290F Paleontology.**

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

**325F Immunology.**

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

**330S Neural Plasticity.**

An analysis of the anatomical, physiological and chemical changes that occur in the nervous system as a function of experience and development. Laboratory work includes intracellular and extracellular recording from muscle cells and neurons. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 205 or Biology 102 or 115. (Same as Neuroscience 330 and Psychology 330.) Maximum enrollment, 18. Weldon.

**331S Vertebrate Physiology.**

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

**333F Vertebrate Development.**

Developing anatomy emphasized with integration of molecular aspects of embryogenesis. Students prepare and present selected topics. Laboratory emphasizes microscopy and analytical skills using amphibian, avian and mammalian developmental anatomy with selected projects and observation of live embryos. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 18. Miller.

**340F Plant Physiology.**

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

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

**346F Biochemistry.**

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

**349S Transmission Electron Microscopy.**

The preparation of electron micrographs in the study of the cellular level of biological organization and digital imaging techniques. Prerequisite, four laboratory courses in biology. Maximum enrollment, 6. Bart.

**352F Scanning Electron Microscopy and X-Ray Microanalysis.**

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



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

**355S Molecular Methods in Microbial Ecology.**

Research project based introduction to molecular methods for assessing the diversity and activity of microorganisms in natural and engineered environments. Emphasis on quantitative measurement of environmental variables in microbial habitats (environmental chemistry), diversity of microbial metabolic strategies, and DNA based characterization of bacterial and archaeal diversity. Three hours of class and three hours of laboratory/discussion. Required weekend field trip. Prerequisite, Biology 102 or 115, Chemistry 120 or 125 or consent of instructor. M McCormick.

**357F Cellular Neurobiology.**

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

**380S Parasitology.**

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

**437S Seminar in Tropical Ecology.**

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

**[441S] Seminar in Evolutionary Biology.**

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

**443S Seminar in Bioinformatics.**

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

**448F Seminar in Molecular Genetics.**

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

**460S Seminar in Immunobiology.**

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

**550F Senior Thesis I.**

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

**551F,S Senior Thesis II.**

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

**552F,S Senior Thesis III.**

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

# Chemical Physics

## Faculty

Ann J. Silversmith, *Director* (Physics)

Camille Y. Jones (Chemistry)

Gordon L. Jones (Physics)

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

# Chemistry

## Faculty

Ian J. Rosenstein, *Chair*  
Karen S. Brewer  
Timothy W. Chapp  
Myriam L. Cotten  
Timothy E. Elgren  
Camille Y. Jones  
Joshua V. Ruppel  
Nicole L. Snyder (F,S)  
Adam W. Van Wynsberghe

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

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

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

### **120F Principles of Chemistry.**

Exploration of the central principles and theories of chemistry including stoichiometry, thermodynamics, equilibrium, reaction kinetics, and molecular structure and bonding. (Quantitative and Symbolic Reasoning.) Three hours of lecture and three hours of laboratory. Lecture offered in three sections. Brewer, Cotten, C Jones.

[Fall 2007 03](#) (Brewer K)

[Fall 2010 01](#) (Brewer K)

### **125F Principles of Chemistry in the Context of Health and Environmental Chemistry.**

Intended for students with strong preparation in chemistry and high motivation, the course explores central principles in the context of current issues, including health, the environment and public policy. A discovery-based lab component addresses analytical and chemical approaches to environmental chemistry. (Quantitative and Symbolic Reasoning.) Discussion-based course centered on the unifying concepts in chemistry and the use of those concepts to develop critical-thinking skills. Three hours of class and three hours of laboratory. Maximum enrollment, 24. Elgren.

### **190S Organic Chemistry I.**

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

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

### **255F Organic Chemistry II.**

Chemistry of conjugated alkenes and aromatic and carbonyl compounds, emphasizing mechanism and synthesis; introduction to carbohydrate and amino acid chemistry. Three hours of class and four hours of laboratory. Prerequisite, 190. Rosenstein and Ruppel.

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

### **265S Inorganic Chemistry and Materials.**

Topics in inorganic chemistry, including atomic structure and periodicity of the elements, bonding and properties of solid state materials, coordination chemistry and electrochemistry. Laboratories emphasize synthesis and characterization of inorganic coordination compounds, electrochemistry and inorganic materials. Three hours of lecture and three hours of laboratory. Prerequisite, 120 or 125. Chapp.

[Spring 2007 01](#) (Brewer K)

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

[Spring 2010 01](#) (Brewer K)

### **270S Biological Chemistry.**

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

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

### **298F,S Chemistry Research.**

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

### **[320S] Biophysical Chemistry.**

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

### **321F Physical Chemistry I.**

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

### **322S Physical Chemistry II.**

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

### **371F,S Research Methods in Chemistry.**

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

### **[380F] Chemical Immunology and Immunopharmacology.**

Study of immunological responses at the molecular level including an introduction to the mechanisms of immunity, methods and techniques to diagnose infections, and treatment of infectious diseases with an emphasis on the design and synthesis of immunotherapeutics. (Writing-intensive.) Prerequisite, 255 (270 or Biology 346 strongly recommended). Maximum enrollment, 20.

### **393F Advanced Organic Chemistry I.**

Exploration of a diverse array of organic reactions, with an emphasis on mechanism and how they are used in the synthesis of biologically-active natural products. Examples taken from the primary chemical literature. Prerequisite, 255. Ruppel.

### **412S Advanced Organic Chemistry II.**

Study of the techniques and theoretical framework used to investigate reaction mechanisms. Topics include thermochemistry, kinetics, linear free energy relationships and molecular orbital theory and symmetry. Prerequisite, 255 and 321. Rosenstein.

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

### **[423S] Advanced Inorganic Chemistry.**

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

[Spring 2007 01](#) (Brewer K)

### **[430S] Solid State Chemistry.**

An advanced laboratory-based physical chemistry course on the design, synthesis, and characterization of new and useful materials. Topics include chemical bonding theories, thermodynamics, lattice dynamics, crystallography, ceramics, metallurgy, and computational methods in the context of solid-state structures. Discussions of strategies for designing materials for

technological uses lead to student-led design projects involving the synthesis and characterization of novel materials. Scientific writing, use of the chemical literature, teamwork and oral presentation skills are also stressed. Prerequisite, Chem 321 or 322, or Phys 290. Two hours of formal discussion and two hours of group project per week. Maximum enrollment, 12.

**551-552F,S Senior Project.**

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

# Cinema and New Media Studies

## Program Committee

Steve Humphries-Brooks *Director*

Cinema and New Media Studies is an interdisciplinary minor that brings together courses involving historical and theoretical study and/or hands-on experience of photochemical, electronic and digital media. The focus of the minor is to develop critical perspectives on visual representations and new technologies (for example, cinema and the Internet) as they construct or express individual artistic visions or cultural identities.

The minor in Cinema and New Media Studies consists of five courses, including

- 1) either 120 or 125;
- 2) and four additional courses that collectively satisfy the three goals of the minor. Two of these four courses must be at the 200-level or higher.

The three goals of the minor are

- 1) Critical attention to and analysis of cinema and new media as artistic expression.
- 2) Engagement with the ways gender, religion, race, ethnicity, nationality, class, the natural environment and other social and physical forces are represented and explored in cinema and new media.
- 3) Analysis of the uses of technology in representing and constructing knowledge by means of performance, programming or participation in the creation of multi-media documents and/or hands-on experience in class assignments.

Opportunities for independent study for seniors will be made available as faculty sponsorship permits.

The numbers after each course in the list below indicate which goals of the minor are addressed by the course.

## Africana Studies

304 Seminar in e-Black Studies: Race and Cyberspace [1,2,3]

## Art

115 Introduction to Digital Photography [1,3]

213 Introduction to Video [2,3]

302 Advanced Photography [1,3]

313 Advanced Video [2,3]

## Art History

350 Gender Issues in Art History [1,2]

## Chinese

205 Modern China through Film [1,2]

450 Remembering the Chinese Revolution through Film [1,2]

## Classics

320 The Romans on Film [1,2]

## Comparative Literature

164 Fantastic Worlds: Fairy Tales, Fantasy, Sci Fi and Anime [1,2]

301 Critical Cinema: A History of Experimental and Avant-Garde Film [1,2]

## Computer Science

110 Introduction to Computer Science [3]

## Education Studies

210 Curriculum and Pedagogy Decision-Making [2,3]

250 Technology in Education: Issues and Opportunities [2,3]

## English

122 Literary CSI [2,3]

255 The Marrow of African-American Literature [2,3]

300 Women Filmmakers [1,2]

374 The Hollywood Novel [1]

## French

- 285 Is Paris Burning [1,2]  
350 Francophone Cinema [1,2]  
435 Picturing War [1,2]

## German and African Studies

- 135 Race, Jazz, Eugenics and Hip Hop: Black German Diaspora Revisited [1,2]

## German and Russian Languages and Literature

- 169 Nightmares: Introduction to Russian Film [1,2]  
295 Bloodsucking as Metaphor: Vampires, Werewolves and the Living-Dead in Myth, Literature and Film [1,2]

## Government

- 112 Comparative Politics (when taught by S. Rivera) [2,3]

## Hispanic Studies

- 200 Introduction to Hispanic Cinema [1,2]

## History

- 383 History of Photography in Britain and the Empire [1,2]

## Japanese

- 356 Introduction to Japanese Film [1,2,3]

## Music

- 245 Music in American Film [1,2]  
277 Music for Contemporary Media [2,3]

## Religious Studies

- 215 Religion in Film [1,2]  
407 The Celluloid Savior [1,2]  
421 Raging Gods: Scorsese and Coppola's Religious Films [1,2]

## Women's Studies

- 211 Women, Gender and Popular Culture [1,2]

### **100F Introduction to Digital Humanities.**

This writing intensive course offers students an introduction to the concepts, tools, and methods of digital humanities through readings and various projects. Examining the impact of computing and technology on society in the US and abroad, course topics will include: social and cultural implications of computing; social networking; thinking with/about computers; gaming; virtual/3D worlds; strategies for online research; building websites and evaluating electronic resources. (Writing-intensive.) (Same as Africana Studies 100.) Maximum enrollment, 20. Nieves & Simons.

### **120S Introduction to the History and Theory of Film.**

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

### **125S Introduction to History and Theory of New Media.**

What makes new media "new"? How do new media compare with, transform, or incorporate earlier media? This course examines the production, circulation, and reception of visual and sonic media, with emphasis on how consumers and artists shape the uses and values of media. We will cover key issues raised by new media through close study of critical essays and creative texts. Examples of old and new media include the phonograph, radio, film, turntable, social networks, fantasy sports and gaming, podcast, MP3, AutoTune, hypertext literature, and digital poetry. Open to 1st years and sophomores only. (Same as American Studies 125.) Maximum enrollment, 20. Alessandro Porco.

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

### **[205F] Video Game Nation.**

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

### **[325S] Media Theory and Visual Culture.**

We are bombarded with images, in myriad forms, on a daily basis. How do we interpret and analyze them? What is the relationship between an online advertisement for a movie and the movie itself, between a television program and a video game? An overview of contemporary media theory as it relates to visual culture in the 21st century. Readings will include seminal works in

psychoanalytic theory, cultural studies, semiotics, postmodern theory, new media studies and visual studies. (Same as American Studies 325.) Maximum enrollment, 12.

**[350S] Gender and Cyberculture.**

This course explores critical approaches to media through the intersection of gender and the technological imaginary. We will study how the production, use, and circulation of digital media affect notions of representation, identity, the body, and consciousness. Students will engage in close visual and textual analysis of the ways writers, artists, and theorists have conceived these issues. (Same as American Studies 350.) Maximum enrollment, 20.



# Classics

## Faculty

Carl A. Rubino  
Barbara K. Gold  
Shelley P. Haley, *Chair*  
Jennifer E. Thomas

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

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

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

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

Students who have earned an A- (90) average in the concentration may receive honors by earning a grade of A- in the Senior Seminar. A description of the program may be obtained from any member of the classics faculty.

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

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

## Classical Studies

### [100] **Socrates, Cleopatra and the Caesars.**

An introduction to classical studies and the ancient Mediterranean world that focuses on some pivotal figures. Consideration of the multiple facets of ancient Mediterranean society and culture, including multiculturalism, race, class and gender. Attention to literature, art, religion, philosophy and history. Readings from ancient and modern sources, and films dealing with the world of the ancient Greeks and Romans.

[Fall 2009 01](#) (Wells J)

### **110F The Civilizations of Greece and the Near East.**

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

### **120S Roman Civilization.**

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

**201F History of Ancient Western Philosophy.**

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

**215S Man and Nature in the Ancient World.**

Study of ancient Mediterranean conceptualizations of the Earth, the peoples who inhabited it, and the complex relationship between humans, animals, and nature. Emphasis on ancient texts in translation. Topics include concepts of space, impact of environment on man and vice versa, identity and "Other," cartography, and cosmology. Readings primarily from Greek and Roman sources, but including Babylonian, Hebrew, Carthaginian, and Christian texts, as well as ancient China. (Writing-intensive.) Maximum enrollment, 20. Thomas.

**240F Classical Mythology.**

An introduction to ancient mythology through readings from sources such as Gilgamesh, Egyptian mythology, Homer, Hesiod, Greek tragedy, Herodotus, Livy, Ovid and contemporary mythmakers. Origins, creation myths, divinities and heroes, and mystery religions. (Same as Religious Studies 240.) Thomas.

**242S The Classical Tradition in American Political Life: Cicero, Hamilton, Jefferson, and the Making of the Republic.**

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

**244F Tragedy: Then and Now.**

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

**[250] Heroism Ancient and Modern.**

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

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

**[260] Power and Corruption in Ancient Rome.**

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

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

**261S Classical Art: Inventing the Past.**

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

**[280] Ancient Comedy.**

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

**[308] Reclaiming an Ancient African Past.**

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

**[320] The Romans on Film.**

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

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

**[330] Food and Dining in the Roman World.**

An introduction to ancient Roman culture and social history from the perspective of food, including what foodstuffs were common in ancient Rome, where they came from, how they were used, and what their use and availability tell us about the social status of their consumers. Readings, individual student presentations and research projects, as well as hands-on preparation of food using ancient Roman recipes. (Writing-intensive.) Prerequisite, one course in classical studies, Greek, or Latin or consent of instructor. Maximum enrollment, 20.

**[335] Trafficking in the Classics.**

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

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

**[340] Women in Antiquity.**

An examination of women's roles in the ancient world through various sources: history, archaeology, law, literature and art. Covers the period from ancient Egypt and early Greece through classical Greece and down to Rome, and traces the shifts in attitudes during these periods. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies. (Same as Women's Studies 340.) Maximum enrollment, 20.

**341S Women, Gender and Power in Ancient Egypt and Greece.**

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

**[342] Women, Gender and Power in Ancient Rome and Byzantium.**

An interdisciplinary study of the women of ancient Rome and Byzantium. Students will analyze evidence from art, archaeology, classical literature, history and sociology to interpret the social construction of race, gender, class and sexuality in these ancient societies. From the empress to her freedwoman, the good wife to the prostitute, the midwife to the scholar, the course will uncover women's authentic voices. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies. Maximum enrollment, 20.

**350F Ethics and Politics in Ancient Greece and Rome.**

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

**360F Film and the Classics.**

A critical study of films that reflect ancient Greek and Roman themes. Films considered will include westerns (such as Unforgiven, Red River, and The Searchers), works of science fiction (such as Star Wars and Blade Runner), and films more explicitly based on Greek and Roman sources (such as O Brother, Where Art Thou). Readings from ancient Greek and Roman texts will be juxtaposed with their film representations, and there will also be readings from modern writers on film and the classics. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies, or film. Maximum enrollment, 20. Rubino.

**[372] Unraveling Cleopatra.**

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

**[374] Ancient Egypt.**

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

**550S Senior Seminar.**

Topics to be arranged. Open only to senior concentrators. Maximum enrollment, 12. Rubino.

**Greek****110F Elementary Greek I.**

An introduction to the language and culture of Greece and the ancient Mediterranean. Thorough grounding in the grammar, syntax

and vocabulary of ancient Greek. Reading and discussion of elementary passages from classical or New Testament Greek that cast light on ancient Mediterranean society and culture. For those with no previous knowledge of Greek. Three class meetings a week, in addition to a drill session. Thomas.

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

### **120S Elementary Greek II.**

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

### **210F Intermediate Greek: The World of Greece and the Ancient Mediterranean.**

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

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

### **340S Homer and the Greek Hero.**

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

### **[350] The Greek Historians.**

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

### **[360] Greek Drama.**

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

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

### **390F Topics in Ancient Greek Society and Culture.**

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

## **Latin**

### **110F Elementary Latin I.**

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

### **120S Elementary Latin II.**

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

### **210F Intermediate Latin: The World of Ancient Rome.**

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

### **[340] The Roman Hero.**

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

### **350S The Roman Historians.**

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

### **[360] The Literature of Love and Desire.**

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

[Spring 2011.01](#) (Rubino C)

**[370] Letters, Society and History.**

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

**390F Topics in Roman Society and Culture.**

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

# College Courses and Seminars

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

## **[115F] The Voyage of Life.**

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

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

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

## **[202S] Infinity and Then Some.**

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

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

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

## **220F Forever Wild: The Cultural and Natural Histories of the Adirondack Park.**

Study of America's largest inhabited wilderness. Survey of natural and cultural histories of the park and examination of ecological, political and social issues. Study of literary, scientific, historical and political texts. Exploration of environmental issues such as acid rain, development and land-use, predator re-introduction and population controls. Prerequisite, one course in literature, biology, geology or environmental studies. Maximum enrollment, 16. May count toward a concentration in environmental studies. Field trip required. Open to sophomores and juniors. Oral Presentations (Fall); Writing-intensive (Spring). (Same as Environmental Studies 220.) Maximum enrollment, 16. Kinneil.

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

## **223F Introduction to Medieval and Renaissance Studies: Gender and Violence in the Middle Ages.**

This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. Prerequisite, One 100-level course in literature or history, or AP 4 or 5 in English or History. Maximum enrollment, 24. Eldevik and Terrell.

## **[224S] Art and Physics of the Image.**

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

## **225S Nature, Art or Mathematics?.**

How do humans perceive or impose patterns onto the natural world and onto their lives? Can the world be described by numbers?

An examination of chaos theory, Romanticism, fractal geometry, landscape architecture, the action of bodies in heat, and the waltz in relation to Tom Stoppards's play *Arcadia*. Prerequisite, one course in literature, mathematics or theatre. Maximum enrollment, 24. Bedient and Thickstun.

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

An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in either history or government. Not open to students who have taken College/History 216. (Same as History 229 and Government 229.) Maximum enrollment, 24.

**235F,S Food for Thought: The Science, Culture and Politics of Food.**

An interdisciplinary exploration of food. Topics include: why we eat what we eat; where our dinner comes from; the politics of food; the cultural history of foodways; early 19th-century New York State agriculture; diet fads; food and disease; the locavore and Slow Food movements. One weekly session is dedicated to The 1812 Garden, food workshops and films. Maximum enrollment, 12. Sciacca (Fall), Gapp (Spring).

**[245S] The Borderlands.**

This course, an overview of the complex cultural, historical, political, and economic issues about the United States/Mexico border, will be taught by professors from many departments (Africana Studies, Comparative Literature, Economics, Government, History, Sociology, Women's Studies). Readings will be multidisciplinary, theoretical and practical. The seminar is inspired and informed by a recent student trip to Arizona to provide humanitarian aid with No More Deaths. Prerequisite, one course in any department listed above. Maximum enrollment, 16.

**[258S] Opera.**

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

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

No society in history has existed without the concept of property. But how the world's peoples have defined property has varied widely in time and place. Examines cross culturally the history of property as both an idea and an institution, with emphasis on the development in the Western tradition of private property and its historical connection with slavery, freedom, economic growth and the rise of modern states. Examination of how the particular definition of property rights adopted by a society affects the kinds of markets that emerge. Open to sophomores, juniors and seniors. Not open to students who have taken Sophomore Seminar 280. Maximum enrollment, 24.

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

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

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

**[322] Cultural Simulation Seminar.**

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

**[377F] Electronic Arts Workshop.**

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

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

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

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

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

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

Internship with firm, organization, agency or advocacy group appropriate to the theme of the semester. For more information, see

[www.hamilton.edu/academics/programs\\_abroad/nyc/](http://www.hamilton.edu/academics/programs_abroad/nyc/). Does not count toward concentration credit. Open only to program participants. Maximum enrollment, 16. The Faculty.

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

Foundational course of the Program in New York City. Perspectives on the influence of global markets, transnational culture and political forces on contemporary life. Organized around readings, student debates, guest discussion leaders and field trips within New York City. For more information, see [www.hamilton.edu/academics/programs\\_abroad/nyc/](http://www.hamilton.edu/academics/programs_abroad/nyc/). Does not count toward concentration credit. Open only to program participants. Maximum enrollment, 16. The Faculty.



# Communication

## Faculty

Catherine W. Phelan, *Chair*

Cheryl A. Casey

Megan M. Dowd

The mission of the Communication Department is to ensure that students are critically aware of the ways in which information technologies inevitably alter interpersonal and social environments. The curriculum focuses on the interplay of face-to-face and mediated communication, while recognizing that speech can take many forms and be studied within many contexts.

Coursework in the concentration is designed to offer knowledge of historical and theoretical paradigms, as those paradigms provide cogent explanations of a rapidly evolving social landscape. As students progress through their studies they are expected to develop an understanding of what it means to be informed scholars.

The goals of the concentration require the integration of theory and practice in order to prepare students for the demands of civic engagement beyond the classroom. We encourage each student to identify and pursue an individual research agenda that builds on an awareness of the ways in which communication can both inform and influence ethical decisions. The department's mission supports the 2009 Hamilton Strategic Plan in terms of civic engagement, relevance of coursework, and the development of a supportive learning community.

Learning goals of the Communication concentration include:

1. To critically investigate the diverse ways in which information technologies can alter the human communication environment.
2. To understand the complex ways in which concerns with communication cannot be separated from ethical concerns.
3. To discern how interpersonal communication is fundamentally different from the varied forms of mediated communication.
4. To relate the different approaches of the study of Communication to the key questions of the discipline.
5. To apply the most appropriate of different methodological approaches to one's own research questions.
6. To organize, adapt, and present one's scholarship successfully for diverse audiences.

These six goals are supported by the objectives identified in syllabi for specific courses in the curriculum.

A concentration in communication consists of 11 courses: five core courses, three electives in communication (one of which must be at the 300 level or above), and three cognate courses from other disciplines. The core courses are 101, 275, 302, 455 and the senior thesis (500). These courses are offered every year. Electives in communication are offered every other year. Cognate courses speak to the interdisciplinary perspectives that inform the study of human communication, and must be at the 200 level or above; cognates cannot count toward a second major or a minor. During the second semester of senior year, students will provide their advisor with a written rationale that supports their selection of cognates and explains how these courses enrich their study of communication.

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

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

A minor in communication consists of five communication courses: 101, 275, and three additional courses (one of which must be at the 300 level or above).

### **101F,S Introduction to Communication.**

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

[Fall 2011 01](#) (Phelan C)

### **202F Explorations in Communication.**

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

**[203F] History of Communication.**

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

[Fall 2011 01](#) (Casey C)

**[215] Argumentation.**

This course explores the basic principles of argumentative discourse including concepts such as spheres of influence, presumption, burden of proof, rhetorical forms of reasoning, and evidence. Emphasis is on construction and deconstruction of arguments, the role of argumentation in society, incorporation of research into argumentative structures, and argumentative and persuasive speaking. In particular, students will craft arguments tailored to a variety of outlets including print and presentation. (Writing-intensive.) (Oral Presentations.) Maximum enrollment, 20.

[Spring 2010 01](#) (Ferrara H)

**222S Interpersonal Communication.**

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

[Fall 2008 01](#) (Casey C)

**230F Small-Group Communication.**

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

**275S Communication Ethics.**

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

**[280S] Conflict Mediation.**

Examines the nature of conflict in American life and offers alternatives to adversarial practices. Emphasizes individualistic and collectivistic perspectives, drawing on cross-cultural examples of mediation. Exploration of crucial role of conflict in communication. Hypothetical scenarios require students to mediate conflicting needs of diverse participants. Prerequisite, 101 or 222, or consent of instructor. Maximum enrollment, 20.

[Spring 2009 01](#) (Phelan C)

**302F Communication Theory.**

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

[Fall 2011 01](#) (Casey C)

**[305S] Communication, Language and Culture.**

Examines language as the primary symbolic medium through which humans record, represent and understand experience. Assigned readings require students to consider culture as a complex system of symbolic interactions, and to identify relationships among language acts, identity, social contexts and cultural meanings. Students will examine how language is a cultural medium that shapes perception, understanding and social interaction, in order to understand the ways in which language influences their own thinking and behavior. (Writing-intensive.) (Oral Presentations.) Prerequisite, 101, or one course in sociology or anthropology. Maximum enrollment, 20.

**310S Media Form and Theory.**

Investigates the impact of mass media on American society in order to more clearly understand the problems of living in a world dominated by media technology. Examines relationships between various components of the media process, focusing on how media alters our understanding of politics, persons and communities. Prerequisite, one course in communication, government or sociology. (Same as American Studies 310.) Phelan.

**[341S] Organizational Communication.**

This course investigates the symbolic processes at work within a dramatically-changing organizational landscape, especially as communication technologies call for greater coordination, speed up the pace of work, distribute work processes, and demand cross-cultural cooperation. Students apply leading theoretical perspectives to analyze and evaluate the networks of communication within and with organizations, strategies of decision-making and problem solving, organizational missions and ethics, and conflict mediation. Prerequisite, One course is Communication, Psychology or Sociology.

**[365] Persuasion.**

Study of the ways people co-create meanings and influence each other through the strategic use and misuse of symbols. Includes the study of message- and audience-centered theories of persuasion, propaganda, persuasion's place in democratic societies, and the roles of reason and emotion in the persuasion process. Students critique and produce persuasive discourses including public service announcements, political speeches, advertisements and news reports. (Oral Presentations.) Prerequisite, 101, 210, or consent of instructor.

[Fall 2011 01](#) (Dowd M)

**380F Social History of Advertising.**

An historical overview of advertising media and design in American society. Students will investigate the emergence of consumer culture and advertising innovations which developed as consumerism permeated American society. Addresses the creation and manipulation of markets, the social, economic and political contexts that contributed to marketing theories, and the impact of advertising strategies from late 19th century to the present. (Writing-intensive.) Prerequisite, Communication 101 or consent of instructor. Maximum enrollment, 20. Casey.

[Fall 2008 01](#) (Casey C)

**450S Communication Law: Freedom of Speech.**

Detailed investigation of the first amendment. Study of case law which has contributed to the creation of a unique American perspective on the role of speech in a free society. Exploration of historical origins of the first amendment, political consequence and technological constraints. Legal distinctions regarding print, broadcast and electronic media focus on implications for the 21st century. (Oral Presentations.) Open to juniors and seniors. Phelan.

**451F Seminar: Communication, Technology and Society.**

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

**455F Methods of Communication Research.**

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

[Fall 2011 01](#) (Dowd M)

**500S Senior Thesis.**

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

# Comparative Literature

## Faculty

Nancy S. Rabinowitz, *Chair (F, S)*

Anjela Maria Mescall

Peter J. Rabinowitz

Janelle Schwartz

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

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

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

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

## **120S Introduction to the History and Theory of Film.**

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

## **[142F] Twentieth-Century Fiction.**

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

## **143F Literature on Trials.**

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

## **[152F] Literature and Ethics.**

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

[Fall 2010.01](#) (Rabinowitz P)

## **161F Crime, Race, Nation: Crime and Detective Stories in German Literature, Film, and Television.**

This course explores the crime genre in German film and television and offers an overview of selected historical developments in German literature. In addition to contextualizing the genre within the premiere crime of the twentieth century, the Holocaust, the course explores its function as a mediation on the role of evil, the power of law, and the tension between society and individuals or marginalized groups. The German fascination with crime ranges from Nazi parents, the state, and the Stasi to terrorists, foreigners, women, and even Americans. (Same as German Studies 161.) Piesche.

## **[164F] Fantastic Worlds: Fairy Tales, Fantasy, Sci Fi and Anime.**

Why do we read, write and dream about far-off lands, strange creatures and alternate realities? Why do children, adolescents and adults become absorbed in fantastic, new worlds through texts and movies? How do these worlds transcend time, space, and culture to re-create readers' hopes, fears, dreams and nightmares? What can these texts tell us about civilization, technology and the great beyond? We will ask these questions and others as we survey 19th- and 20th-century works like *Alice in Wonderland*, *The Hobbit* and *My Neighbor Totoro*. (Writing-intensive.) Maximum enrollment, 20.

### **165F Truth, Lies, and Literature.**

In an age of Internet dating, conspiracy theories, and fierce politicking, the line between fact and fiction quickly blurs. Examines how and why literature manipulates "truth" to formulate a story, as well as texts in which falsity is to be believed; in which biographical details invade what is claimed to be a work of fiction; in which the reader is also a character; and in which historical or literary fact is altered or invented. Works may include those by Bierce, Butler, Calvino, Dick, Fforde, Fuentes, O'Brien, and Vonnegut. (Writing-intensive.) Maximum enrollment, 20. J Schwartz.

### **189S Introduction to Arabic Literature: Texts and Contexts.**

An analysis of the emergence of Arabic literature from its mythological genesis in a cave of Mt. Hira' in the 7th century to high literary works produced in the thriving cities of Baghdad, Damascus and Córdoba from the 8th-12th centuries. We will then move to Arabic texts transcribed from oral works told in markets, homes and make-shift mosques in and around the Mediterranean in the 16th century. We will conclude our survey with a select group of contemporary novels produced by writers in Egypt, Palestine and Morocco. (Writing-intensive.) (Same as Religious Studies 189.) Maximum enrollment, 20. A Mescall.

### **205F Modern China Through Film.**

Examines how films produced in diverse socio-economic contexts generate conflicting modern representations of China, ranging from a legendary land, an everlasting patriarchy, to a revolutionary battlefield, and how these representations produce hegemonic and subversive cultural knowledge. Students will gain a broad understanding of post-1959 Chinese cinema and history, theory of film and cultural studies, and pertinent Hollywood films. All films have English subtitles. Requirements include film viewings, presentations, quizzes, class discussions and a final paper. All lectures and discussions in English. (Same as East Asian Languages and Literatures 205.) Wang.

### **210S Modern and Contemporary Chinese Literature: Traditions and Modernities.**

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

### **211F Readings in World Literature I.**

Exploring the space and time continuum from 3,000 B.C. to 1700 A.D, this course will examine narrative, poetry and drama from Europe, the Near and Far East. Beginning with cave drawings and Babylonian myths of creation, we will question the ways that women and men have recorded the story of humankind through relationship with one another and the divine across linguistic, literary, political, and spiritual divides. Special attention to marginality, violence, innovation and damnation in Plato, the Qur'an, Augustine, Ibn 'Arabi, Ibn Hazm, Dante, Rojas, Cervantes and Sor Juana, among others. (Writing-intensive.) (Same as Religious Studies 211.) Maximum enrollment, 20. A Mescall.

### **212S Readings in World Literature II.**

This course presents a comparative study of representative texts in world literature from 1800 to the present, including novels, short fiction, drama, and *Star Trek*. Particular attention paid to the concepts of self and society, with an emphasis on how the modern self is constructed and explored through narrative technique. Readings to include works by Rushdie, Murakami, Coetzee, Kleist, Wolf, Kafka, Kantner, and Dunn. (Writing-intensive.) May be taken without 211. Maximum enrollment, 20. J Schwartz.

### **214F Literature and the Built Environment: Imag(in)ing Place and Space.**

Be it an invisible city or simple apartment building, built environments disclose a vital interplay of material, spatial, cultural, and aesthetic forces. This course explores such environments through the literature that (re)produces a representation thereof. The texts we study challenge conventional discussions about "environment" as being necessarily synonymous with "nature," and consider how our own natures both shape and are shaped by our inventions—real or imaginary. Works selected from the following authors: Calvino, Lem, Borges, Neufeld, Verne, Ballard, Coleridge, and Stephenson. J Schwartz.

### **[215F] Chinese Literature in Translation.**

Study and analysis of pre-modern Chinese literature in English translation. Texts will be selected from far antiquity to the Qing Dynasty (1644-1911). Lectures will introduce authors, major genres and theories in their social and historical context, while tutorials will be spent reading and discussing samples of significant texts. Students will give oral presentations and keep abreast of prescribed readings. All lectures and discussions in English. (Same as East Asian Languages and Literatures 215.)

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

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

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

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

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

**228S From Different to Monstrous: Muslim (and Christian) Subversions and Coercions.**

The Iberian Peninsula (now home to Spain and Portugal) was the site of over 700 years of medieval Jewish, Muslim and Christian exchanges. A look into this textual space of Iberian difference after it was officially labeled as dark, evil and monstrous by the Renaissance Catholic Church State. A consideration of marginal Muslim writers like Ibrahim de Bolfad, Muhammad Rabadan and al-Wahrani exposes so-called proponents of Catholic orthodoxy like Don Quijote de la Mancha — not as enemies, but as fellow skeptics of the Monarchy's attempts to extinguish difference. (Writing-intensive.) Prerequisite, one course in literature. (Same as Religious Studies 228.) Maximum enrollment, 20. A Mescall.

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

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

**[239] Modern Japan: Japanese Culture and Society From A(-Bomb) to (Dragon Ball)Z.**

This course explores issues of imperialism, military conflict, pacifism, nuclear victimhood, foreign occupation, national identity, and social responsibility in 20th-century Japan. Readings include nonfiction, science fiction, poetry, war propaganda, novels and censorship documents, animé, and film. Taught in English. No knowledge of Japanese language or history required. (Same as East Asian Languages and Literatures 239.)

**244F Tragedy: Then and Now.**

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

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

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

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

Examines stories and other forms of cultural expression related to the emergence of "modern" youth in Japan. We pay particular attention to the cultural, historical and political backgrounds that facilitated the establishment of such a category. Primarily focusing on literature, readings also include other modern expressive media such as film, cartoons, animation and online bulletin boards. We will also examine the production and dissemination of certain images of "youth" by mass media. Readings and discussion in English. (Same as East Asian Languages and Literatures 251.)

**[258F] Opera.**

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

**[266S] Storytelling in Arabic & European Literatures.**

How do stories depict cultural, linguistic and religious exchanges between Christians, Muslims and peoples of other faiths? Through a consideration of the tale within a tale, we explore these multifaceted interactions across Premodern Middle Eastern and European divides. Topics include: framed narration, oral and written textual cultures, the woman who tells a story to save her life, beasts and jinn, as well as storytelling as ritual. Texts: "One Thousand and One Arabian Nights," "MuwashshaHaat," "The Book of Good Love," "Count Lucanor," "Celestina and the Decameron," among others. Prerequisite, one course in literature.

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

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

**[281] Performing Politics: Gender and Sexuality.**

Examines the connections between theatre and political life: Is theatre political? Is political action theatrical? Focusing on

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

**284S From Harlot to Saint: Muslim Women, Christian Women and Other Women.**

How are women portrayed in Premodern texts? Did women speak through these texts or were they spoken for? Examines these questions and others as we explore Christian and Muslim textual representations of woman, her relationships with men and society, her spirituality and particularly her corporality from 11th- 17th centuries. From harlot to saint, from poetess to mystic and enlightened one, we will examine her textual roles as a reflection of her cultural roles in Al-Jahiz, Ibn Hazam, As-Sulamii, Nafzawii, Alfonso X, Cervantes, Calderón, Santa Teresa, Zayas and Sor Juana. (Same as Women's Studies 284 and Religious Studies 284.) A Mescall.

**[285S] Detective Story, Tradition and Experiment.**

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

**[286F] Buff-y and Blue: Studies in the Gothic Tradition.**

An emergent genre during the 18th/19th centuries, the gothic served up romance with mystery and horror, included a side of satire, and came wrapped to go in a pleasurable read. Today, Joss Whedon’s Buffy the Vampire Slayer continues to represent one of the most pervasive and accessible representations of the gothic (only recently contested, perhaps, by the Twilight series). Considers issues of gender, religion, class, the monstrous, and the fantastic. Examines the works of Austen, Hoffman, James, LeFanu, Shelley, Stevenson, Stoker, and Walpole against Whedon’s contemporary incarnation.

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

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

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

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

**297S Introduction to Literary Theory.**

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

**[301] Critical Cinema: A History of Experimental and Avant-Garde Film.**

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

**307F Splitting Personalities: Doppelgängers, Dolls, and Illusions.**

Imitation. Simulation. Artificial. Such terms are often used to distinguish an original from its copy, like Pinocchio, Frankenstein’s monster, or Rossum’s Universal Robots might be from their human archetype. Likewise, these terms invoke a certain anxiety surrounding efforts to create/locate perfection. So what does it mean to (re)produce the human aspect? To confront a subjectivity contingent on our own, which nevertheless marks a decisive split? Works may include those by Bazán, Byron, Capek, Collodi, Hawthorne, Maupassant, Poe, the Shelleys, and Tiptree, alongside Ovid, Freud, and Haraway. (Writing-intensive.) Prerequisite, Two courses in literature. Maximum enrollment, 20. J Schwartz.

**311S At the Crossroads of Science and Literature.**

This interdisciplinary course studies the lesser known natural historical records of European scientists alongside the more familiar literary works of Romantic Era poets and prose writers. We investigate the way all of these texts employ the non-human as that which restricts the human to, just as it emancipates the human from, the animal that it is. We consider the principles of taxonomy and natural aesthetics, the generation debates, and theories of evolution, in order to understand 18th- and 19th-century efforts at representing the natural world. Prerequisite, 2 courses in literature or 2 courses in science. (Same as English and Creative Writing

**[319F] Text/Image in Cinema.**

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

**334S Seminar: Designing Women in the Early Modern English and French Novel.**

Study of the novel as an emergent form in both its English and French contexts. Topics include the role of women as writers, readers, and subjects of novels; the development of the genre; and the social context of the novel. Works by such authors as Aphra Behn, Frances Burney, Daniel Defoe, Francoise de Graffigny, Choderlos de Laclos, Marie de Lafayette, Antoine Prevost, Marie Riccoboni, Laurence Sterne, and Voltaire. (Taught in English.) Does not fulfill the senior seminar requirement for the English concentration (1700-1900). Prerequisite, one 200-level course in literature. Open to juniors and seniors only. May not be counted toward the French major. (Same as English and Creative Writing 334 and French 334.) Maximum enrollment, 12. Stewart and J O'Neill.

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

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

**[344S] Unshackling the Mind.**

What does it mean to be free? Aren't we all prisoners? Why are themes like goodness, beauty and order associated with freedom and transcendence? Conversely, why are iconoclastic beliefs and nonconformist behaviors sometimes depicted as liberating and transformative? We will explore ideas of "freedom" as well as the chains of circumstance, life and the world in Plato, Cervantes, Calderon, Angela Davis, Kurt Vonnegut, Anthony Burgess and others. Themes to include movement, community, individuality, law, body, divinity and otherness. Prerequisite, one course in literature or Africana studies. Maximum enrollment, 16.

**[346F] The Comedy of Terrors.**

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

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

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

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

**[356] Introduction to Japanese Film.**

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

**360S Proust.**

Marcel Proust's "In Search of Lost Time" is often cited as the greatest Western novel, but because of its length—over 4000 pages in the standard English translation—it is seldom read. This course offers a rare chance to study the novel in its entirety, with particular attention to Proust's understanding of time, his revolutionary views on sexuality, his narrative technique, and his ideas about the relationship between literature and the other arts. Prerequisite, 152 or consent of instructor. Open to first year students with consent of instructor only. Maximum enrollment, 12. P Rabinowitz.

**500F Senior Seminar: Apocalypse Now.**

"It's the end of the world as we know it..." From Ezekiel to John to Bin Ladin to REM, Jews, Muslims and Christians have written, sung and performed the end of all known things. We will consider this concept of the "end" as it appears in premodern prophetic texts and then examine its contemporary manifestations in pop culture in the U.S. and abroad through film and literature. Prerequisite, three courses in literature. Priority given to senior comparative literature concentrators. Maximum enrollment, 12. Anjela Mescall.



**550S Senior Project.**

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

# Computer Science

## Faculty

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

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

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

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

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

## 102F Needful Things.

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

## [104] Secrets, Lies and Digital Threats.

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

## 105F,S Explorations in Computer Science.

Investigation, through hands-on experience, of a modern application of computer science. Applications may include robotics, virtual reality, games, manipulation of digital media, and human-computer interaction. Topics for individual sections will be printed in the preregistration materials. No prior computer experience is expected. Not open to students who have completed 110. May not be counted toward the concentration or the minor. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 12. Hirshfield.

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

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

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

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

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

## 110F,S Introduction to Computer Science.

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

## 111F,S Data Structures.

A second course in programming, concentrating on the implementation of dynamic structures for data representation. Students will write programs in the C++ programming language which implement the following classic data structures, among others: stacks, lists, queues, hash tables, and trees. Course discussion will emphasize recursion, efficient implementations in terms of memory space and running time, computational complexity of algorithms, and introduction to two important fields of study: searching and sorting. (Quantitative and Symbolic Reasoning.) Prerequisite, 110, or placement by the department. Maximum enrollment, 26. A Campbell.

## 123S Discrete Mathematics.

Study of mathematical models and techniques commonly used in computer science. Emphasis on analytical and logical skills,

including an introduction to proof techniques and formal symbolic manipulation. Topics include set theory, number theory, permutations and combinations, mathematical induction and graph theory. Topics will be reinforced with hands-on experiences using the ML programming language. Appropriate for students with strong pre-calculus backgrounds. No previous programming experience necessary. (Quantitative and Symbolic Reasoning.) Not open to seniors; open to juniors by consent of instructor. Maximum enrollment, 26. Decker.

#### **[207] Topics in Computer Science I.**

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

#### **210F Applied Theory.**

An investigation of the nature of computation through development of several models of computation. Topics include finite state machines, pushdown automata and Turing machines, the Chomsky language hierarchy, discussion of computational complexity, and illustration of how these abstract models of computation may be applied to language recognition problems such as lexical analysis and parsing. (Quantitative and Symbolic Reasoning.) Prerequisite, 123; or, senior standing and permission of instructor. Maximum enrollment, 26. Decker.

#### **220S Principles of Programming Languages.**

Investigation into the nature, features, design and implementation of programming languages. Students will gain experience with a wide variety of programming languages through programming exercises. Topics will include, among others, object-oriented programming, functional programming, higher-order functions, type systems and polymorphism. Prerequisite, 111; or, senior standing and permission of instructor. Maximum enrollment, 26. Bailey.

#### **240F Computer Organization and Assembly Language.**

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

#### **290F,S Programming Challenges.**

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

#### **[291F,S] The Programming Language Lisp.**

Development of expertise in the programming language Lisp. Emphasis on learning technique and solving problems naturally suited to Lisp. One-quarter course credit. Students may count up to one credit from courses numbered 290-298 toward graduation.

#### **[292] The Programming Language C++.**

Development of expertise in the programming language C++. Emphasis on learning technique and solving problems naturally suited to C++. One-quarter course credit. Students may count up to one credit from courses numbered 290-298 toward graduation.

#### **[293] The Programming Language Fortran.**

Development of expertise in the programming language Fortran. Emphasis on learning technique and solving problems naturally suited to Fortran. One-quarter course credit. Offered credit/no credit. May be repeated once. Students may count up to one credit from courses numbered 290-298 toward graduation. Maximum enrollment, 20.

#### **[307] Topics in Computer Science II.**

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

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

#### **310F Compilers.**

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

#### **[320S] Computer Architecture.**

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

**330S Algorithms.**

Discussion of the canon of standard algorithms, with analysis of time and space complexity. Topics will include, among others: sorting, searching and selection; numerical algorithms; string matching; graph algorithms; parallel algorithms; non-determinism and NP-completeness. Theory intensive. Prerequisite, 111 and 123. Maximum enrollment, 26.

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

**[340F] Operating Systems.**

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

**[350S] Database Theory and Practice.**

A study of modern database systems. Topics include data models, query languages, topics in database design, efficiency issues in query processing and database system architecture. Typical activities will consist of design and analysis of parts of a relational database, implementing queries in the SQL language, and time and space analysis of possible database architectures. Theory intensive. Prerequisite, 111. Maximum enrollment, 26.

**370S Artificial Intelligence.**

Exploration of AI theory and philosophy, as well as a variety of algorithms and data structures, such as heuristic strategies, logic unification, probabilistic reasoning, semantic networks and knowledge representation. Topics include application areas such as natural language understanding, computer vision, game playing, theorem proving and autonomous agents. Programming intensive. Prerequisite, 220. Maximum enrollment, 20. Hirshfield.

**410F Senior Seminar.**

Practicum in research methods in computer science emphasizing discipline-specific research, writing and presentation techniques. Culminates with writing a substantial, professional survey paper of a current area of computer science research, and a formal presentation of the paper. Prerequisite, 210, 220 and 240. Open to senior concentrators only. Maximum enrollment, 26. Hirshfield.

**[420] Readings in Computer Science.**

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

**500S Honors Thesis.**

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

# Critical Languages

## Faculty

Mary Beth Barth, *Program Director*

Mary Sisler

Mireille Koukjian

Anat Guez

## *Special Appointments*

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

The Critical Languages Program generally does not offer courses beyond second year and there is no minor or major available for these languages.

Arabic, Italian and Hebrew are offered as regular courses. Course schedules may be found under Critical Languages (CLNG).

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

Students enrolled in the self-instructional courses must contact Mary Beth Barth by 4 p.m. the first day of classes in order to schedule the class. On rare occasions, due to scheduling conflicts, a student is unable to take the class.

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

### **107F First Term Hebrew.**

An introduction to the Hebrew language introducing the very basic Hebrew grammar, reading, writing and mainly oral communication. Maximum enrollment, 20. Guez.

### **108S Second Term Hebrew.**

Continued study of Hebrew grammar, oral conversation and writing skills introducing simple texts of Israeli culture as a base for learning and simple discussion. Prerequisite, Hebrew 107 or placement. Maximum enrollment, 20. Guez.

### **110F First Term Italian.**

Introduction in speaking, writing, reading and listening comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Classes supplemented by a small group drill session and Language Center projects and activities. Intended for beginners. Maximum enrollment, 20. The Program.

### **115F First Term Arabic.**

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

### **116S Second Term Arabic.**

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

### **120S Second Term Italian.**

Continued study of speaking, writing, reading and listening comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Classes supplemented by a small group drill session and Language Center projects and activities. Prerequisite, Italian 110 or placement. Maximum enrollment, 20. The Program.

### **121F First Term Swahili.**

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

**122S Second Term Swahili.**

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

**125F First Term Hindi.**

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

**126S Second Term Hindi.**

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

**130F Third Term Italian.**

Intensive review of grammar and syntax. Incorporates films, readings and other activities to reinforce verbal practice and conversation. Prerequisite, Italian 110 and 120 or placement. Maximum enrollment, 20. The Program.

**140S Fourth Term Italian.**

Focus on increased vocabulary use, verbal proficiency, and written ability utilizing literary and cultural readings. Prerequisite, Italian 110, 120 and 130 or placement. Maximum enrollment, 20. The Program.

**207F Third Term Hebrew.**

More advanced cultural Hebrew texts that will be the focus of conversation and discussion in class. The aim is to increase student vocabulary and writing ability. More advanced grammar and conversation. Prerequisite, Hebrew 107 and 108 or placement. Maximum enrollment, 20. Guez.

**208S Fourth Term Hebrew.**

More intensive in reading, writing and oral communication. Student will use different sources of written texts, such as Israeli newspaper, media, history and cultural texts. Prerequisite, Hebrew 107, 108 and 207 or placement. Maximum enrollment, 20. Guez.

**215F Third Term Arabic.**

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

**216S Fourth Term Arabic.**

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

**221F Third Term Swahili.**

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

**[222S] Fourth Term Swahili.**

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

**225F Third Term Hindi.**

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

**226S Fourth Term Hindi.**

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

# Dance and Movement Studies

## Faculty

Bruce Walczyk, *Chair*

Elaine Heekin (F)

Paris Wilcox

*Special Appointment*

Richard G. Lloyd

Sandra Stanton

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

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

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

### **[102] Introduction to Dance Theory, Technique and Culture.**

A survey of the various roles dance/movement play in life and culture. Lecture and lab are combined to include an introduction to kinesiology, movement behavior, choreography, improvisation, body music, dance ethnology and technique. A modern dance approach is emphasized that includes martial art/dance forms from West Africa, Haiti, Brazil, China, Indonesia, Thailand, Malaysia, The Philippines and Japan. Maximum enrollment, 20.

### **[103] Introduction to Dance as a Performance Medium and Healing Art.**

An overview of dance as a performing art, its role in culture/communication and as a source of health and well being. Lectures, discussions and introduction to several dance/movement forms including contemporary, ballet, African-based jazz and various health-based movement techniques (yoga, Pilates, Bartenieff Fundamentals). Introduction to motif writing included. Maximum enrollment, 20.

### **[104] Introduction to Dance In Its Social and Theatrical Forms.**

A survey of the evolution of dances from their folk/social manifestations into forms of classical status. Among the myriad examples, three will be highlighted: the development of the folk and court dances of the Renaissance and Baroque into classical ballet; the development of Kabuki from a sensual, "outlaw" theatre to a classical form in Japan; and the development of African-American social dances from the slavery era to the signature dances of the 1920s and 1930s into classics of American musical theatre. Lectures, discussions and technique classes. Maximum enrollment, 20.

### **112S Elementary Contemporary Dance.**

Fundamentals of contemporary dance incorporating technique, theory and criticism. No previous dance training required. Maximum enrollment, 25. The Department.

### **113S Elementary Jazz Dance.**

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

### **114F,S Elementary Ballet.**

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

### **141-142F,S Performance.**

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

### **180S Sound, Performance and Creativity.**

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

### **[201] History of Dance.**

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

### **[203S] Movement Analysis.**

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

### **204S Pilates For Dance.**

A focus on the basic exercises found in the pilates method of body conditioning including various apparatus (mat, magic circle, reformer, barrel and cadillac). An overview of anatomy as it applies to the pilates system will be addressed. The history and philosophical approach to the pilates system will be included. The discipline focuses on the muscles that are the linchpin of good posture and a stable, strong core. Prerequisite, dance technique course taken within the department. Maximum enrollment, 16. Heekin.

### **205F Kinesiology.**

An investigation of the musculoskeletal system and use of biomechanical principles to improve efficiency of motor behavior. Emphasis on joint, muscular and alignment analysis. Lectures, discussions and practical application of movement concepts. No prior dance training required. Maximum enrollment, 30. Walczyk.

### **208F Martial Arts and Dance.**

An investigation into the relationship between martial arts and dance emphasizing the abstraction of movements of self-defense into dance. Relies on many cultures that utilize body awareness and movement efficiency through several systems including aikido, capoeira, chi kung, jeet kune do, kali, muay thai, northern shaolin, pa kua chang, silat and tai chi chuan. Prerequisite, any dance, athletic or martial art experience. Maximum enrollment, 25. Walczyk.

[Spring 2010 01](#) (Walczyk B)

### **213F Intermediate Contemporary Dance.**

The study of contemporary dance incorporating technique and theory. Emphasis on alignment and efficiency of movement focusing on increasing strength and flexibility. May be repeated for credit. Prerequisite, any dance or athletic training. Maximum enrollment, 25. Howard.

### **215F Intermediate Ballet.**

Continuation of the study of ballet. Technique classes are combined with studies in kinesiology, dance theory and dance criticism. May be repeated for credit. Prerequisite, 114, or consent of instructor. Maximum enrollment, 25. Stanon, S/Wilcox, P.

### **[216] Intermediate Jazz Dance.**

Prerequisite, technique course in the department or permission of instructor. Developing the technical skill and comprehension of jazz vocabulary and history beyond the elementary level. Focusing on proper alignment and increasing strength, flexibility, endurance as applied to jazz technique. Maximum enrollment, 25.

### **250F Ballet in the Twentieth Century.**

Study of the history of ballet from the Imperial Ballet of the Tsars to the present. Study of Diaghilev's Ballets Russes, the Ballet Russe de Monte Carlo, New York City Ballet, American Ballet Theatre, the Royal Ballet of England and the Kirov and Bolshoi of Russia. Examination of aesthetic principles and their influence on the development of modern ballet. Study of dancers, choreographers, composers and visual artists associated with the ballet world. (Writing-intensive.) No previous dance experience required. Maximum enrollment, 20. Wilcox.

### **305F Composition.**

A study of the elements of choreography, emphasizing personal development in movement invention, phrasing and design. Improvisation, costume, set, props, music and technical theatre are introduced. Prerequisite, consent of instructor. Maximum enrollment, 15. Walzyk.

### **[307] Choreography.**

The application of fundamentals from 305 to more complex choreographic work, incorporating set, props, costume and text.



Exploration and analysis of other art forms as related to dance composition. Prerequisite, 305 or consent of instructor. Maximum enrollment, 15.

**308S Advanced Martial Arts and Dance.**

A continuation of 208, emphasizing martial arts from Africa, Asia, Southeast Asia and South America. Students will study cultural background, history, philosophy and terminology along with practical application of movement theories. Prerequisite, 208 or consent of instructor. Maximum enrollment, 25. Walczyk.

[Spring 2010.01](#) (Walczyk B)

**[313] Advanced Contemporary Dance and Repertory.**

The study of contemporary dance incorporating technique and theory. Emphasis on performance techniques and ability to comprehend the conceptual framework of movement. Supplemental training in Pilates, jazz and yoga. Guest artists invited each year to teach master classes. May be repeated for credit. Prerequisite, 213 or consent of instructor. Required for students to perform in a faculty or guest artist's work for the Family Weekend Concert. Maximum enrollment, 25.

**[315] Advanced Ballet.**

The study of classical ballet emphasizing style and performance quality in addition to technical mastery of the ballet vocabulary. Meets five times weekly. While out-of-class assignments are minimal, daily attendance, effort and consistent improvement in the technical and stylistic aspects of this art form are of critical importance. May be repeated for credit. Prerequisite, 215 or consent of instructor. Maximum enrollment, 25.

**550F,S Senior Thesis.**

A research paper or a field study in movement behavior and its analysis/notation. Open to senior concentrators only. The Department.

**560F,S Senior Performance/Choreography.**

A performance of dance works, the choreography of dance works or both. Substantial written component comprising research into the historical, theoretical and socio-cultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee. Open to senior concentrators only. The Department.

# Digital Arts

## Faculty

Samuel F. Pellman (Music), *Director*

L. Ella Gant (Art)

The introduction of digital media into creative fields has changed the very nature of their study and production. Musicians, scientists, creative writers, film makers, and visual and performing artists have developed multiple fluencies with digital media. This, in turn, has challenged the long-standing tradition of individual genius specializing in individual media and has made collaborative and cross-disciplinary work practically inevitable. The program in digital arts provides a formal framework for the exploration of these creative possibilities.

The minor in digital arts consists of five courses: the Electronic Arts Workshop (Art/Music 377) and four other courses, including at least two from the digital arts studio course list. Courses counted toward this minor cannot also be counted toward another concentration or minor.

## DIGITAL ARTS STUDIO COURSES

### Art

115 Introduction to Digital Photography

213 Introduction to Video

302 Advanced Photography

313 Advanced Video

### Dance

180 Sound, Performance and Creativity

### Music

109 Theories of Music: Fundamentals

277 Music for Contemporary Media

### Theatre

213 Lighting Design

## RELATED COURSES

### American Studies

325 Media Theory and Visual Culture

### Art History

120 Introduction to the History and Theory of Film

301 Critical Cinema: A History of Experimental and Avant-Garde Film

315W The Technological Sublime

319 Text/Image in Cinema

### College

202 Infinity and Then Some

218 Space: Its Light, Its Shape

224 Art and Physics of the Image

225 Nature, Art or Mathematics?

### Communication

310 Media Form and Theory

### Comparative Literature

290 Facing Reality: A History of Documentary Cinema

349 The Garden in the Machine: Depicting Place in Modern American Cinema

### Computer Science

105 Explorations in Computer Science

107 Applications, Implications and Issues

110 Introduction to Computer Science

370 Artificial Intelligence

### Music

253 Music in Europe and America Since 1900

Physics  
245 Electronics and Computers

Theatre  
236 Outrageous Acts: Avant-Garde Theatre and Performance Art

# East Asian Languages and Literatures

## Faculty

De Bao Xu, *Chair*  
TiaoGuan Huang  
Hong Gang Jin  
Masaaki Kamiya (S)  
Mei-Hsing Lin  
Wakana Mackawa  
Kyoko Omori  
Zhuoyi Wang  
Ming-De Xu

## *Special Appointments*

TzuoChing Kao  
Lian Xue

The East Asian Languages and Literatures Department offers courses in the Chinese and Japanese languages, literatures and cultures, a Chinese concentration, a Chinese minor, a Japanese minor, and a study abroad program, Associated Colleges in China (ACC). Courses offered focus on language acquisition and introduction to the cultures and civilizations of both countries. As much as possible, the first-year courses are taught in the target languages, while the upper-level courses are conducted entirely in Chinese or Japanese. The Chinese concentration emphasizes work in the original language as key to understanding China and China-related issues aiming at and preparing students for further studies in graduate schools and professional careers in international trade, government service, diplomacy, private business, journalism and other related fields.

A concentration in Chinese consists of nine courses numbered 140 or higher, including 150, 220, a 400-level course, which must be taken before the senior year (an ACC 400 level course counts), a course at or above the 430 level taken in each semester of the senior year, and the required senior project (550). A course concentrating on China's civilization or cultural offered by another department may satisfy the 150 requirement. Consult the Chinese Program. A minor in Chinese requires five courses numbered 140 or higher, including 150, 220 and a 400-level course.

A minor in Japanese requires five courses. Those courses include at least three language courses beyond Japanese 120 (i.e., 130, 140 and 200) and one non-language course offered by the program. The fifth course may be either a language (220 and above) or a non-language course. Consult the faculty in Japanese.

Students of Chinese and Japanese are strongly encouraged to participate in study abroad programs in China and Japan. Students of Chinese are eligible for the ACC program. Students of Japanese have the opportunity to study abroad through such programs as Kyoto Center for Japanese Language (Kyoto), CIEE-Sophia University (Tokyo) and Nanzan University (Nagoya). Consult the faculty in Japanese for details.

To obtain departmental honors, students in Chinese must have an average of A- or better in all coursework in Chinese and must be a Chinese major.

Study of the Chinese and the Japanese languages (Chinese 140/Japanese 140) in the East Asian Languages and Literatures Department also satisfies the two-year language requirement of the Asian Studies Program. Students are encouraged to strengthen their understanding of cross-cultural issues by integrating their language and culture studies with courses offered in Asian studies.

Students interested in beginning or continuing their Chinese or Japanese language studies should make an immediate start with the 100- or 200-level courses or consult with the department chair. All 100-, 200- and 300-level courses taught in English are open to juniors and seniors without prerequisites.

## **Associated Colleges in China**

Administered by the East Asian Languages and Literatures Department, the program provides summer, fall and spring study in Beijing (Capital University of Economics and Business) with intensive coursework through individualized instruction with a high level of participation and interaction. The courses are taught entirely in Chinese and encompass topics including advanced language, Chinese politics, society, economics, religion, art, folklore and literature. Unique features and activities of the program include the language pledge (speaking Chinese only), language practicum (individual projects conducted with local citizens), Chinese host families, Chinese language table, field trips in historically and culturally important sites outside of Beijing and extracurricular activities such as Taichi, Chinese food cooking, calligraphy, etc.

The courses taken with ACC will count toward the Chinese concentration requirement. However, students with concentrations other than Chinese should consult with the appropriate department for transfer of credit for the concentration.

The ACC Program is open to sophomores, juniors and first-semester seniors. It is in principle a full-year program (summer, fall and spring); however, applications may be made for any of the three sections. To be admitted, students must take at least two semesters of Chinese, a course on the culture and civilization of China and have the permission of the ACC director.

## Chinese

### 110F First-Term Chinese.

An introduction to spoken and written modern Chinese through conversational drills, comprehension, reading and writing practice in classwork and homework. Four hours of class, with additional lab work and individual sessions for each student. Jin and Huang.

[Fall 2007 01](#) (Jin H, Lu Y)

[Fall 2007 02](#) (Jin H, Lu Y)

[Fall 2007 03](#) (Jin H, Lu S, Yang Y)

[Fall 2009 01](#) (Huang T, Zhuansun X, Sun X)

[Fall 2009 02](#) (Huang T, Zhuansun X, Sun X)

[Fall 2009 03](#) (Huang T, Zhuansun X, Sun X)

[Fall 2010 01](#) (Jin H, Huang T)

[Fall 2010 02](#) (Jin H, Huang T)

[Fall 2010 03](#) (Jin H, Huang T)

### 120S Second-Term Chinese.

Continued work in speaking, listening and reading. Emphasis on patterns that facilitate speaking and reading. Four hours of class, with additional lab work and individual sessions for each student. Prerequisite, 110. The Department.

[Spring 2010 01](#) (Huang T, Sun X, Zhuansun X)

[Spring 2010 02](#) (Huang T, Sun X, Zhuansun X)

[Spring 2010 03](#) (Huang T, Sun X, Zhuansun X)

[Spring 2012 01](#) (Jin H, Xu M, Gao Y, Hou X)

[Spring 2012 02](#) (Jin H, Xu M, Gao Y, Hou X)

[Spring 2012 03](#) (Jin H, Xu M, Gao Y, Hou X)

[Spring 2012 04](#) (Jin H, Xu M, Gao Y, Hou X)

### 130F Third-Term Chinese.

Comprehensive review of grammar and development of language skills through communicative teaching. Four hours of class, with additional lab work and individual sessions for each student. Prerequisite, 120 or consent of instructor. Lin.

[Fall 2007 01](#) (Jin H, Lu S, Sun W)

[Fall 2007 02](#) (Jin H, Lu S, Sun W)

[Fall 2009 01](#) (Lin M, Duan L)

[Fall 2009 02](#) (Lin M, Duan L)

[Fall 2010 01](#) (Lin M, Kao T)

[Fall 2010 02](#) (Lin M, Kao T)

### 140S Fourth-Term Chinese.

Continuation of third-term Chinese. Development of spoken and written skills, as well as familiarity with current Chinese culture. Class discussions in Chinese. Four hours of class, with additional lab work and individual sessions for each student. Prerequisite, 130 or consent of instructor. The Department.

[Spring 2010 01](#) (Lin M, Duan L)

[Spring 2010 02](#) (Lin M, Duan L)

[Spring 2012 01](#) (Xue L, Chang L)

[Spring 2012 02](#) (Xue L, Chang L)

[Spring 2012 03](#) (Xue L, Chang L)

### 150F Chinese Culture, Society and Language.

A survey of both traditional and modern Chinese cultural norms and values through the examination of the people, land, history, philosophy, politics, society, economy, customs, literature and art, and language. Lectures and discussions. Taught in English. D Xu.

[Fall 2007 01](#) (Hsiung Y)

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

[Fall 2010 01](#) (Xu D)

[Fall 2011 01](#) (Xu D)

### 200F Advanced Chinese I.

Designed for students who wish to use Chinese beyond everyday conversation. Concentrates on subtleties of Chinese grammar and builds a vocabulary through extensive use of short texts. Includes expository writing. Four hours of class, with additional tutorial and laboratory work. Taught primarily in Chinese. Prerequisite, 140 or consent of instructor. Lin.

[Fall 2009 01](#) (Sun X)

[Fall 2010 01](#) (Lin M)

**[203S] Women in Chinese Literature.**

Explores Chinese literature through the lens of gender, examining the ways women are represented in the Chinese literary tradition from ancient times to the present day—as trope, as voice and through their own writing in verse and prose. All readings and discussions in English.

**205F Modern China Through Film.**

Examines how films produced in diverse socio-economic contexts generate conflicting modern representations of China, ranging from a legendary land, an everlasting patriarchy, to a revolutionary battlefield, and how these representations produce hegemonic and subversive cultural knowledge. Students will gain a broad understanding of post-1959 Chinese cinema and history, theory of film and cultural studies, and pertinent Hollywood films. All films have English subtitles. Requirements include film viewings, presentations, quizzes, class discussions and a final paper. All lectures and discussions in English. (Same as Comparative Literature 205.) Wang.

[Fall 2009 01](#) (Wang Z)

[Fall 2010 01](#) (Wang Z)

**210S Modern and Contemporary Chinese Literature: Traditions and Modernities.**

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

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

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

**[215F] Chinese Literature in Translation.**

Study and analysis of pre-modern Chinese literature in English translation. Texts will be selected from far antiquity to the Qing Dynasty (1644-1911). Lectures will introduce authors, major genres and theories in their social and historical context, while tutorials will be spent reading and discussing samples of significant texts. Students will give oral presentations and keep abreast of prescribed readings. All lectures and discussions in English. (Same as Comparative Literature 215.)

**220S Advanced Chinese II.**

Continuation of Advanced Chinese I, with emphasis on making the transition from textbook to an advanced level of competence for reading periodicals and journals in China. Discussion, written and oral work. Taught in Chinese. Prerequisite, 200 or consent of instructor. The Department.

[Spring 2010 01](#) (Sun X)

[Spring 2012 01](#) (Chang L)

**[230] Translation Workshop.**

The work of literary translation is intensely intellectual and deeply creative. Focuses on the theory and practice of translation by developing practical translation skills (from any language, but especially Chinese) through translation exercises and individual projects. We will also read translation theory to better understand cross-cultural communication. No knowledge of Chinese required. (Writing-intensive.) Prerequisite, competence in any non-English language. Maximum enrollment, 20.

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

**259S Second/Foreign Language Development and Learning Strategies.**

The purpose of this course is to provide an overview of the findings on second/foreign language development and learning strategies over the last 4 decades. Students will read about and discuss the key issues in second/foreign language acquisition process, different acquisition models, and learning strategies involved in the different stages of second language development. Students will also learn to carry out interlanguage data collection, 4 types of data analysis (contrastive, error, performance, and discourse analyses) used in the second language acquisition field. Taught in English (Same as Hispanic Studies 259 and Education Studies 259.) Hong Gang Jin.

**[320S] Chinese Press and Television.**

Study and analysis of selected multimedia materials from the Chinese press and television dealing with social conflicts between traditional Chinese values and Western influence, the old socialist system and new privatization, natural earthly life and modern technology. Oral presentation required; written and oral work. Taught in Chinese. Prerequisite, consent of instructor.

**[360S] Readings in Modern Chinese Literature.**

Study and analysis of selected modern works from 1949 to the present within the sociopolitical and intellectual context. Discussion, written and oral work. Taught in Chinese. Prerequisite, 220 or consent of instructor.

**400F The Changing Face of China.**

Study and analysis through selected journals and magazines. Students will examine aspects of the changing face of China, including in-depth coverage of population, housing and employment policies. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. M Xu.

[Fall 2007 01](#) (Lu Y)

[Fall 2009 01](#) (Wang Z)

[Fall 2010 01](#) (Xu M)

#### **420S Selected Readings in China's Post-Cultural Revolution Era.**

Study and analysis of selected literary and cultural works from various schools of post-cultural revolution writers, including poetry, prose, short stories and novels from 1978 to the present. Lectures, discussions and written reports. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. The Department.

[Spring 2010 01](#) (Lin M)

#### **425S Current Issues in Contemporary China.**

Presentation and analysis of different perspectives on 21st-century China, including geopolitical issues, economic reform, social changes, political situation and popular culture. Class materials includes documentaries, video/films, web sources and traditional texts. Short papers and oral presentation. Particularly designed for students who wish to improve their speaking and writing skills before working on their senior projects. (Writing-intensive.) Prerequisite, 220 or consent of instructor. Taught in Chinese. Huang.

[Fall 2009 01](#) (Huang T)

[Fall 2010 01](#) (Huang T)

[Spring 2012 01](#) (Gao Y, Xu M)

#### **430F Masterpieces of Chinese Literature.**

Reading and discussion of the masterpieces from Chinese literature including essays during the early Qin and Han dynasties, poetry and prose from the Tang and Song dynasties, the novels from the Ming and Qing dynasties. Taught in Chinese. (Writing-intensive.) Prerequisite, any 300-level course in Chinese or consent of instructor. Maximum enrollment, 20. Wang.

[Fall 2007 01](#) (Hsiung Y)

[Fall 2009 01](#) (Wang Z)

[Fall 2010 01](#) (Wang Z)

#### **445F,S Classical Chinese Language and Culture.**

Study and analysis of selected readings from Confucian and Taoist classics and other literary, philosophical and historical texts. Attention given to linguistic analysis and intellectual patterns and to problems of modern Chinese translation. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. Xu.

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

[Fall 2010 01](#) (Xu D)

[Spring 2010 01](#) (Xu D)

[Fall 2011 01](#) (Xu D)

[Spring 2011 01](#) (Xu D)

[Spring 2012 01](#) (Xu D)

#### **450S Remembering the Chinese Revolution through Film.**

The 20th century saw waves of revolutions shape the history of modern China. This course examines how Chinese films produced in diverse socio-economic contexts represent this century of revolution. Students will gain a broad understanding of the history of modern China, familiarize themselves with film analysis techniques and post-1949 Chinese cinema, and learn to understand film as the most powerful modern art form for constructing historical memories. Requirements for the course include group presentations, film analysis assignments, and one final paper. Taught in Chinese. (Oral Presentations.) Prerequisite, one 300-level course in Chinese or permission of instructor. Maximum enrollment, 16. Wang.

[Spring 2010 01](#) (Wang Z)

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

#### **[470S] History of Chinese Language.**

Study and analysis of the Chinese language from Ancient Chinese (221BC), Middle Chinese (601AD), Early Mandarin (1324), to Modern Chinese (1919). Attention given to the evolution of the sound, grammar, lexicon and character system over the 2,000 years. Prerequisite, one 300-level course in Chinese or permission of instructor. Taught in Chinese.

[Spring 2010 01](#) (Xu D)

#### **[490S] Advanced Readings in Chinese Literature, History and Philosophy.**

Continuation of the study of Chinese literature, history and philosophy. Attention given to the in-depth reading and analysis of selected texts. Taught in Chinese. Prerequisite, 445 or consent of instructor.

#### **495S Practicum in Chinese Language Education.**

This course combines study in Chinese language and culture and experience in teaching one or two Chinese language and culture

courses at K-5 programs in the Oneida-Herkimer-Madison BOCES school districts. Students in the course participate in weekly classes focusing on various aspects of Chinese language, culture, and teaching through lectures, group discussions, papers, and presentations on curriculum, instruction and assessment. Prerequisite, Consult with the instructor. D Xu.

[Spring 2012 01](#) (Xu D)

### **550F,S Senior Project.**

A research project using sources in Chinese culminating in a paper, designed by the student, in consultation with at least two members of the East Asian Languages and Literatures Department. Students are expected to develop analytical and linguistic skills in the Chinese language through culture study in upper-level coursework and/or study abroad. Maximum enrollment, 20. The Department.

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

[Fall 2010 01](#) (Xu D)

[Spring 2010 01](#) (Wang Z)

### **552S Honors Project.**

Independent study programs, consisting of the separate preparation and oral defense of a paper, for students who qualify as candidates for program honors. Only students with an average of at least 88 in courses counting toward the foreign languages concentration at the end of the first semester of the senior year qualify. The Department.

## **Japanese**

### **110F First-Term Japanese.**

Introduction to basic structures and vocabulary. Emphasis on oral communication with practice in reading and writing, using the two syllabaries (hiragana and katakana) and 26 kanji characters. Four 50-minute classes a week (Monday-Thursday), with additional lab work and individual sessions (Friday). Maximum enrollment, 15. Kamiya and Maekawa.

[Fall 2007 01](#) (Kamiya M, Shudo M)

### **120S Second-Term Japanese.**

Continued work in speaking, listening, reading, and writing, with mastery of 99 kanji characters. Four 50-minute classes a week (Monday-Thursday), with additional lab work and individual sessions. Prerequisite, 110, or consent of instructor. Maximum enrollment, 15. Kamiya and Maekawa.

### **130F Third-Term Japanese.**

Completion of introduction to basic structures of the language. Continued emphasis on oral communication, with practice in reading simple texts. An additional 130 kanji characters will be introduced. Four 50-minute classes a week (Monday-Thursday), with additional lab work and individual sessions. Prerequisite, 120 or consent of instructor. Omori and Maekawa.

### **140S Fourth-Term Japanese.**

Intermediate Japanese with continued emphasis on oral communication. An additional 130 kanji characters will be introduced. Four 50-minute classes a week (Monday-Thursday), with additional lab work and individual sessions. Prerequisite, 130, or consent of instructor. Omori and Maekawa.

### **[150] Introduction to Japanese Culture and Language.**

Surveys Japanese cultural norms and values via an examination of Japanese language and communication styles. Designed to provide substantial knowledge on Japan and to facilitate an appreciation of the Japanese culture and related issues. Taught in English.

### **200F Advanced Japanese I.**

Increasing emphasis on written Japanese, with acquisition of an additional 250 kanji characters. Prerequisite, 140, or consent of instructor. Maekawa.

### **205S Topics in Japanese Linguistics.**

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

[Fall 2007 01](#) (Kamiya M)

### **219/319F Pragmatics and Language Acquisition.**

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

### **220S Advanced Japanese II.**

Continuation of Advanced Japanese I, with guided practice in reading modern texts with acquisition of additional 250 kanji



characters. Prerequisite, 200, or consent of instructor. Maekawa.

### **227F Gender in Japan.**

This course examines gender identity and gender relations in Japanese texts from the ninth century to the present. Assignments include critiquing poems, novels, diaries, play scripts, graphic novels, and film. The course is taught in English and does not require any prior knowledge of Japanese language or history. No Pre-requisites. Open to first-year students. Miyabi Yamamoto.

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

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

### **[239] Modern Japan: Japanese Culture and Society From A(-Bomb) to (Dragon Ball)Z.**

This course explores issues of imperialism, military conflict, pacifism, nuclear victimhood, foreign occupation, national identity, and social responsibility in 20th-century Japan. Readings include nonfiction, science fiction, poetry, war propaganda, novels and censorship documents, animé, and film. Taught in English. No knowledge of Japanese language or history required. (Same as Comparative Literature 239.)

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

Examines stories and other forms of cultural expression related to the emergence of "modern" youth in Japan. We pay particular attention to the cultural, historical and political backgrounds that facilitated the establishment of such a category. Primarily focusing on literature, readings also include other modern expressive media such as film, cartoons, animation and online bulletin boards. We will also examine the production and dissemination of certain images of "youth" by mass media. Readings and discussion in English. (Same as Comparative Literature 251.)

### **[255] The Languages of East Asia.**

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

### **[356] Introduction to Japanese Film.**

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

### **401F Selected Readings in Japanese.**

Reading in modern literary and non-literary texts and mastery of the remaining kanji characters on the joyo kanji list. Through advanced-level reading of original texts and in-depth discussion, students focus on topics such as Japanese literature, film, culture and linguistics. This course also accommodates and guides senior theses. Prerequisite, 220, or consent of instructor. Omori.

### **402S Japanese Textual Analysis and Translation.**

Designed for students who want to achieve near-native proficiency in all four skills in Japanese language. Particular attention given to translation of literary and other texts. This course also accommodates and guides senior theses. Course conducted in Japanese. Prerequisite, 401, or consent of instructor. Omori.

# Economics

## Faculty

Christophre Georges, *Chair*  
Erol M. Balkan (F-NYC)  
James Bradfield  
Emily Conover (S)  
Paul A. Hagstrom (S)  
Elizabeth J. Jensen  
Derek C. Jones  
Ann L. Owen (S)  
Jeffrey L. Pliskin  
Karen Sullivan  
Judit Temesvary  
Julio Videras  
Stephen Wu (F)

## *Special Appointments*

Nesecan Balkan  
Margaret J. Morgan-Davie  
Stephen M. Owen

A concentration in economics consists of nine courses: 101, 102, 265, 275, 285 and four elective courses. Math 113 or its equivalent is one of the prerequisites for 275. At least two of the elective courses must be at the 400 level or above, with at least one at the 500 level and taken as a senior. The Senior Project will be completed in a designated 500-level course. The Senior Thesis is a written report of a project containing original research. Students writing a thesis must enroll in 560 (Research Seminar).

230 and 235 do not count toward the concentration. Concentrators must complete 265, 275 and 285 by the end of the junior year so that they may apply these analytical tools in their 400 level and 500 level courses. Additionally, 265, 275 and 285 must be taken at Hamilton. For purposes of fulfilling the requirements for the concentration, the Department does not classify any transferred courses at the 400 level or above. See the departmental website for additional information on procedures for transferring credit for economic courses taken off-campus. Exemption from these requirements is granted only in unusual cases. Because Economics 265 is not open to students who have taken or are concurrently taking Math 253 or Math 352, these students must substitute Economics 400 for Economics 265 in the requirements for the concentration.

Students planning graduate work in economics should consult a member of the department for specific advice. They should take 400, selections from the other 400-level courses, 560 and obtain as strong a background in mathematics as possible. The sequence in calculus and linear algebra is required by virtually all good Ph.D. programs in economics; additional work in mathematics, such as courses in differential equations and real analysis, is strongly recommended. Students who plan to study for an M.B.A. should complete at least one semester of calculus and should consult "Information for Prospective M.B.A. Students," a document available at the Career Center Web site, for additional recommendations.

Departmental honors will be awarded to concentrators who demonstrate superior performance in economics, as evaluated by members of the department. To be eligible for honors, a student must complete 400 and 560, have a grade point average of at least 3.3 for all courses that satisfy the concentration and write an outstanding Senior Thesis.

A minor in economics consists of 101, 102, 275, 285 and one additional economics course, with the exception of 230 or 235, which do not count toward the minor. If the student's concentration is in public policy, Economics 101 and 102 cannot count in both the student's concentration and the minor. These courses will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the chair of the Economics Department in consultation with the director of the Public Policy Program.

Seniors may not preregister for Economics 101 but may add this course at the beginning of each semester, space permitting.

## **101F,S Issues in Microeconomics.**

The price system as a mechanism for determining which goods will be produced and which inputs employed; profit-maximizing behavior of firms under differing competitive conditions; pricing of factors of production and income distribution; taxation, discriminatory pricing and government regulation; theory of comparative advantage applied to international trade. (Quantitative and Symbolic Reasoning.) Hagstrom, Morgan-Davie and Wu(Fall); Conover (Spring).

[Fall 2004 01](#) (Videras J)

[Fall 2006 01](#) (Videras J)

[Fall 2006 02](#) (Nutting A)

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

**102F,S Issues in Macroeconomics.**

Gross domestic product; its measurement and the determination of production and employment levels; the role of the government in the economy, particularly fiscal policy; the money supply, monetary policy and inflation; foreign exchange rates. (Quantitative and Symbolic Reasoning.) Prerequisite, 101. DJones (Fall); EBalkan and Pliskin (Spring).

[Fall 2004 03](#) (Jones D)

**230F,S Accounting.**

Study of the fundamental principles underlying financial accounting. Strong emphasis on understanding and analysis of companies' annual reports and the four basic financial statements included therein: balance sheet, income statement, statement of changes in stockholders' equity and statement of cash flows. Does not count toward the concentration or minor. Open to sophomores, juniors and seniors only. Not open to students who have taken 330. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) S Owen.

[Fall 2007 01](#) (Owen S)

[Spring 2008 01](#) (Owen S)

[Spring 2010 01](#) (Owen S)

**235S Policy, Poverty and Practice.**

Investigates policies to alleviate poverty, with a focus on the Earned Income Tax Credit (EITC). Topics include: poverty, income inequality and inequality of opportunity; tax policy; and incentives created by policies aimed at alleviating poverty. The class has a significant service learning component in which students complete IRS training and assist low-income families in Utica in filling out Federal tax forms to claim the EITC. Prerequisite, None. The course meets one hour per week through April 15, with a minimum in-class time of 10 hours. Requires significant self-paced training prior to start of classes. Course can only be taken credit/no credit. Does not count toward the concentration or minor. Maximum enrollment, 30. Morgan-Davie.

**251F Introduction to Public Policy.**

The study of policy analysis using and comparing a variety of disciplinary and analytic traditions. Consideration of controversies over particular policies at the national and local level and the premises underlying them. Examination of methods and principles used in formulating and evaluating public policy. (Quantitative and Symbolic Reasoning.) Prerequisite, Economics 101. Open to seniors with consent of instructor. (Same as Public Policy 251 and Government 251.) Anecharico.

**265F,S Economic Statistics.**

An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypothesis testing and linear regression. Computer laboratory will make use of statistical software packages. 150 minutes of lecture and 75 minutes of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 102 or consent of instructor. No previous experience with computers required. Not open to seniors or students who have taken or are concurrently taking Math 253 or Math 352. Videras (Fall); Hagstrom (Spring).

[Fall 2005 01](#) (Videras J)

[Spring 2005 02](#) (Videras J)

**275F,S Microeconomic Theory.**

The theory of consumer behavior. Theories of the firm and market structures, and of resource allocation, pricing and income distribution. General equilibrium and economic efficiency. (Quantitative and Symbolic Reasoning.) Prerequisite, 102 and Math 113 or the equivalent. Not open to senior concentrators. Jensen (Fall); Barth (Spring).

[Fall 2007 01](#) (Jensen E)

[Fall 2007 02](#) (Jensen E)

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

[Spring 2007 02](#) (Bradfield J)

**285F,S Macroeconomic Theory.**

Theories of business cycles and economic growth. Theories of monetary policy, budget and trade balances, aggregate consumption and investment activity, unemployment, inflation, technological change and productivity growth. (Quantitative and Symbolic Reasoning.) Prerequisite, 102. Not open to senior concentrators. Temesvary (Fall) ; AOwen (Spring).

[Spring 2006 01](#) (Owen A)

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

[Fall 2007 02](#) (Georges C)

**[310] Public Economics.**

Analysis of the role of government in the economy from both the expenditure side and the income (tax) side. Topics include public goods, externalities, the U.S. "safety net," social security, government involvement in health care, public choice, budget deficits, the U.S. tax system, and the effects of taxation and government programs on behavior. Prerequisite, 102. Not open to students who have taken 440/475.

**316S Globalization and Gender.**

Analysis of globalization and its impact on the economic experience of women. Topics include the definition of globalization with

particular emphasis on economic globalization; restructuring in the industrialized economies; gender-related issues in the labor markets of industrialized countries, such as occupational segregation, wage gap, feminization of the labor process; structural adjustment; and case studies of female labor participation in the Third World. (Writing-intensive.) Prerequisite, 102. (Same as Women's Studies 316.) Maximum enrollment, 20. N Balkan.

### **[320] Social Economics.**

Examines the influence of culture, norms and social interactions on the values and behaviors of economic agents. Topics include the economic determinants and effects of social capital, the influence of group membership on individual behavior, social and ethnic heterogeneity and the provision of public goods, the role of religious beliefs and practice in economic attitudes and choices, and fads and fashion. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20.

### **325F Comparative Economic Systems.**

A comparative analysis of economic systems and criteria for evaluation. An examination of market, command, mixed and market socialist economies. Emphasis on problems of transition in former communist countries and Japan and Germany compared to the United States. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20. D Jones.

### **[331F] International Trade Theory and Policy.**

Theoretical and empirical analysis of the pattern of international trade and international trade policies. Emphasis on theoretical models used by economists. Topics include the determinants of the pattern of international trade, immigration, foreign direct investment, the gains from trade, tariffs, quotas, voluntary export restraints, dumping, subsidies, trade-related intellectual property rights, international labor standards, trade and environmental issues, the WTO, customs unions, free trade agreements and trade adjustment assistance. Prerequisite, 102.

### **[337F] Economics of Antitrust and Regulation.**

An examination of the economics of antitrust and regulation in the United States, with emphasis on what specific market failures provide a rationale for government intervention and what appropriate forms of government activity might be in particular circumstances. Possible topics include antitrust policy toward mergers and monopolization, economic regulation of public utilities and transportation, and environmental regulation. Prerequisite, 102.

### **340F Economic Development.**

An introduction to the historical experience and current economic problems of developing countries and analysis of the process of development; Topics include alternative theories of development; growth, poverty and income distribution; unemployment, urbanization and migration; agricultural transformation, industrialization and trade; globalization of production; education and human capital formation; environment and sustainable development; global financial and debt crisis. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, 102. Maximum enrollment, 20. EBalkan.

### **346F Monetary Policy.**

A study of the goals, strategies and tactics of monetary policy. The interaction of the central bank with financial markets, the tools and the transmission mechanism of monetary policy, the money supply process, the structure of the Federal Reserve System and the international financial system. Emphasis on policy application. Students in the class have the opportunity to participate in the College Fed Challenge, a national competition in which teams of students make a presentation to monetary policy experts about the current state of the economy and the future course of monetary policy. (Oral Presentations.) Prerequisite, 102 and 265 or Government 230 or Math 253. Maximum enrollment, 20. A Owen.

### **350F Economics of Poverty and Income Distribution.**

A study of domestic poverty and of government programs designed to address poverty. Topics include the definition and measurement of poverty, the factors associated with becoming poor and the design, purpose, financing and individual incentive effects of various state and federal public assistance programs, as well as their effectiveness in reducing the incidence or duration of poverty. Prerequisite, 102. Hagstrom.

### **[351] Political Economy.**

An introduction to methods and analysis of evaluating government behavior from an economic perspective. The course examines the role of various political institutions in affecting monetary, fiscal and regulatory policy. Prerequisite, 102.

### **[352S] Political Economy of the Middle East.**

An interdisciplinary study of the relationship between Islamic societies and Western economic systems from early Islam to the present. Focus on the structure and history of economic development and transformation of the Middle East in the modern period. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20.

### **[357S] Political Economy of India.**

A journey through the evolutionary stages of the Indian economy, from the colonial past to the globalized present. India is a fascinating natural laboratory to understand colonialism, nationalism, partition, the modern state, democracy, economic development, identity politics, center-state issues as well as the relationship with the rest of Asia and the West. This course will explore the history, culture and political economy of what is today a strategically and economically vital part of the world. Prerequisite, 102.

### **360S Health Economics.**

An analysis of the economics of health and medical care, with particular emphasis on the provision of health care in the United States. Topics include the structure of public and private health insurance programs, financing the rising costs of medical care and

the impact of health status on labor supply and retirement decisions. Relates these issues to current public policy debates surrounding the health care profession. Prerequisite, 102. Wu.

### **365S Economic Analysis of American History.**

An examination and explanation of the development of the American economy, focusing on the period from 1840 through World War II. Topics include the economics of slavery and share cropping, the rise of big business, railroads and economic growth, the development of banks and the causes of the Great Depression. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20. Jensen.

[Spring 2006 01](#) (Jensen E)

### **[368] Poverty, the Environment and Natural Resource Use.**

Investigation of the relationship between poverty, the environment and natural resource use. Emphasis placed on understanding the institutions and incentive structures that influence natural resource use decisions in rural poor communities and on examining innovative solutions that garner potential to achieve both poverty alleviation and environmental goals. Case-studies will be drawn from Africa and China. Topics may include sustainable livelihoods, inequality, property rights, collective management, climate change mitigation and adaptation strategies, and payments for environmental services. Prerequisite, 102. Not open to students who have taken Econ 380.

### **375S History of Economic Thought.**

A survey of economic theory and methodology from the early Greeks to the present. Discussion of the ideas of major economic writers such as Smith, Marx, Marshall and Keynes, with attention paid to historical context as well as relevance to current economic debates. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20. Georges.

### **[380F] Environmental Economics.**

An examination of issues in environmental policy from the perspective of economic theory. Topics include the measurement of benefits and costs of curtailing pollution and preserving ecosystems, the design of public policies to improve environmental quality, and the examination of past and current environmental programs in the United States and their success. Also considers sustainable growth and issues of environmental equity. (Writing-intensive.) Prerequisite, 101. Maximum enrollment, 20.

[Fall 2005 01](#) (Videras J)

### **[382] Natural Resource Economics.**

An examination of a broad range of issues related to natural resource use from the perspective of economic theory. Topics include renewable and non-renewable resource problems, including the problems of fisheries over-exploitation, excessive forest harvesting, competition over land and water, energy resources, and recyclable resources. Emphasis on past and current public policies and institutions affecting natural resource use and management. Prerequisite, 101.

### **400F Econometrics.**

An introduction to econometric methods that are frequently used in applied economic research. Emphasis on interpreting and critically evaluating empirical results and on establishing the statistical foundations of widely used econometric methods. Topics include the classical linear regression model, functional form, dummy explanatory variables, binary choice models, panel data models, heteroskedastic and autocorrelated disturbance terms, instrumental variables estimation and an introduction to simultaneous equation models. Three hours of class and 75 minutes of laboratory. Prerequisite, 265 or Mathematics 253 or 352. Pliskin.

### **[415S] Economics of Higher Education.**

A study of issues in the economics of higher education. Topics will include the financing of higher education, determinants of tuition costs, trends in admissions policies, determinants of academic success at college, and the economic returns to higher education. Maximum enrollment, 20.

### **425F Financial Economics.**

A study of individual level investment decisions and the equilibrium determination of asset prices. Mean-variance analysis motivated by the tradeoff between risk and return. An introduction to asset pricing models, including the CAPM and multi-factor models. An introduction to derivatives, including stock options, futures and swaps. Discussions of the Efficient Markets Hypothesis, arbitrage, and contributions from behavioral finance. Other topics may include: fixed income pricing, Arrow-Debreu securities and the completeness of markets, and the binomial asset pricing model. Prerequisite, 265 and 275 or equivalent, or consent of instructor. Maximum enrollment, 20. Barth.

[Fall 2006 01](#) (Bradfield J)

[Fall 2006 02](#) (Bradfield J)

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

[Fall 2007 02](#) (Bradfield J)

### **[426S] Seminar in Financial Economics.**

Using oral presentations supplemented by brief papers, students will evaluate and synthesize articles from the scholarly literature in financial economics. Most of the expositions will be by teams. Each student will also write a term paper analyzing the articles presented and placing those works in the wider contexts of financial economics and microeconomics. Emphasis on the generality of the application of fundamental principles of microeconomics to theoretical and empirical questions in financial economics.

Prerequisite, 425 or consent of instructor.

**[430F] Topics in Macroeconomics.**

An advanced treatment of selected topics of current interest in macroeconomics. Comparisons of different theoretical and empirical approaches to explaining recent recessions and trends in economic growth, unemployment, inflation and income inequality. Prerequisite, 265, 285 and Mathematics 113, or consent of instructor. Maximum enrollment, 20.

**[432F] International Finance.**

Survey of international financial markets in both theory and practice. Topics include optimal monetary and fiscal policy in an open economy and central banking; international financial markets for foreign exchange; Eurocurrencies and international bonds; the nature and operation of the principal international financial institutions; financial and currency crisis; international debt issues and country risk. Prerequisite, 265, 275 and 285. Maximum enrollment, 20.

**435S Industrial Organization Theory and Applications.**

Theoretical and empirical analysis of firm conduct with emphasis on firms in oligopolistic industries. Examination of conduct primarily, but not entirely, from a game theory perspective. Exploration of business practices such as product differentiation and advertising, research and development, and price discrimination. Consideration of relevant public policies, especially antitrust policy. Prerequisite, 265 and 275 or consent of instructor. Maximum enrollment, 20. Jensen.

[Spring 2006 01](#) (Jensen E)

**[438F] Topics in Environmental Economics.**

A study of the distribution of environmental hazards across communities according to race, income and participation in the political process, as well as sustainable development as a manifestation of inter-generational and inter-country equity concerns. We investigate fair trade and social responses toward sustainability using theoretical and empirical methods. Prerequisite, 265 or equivalent, and 275 or consent of instructor. Maximum enrollment, 20.

**[442S] Topics in Development.**

Advanced level class that focuses on econometric methods for empirical research in development economics. In the course students will read and analyze recent empirical papers in the field of international development and learn the theory behind the methods used. Students will apply the theory in assignments and projects that will require them to work with data. Topics include: education, health, labor markets, corruption, institutions, and impact evaluation (Quantitative and Symbolic Reasoning.) Prerequisite, 265 and 275. Maximum enrollment, 20.

**[445S] Economic Growth.**

Why are some countries so rich while others are so poor? Examines the difference in living standards both across and within countries, using both theoretical and empirical methods. Topics include the effects of income distribution, technology, population growth, international trade, government policy and culture on the level and growth of per capita income. (Oral Presentations.) Prerequisite, 265, 275, 285 and Mathematics 113 or consent of instructor. Maximum enrollment, 20.

[Spring 2010 01](#) (Owen A)

**[451] Behavioral Economics.**

Why do people tip at restaurants that they will never go to again? Why do people pay for health club memberships that cost them more than if they just paid at the door each time they went? Why do successful bidders tend to bid in the final minute in online auctions? Recent research involving both economics and psychology has identified ways in which human behavior consistently deviates from standard rationality. Topics which explore these deviations include time-inconsistent preferences, emotion, attitudes toward risk, overconfidence, information processing problems and altruism. Prerequisite, 265 and 275. Maximum enrollment, 20.

**454F Global Financial Crises.**

Advanced course that examines the development, circumstances and macroeconomic impact of financial crises from the time of the Roman Empire up to today, with special emphasis on the global crisis of 2007-2009. Based on an extensive list of readings from books and journals, students will combine empirical analysis with macroeconomic models to study balance-of-payments, banking and trade crises worldwide. Attention to the role of failed government policies and lessons learned. Prerequisite, ECON 265, 285 and Mathematics 113, or consent of instructor. Maximum enrollment, 20. Temesvary.

**460S Game Theory and Economic Behavior.**

An introduction to theories of strategic behavior as they have been developed and applied in economics. Applications include strategic behavior in oligopolistic markets, auctions, wage bargains, trade policy, standards setting and the provision of public goods. Prerequisite, 265 and 275, and Mathematics 113 or consent of the instructor. Maximum enrollment, 20. Georges.

**461F Application of Labor Economics.**

An advanced treatment of selected theoretical and empirical questions concerning labor markets. Prerequisite, 265 or consent of instructor and 275. Maximum enrollment, 20. Wu.

[Fall 2007 01](#) (Wu S)

[Spring 2007 01](#) (Nutting A)

**[462F] Economic Analysis of Human Resource Management Practices.**

Topics include the choice of the form of labor compensation (e.g., fixed wage, salary, piece rates and other forms of pay for

performance), the effects on firm performance of employee involvement programs (e.g., self-directed teams) and of financial participation schemes (e.g., profit sharing and employee stock ownership) and the level and structure of executive compensation and corporate governance. As well as reviewing the existing literature of these topics, students will carry out their own econometric analyses of data. Prerequisite, 265 or consent of the instructor, and 275. Maximum enrollment, 20.

#### **[483F] Economic Applications of Geographical Information Systems.**

This course introduces Geographical Information Systems (GIS) with applications to economic and social issues. We will study spatial analysis concepts and techniques, and learn the fundamentals of mapping and spatial data analysis using a well-known software application (ArcGIS). We will apply spatial analysis methods to social and economic issues for which location, geography, and spatial distribution matters. The topics will include urban economic development, environmental justice, environmental quality, public health, food access, and economic and racial segregation. (Quantitative and Symbolic Reasoning.) Prerequisite, 265 or equivalent. Maximum enrollment, 20.

[Fall 2011 01](#) (Videras J)

#### **501F International Finance.**

A look at theories and issues in international finance, including the evolution of the current global financial markets, balance of payments problems, exchange rate determination and currency markets, financial and currency crisis, international capital flows, international banking, and macroeconomic policies in an open economy. Prerequisite, 265 or 275. Course is intended for those fulfilling the senior project requirement. Not open to students who have taken 432. Maximum enrollment, 12. E Balkan.

#### **[502F] Topics in Sustainability.**

Topics include relationship between standards of living and conservation of the natural environment, effects of trade on the environment, the role of formal and informal institutions, research on the environmental Kuznets curve, and the determinants of sustainable consumption choices. The course relies on empirical methods. Goals in this area include learning to read critically economics journal articles, being able to replicate and extend empirical analyses, and learning how to use economic theory and statistical methods to develop and test hypotheses. Prerequisite, 265,275. Intended for those fulfilling the senior project requirement. Maximum enrollment, 12.

#### **503F Economic Analysis of Human Resource Management Practices.**

Topics include the choice of the form of labor compensation (e.g., fixed wage, salary, piece rates and other forms of pay for performance), the effects on firm performance of employee involvement programs (e.g., self-directed teams) and of financial participation schemes (e.g., profit sharing and employee stock ownership) and the level and structure of executive compensation and corporate governance. As well as reviewing the existing literature of these topics, students will carry out their own econometric analyses of data. Prerequisite, 265 or consent of instructor, and 275. This course is intended for those fulfilling the senior project requirement. Not open to students who have taken 462. Maximum enrollment, 12. Pliskin.

#### **[504S] Topics in Macroeconomics.**

An advanced treatment of selected topics of current interest in macroeconomics. Theoretical and empirical approaches to explaining recent recessions and trends in economic growth, unemployment, inflation and income inequality, with a focus on the recent global recession. Prerequisite, 265, 285 and Math 113, or consent of instructor. This course is intended for those fulfilling the senior project requirement. Not open to students who have430. Maximum enrollment, 12.

#### **505S Topics In Development Economics.**

This course covers topics in microeconomics of international development including: political economy, health education, program evaluation and agriculture. The course will be mostly empirical. We will study methods used by applied microeconomists. There will be frequent discussions of journal articles and the policy implications derived from empirical findings. Students will learn to replicate and extend existing studies. Intended for those fulfilling the senior project requirement. Prerequisite, ECON 265 and ECON 275. Maximum enrollment, 12. Conover.

#### **506F Economic Growth.**

Why are some countries so rich while others are so poor? Examines the difference in living standards both across and within countries, using both theoretical and empirical methods. Topics include the effects of income distribution, technology, population growth, international trade, government policy and culture on the level and growth of living standards. Prerequisites 265,275, 285 or consent of instructor. This course is intended for those fulfilling the senior project requirement. Not open to students who have 445. Prerequisite, ECON 265, 275, 285 or consent of instructor. Maximum enrollment, 12. AOWen.

#### **507S GIS Applications in Economics.**

This course introduces Geographical Information Systems with applications to economics. We will study spatial analysis concepts and learn mapping and spatial data analysis with ArcMap software. We will read critically research that applies GI methods and carry out econometric analyses of data. We will apply spatial analysis methods to economic issues for which location matters. The topics will include environmental justice, public health, food access, and economic and racial segregation. This course fulfills the senior project requirement. Not open to students who have Econ 483. Prerequisite, Econ 265 and 275 or consent of instructor. Maximum enrollment, 12. Videras.

#### **560S Research Seminar.**

Each student works intensively on a topic chosen in consultation with the instructor. Weekly meetings held to hear progress reports and to discuss research techniques pertinent to student topics. Candidates for honors must complete this course. Prerequisite, 265, 275, 285, 400 and permission of the department. Maximum enrollment, 12. EBalkan, AOWen, Pliskin.





# Education Studies

## Faculty

Susan A. Mason, *Director*

Esther S. Kanipe

## *Special Appointments*

Victoria J. G. Stockton Allen

Barbara T. Britt-Hysell

Kim Wieczorek

Characterized by an inquiry-oriented approach to the field of education, coursework in this interdisciplinary minor is integrated into, rather than separated from, the liberal arts curriculum of the College. This course of study is recommended for students who are interested in school administration, public policy and education, school counseling, design and development of curriculum, educational assessment, K-12 private school teaching, graduate studies leading to teaching certification and other related fields. Support from local public school districts allows students to complete upward of 120 hours of field experience in the elementary, middle and/or secondary school environments.

The five-unit minor in education studies consists of 350, 370 and three other approved courses, and culminates in a final presentation completed during the spring semester of the student's senior year. As each student's interests and needs are unique, specific course selection beyond the required 350 and 370 will be individually determined with guidance and approval from the director in consultation with members of the Education Studies Program Committee.

Other than education studies courses, no more than two courses from a single department may be applied toward the minor. Courses applied toward meeting concentration requirements may not be applied toward a minor in education studies. Placement for 370 is contingent upon the student achieving at least a 2.7 (B-) overall GPA and the approval of the director of the Education Studies Program.

### **[100S] Essential Instructional Models for Volunteer Tutors and Teachers.**

Planning, preparing and delivering student-centered, active learning-based lessons and tutorials in cooperation with community-based volunteer teaching organizations. Appropriate educational adaptations to the challenges and opportunities of various educational environments, learner groups, socio-economic and cultural dynamics. Maximum enrollment, 18. (Oral Presentations.) Proof of existing teaching/tutoring placement prior to beginning course work. One-quarter course credit. Maximum enrollment, 18.

### **101F Special Topics: Oral Presentations in the 9-12 Classroom.**

This course will give Levitt Scholars a rudimentary familiarity with classroom presentation skills and the construction of an effective and communicative instructional message. Students will plan, organize and practice delivery of a 30-40 minute presentation appropriate for a grade 9-12 classroom. Quarter credit. (Oral Presentations.) Enrollment restricted to Levitt Scholars and by permission of instructor. Maximum enrollment, 12. Susan Mason.

### **200F Issues in Education.**

Exploration of the cultural foundations of the American Public Education system. Study of the impact of key education reform movements on today's dynamic and often troubled pre-K through 12th grade classroom environments. Consideration of several contemporary educational issues from historical, philosophical, scientific, multicultural and pedagogical perspectives. Includes lecture, discussion, multi-media projects and small-group interaction. (Oral Presentations.) Mason.

### **201F Methods of Tutoring English to Speakers of Other Languages.**

Prepares students to perform as ESOL tutors by providing discussion of the practical approaches, methods and techniques tutors use in classroom settings. Using a communicative curricula that emphasizes function over form, this course addresses language teaching methods, interactive strategies for integrated learning for non-native speakers or English language learners and limited English proficient students. Discussion of the concept of culture helps tutors recognize the influence of culture on patterns of thinking and behaving, and language acquisition. Course provides students with the Hamilton College ESOL Tutor Certificate of Completion. Fifteen lecture hours and 20 field study and/or service learning hours required. One-quarter course credit. Maximum enrollment, 18. Britt-Hysell.

### **205S Introduction to Disability Studies.**

An exploration of the interdisciplinary field of disability studies, including the problem of defining disability, the history of attitudes toward and treatment of persons with disabilities and the complex social and philosophical questions surrounding justice for persons with disabilities and their place within American society. Special attention to the perspective of persons with disabilities to issues of race, class, gender and sexuality, and to the differences in impairment. A formal internship is required and is graded as part of the course. (Oral Presentations.) (Proseminar.) Not open to first-year students. Maximum enrollment, 16. Kanipe.

### **210S Curriculum Decision-Making.**

The research and scholarship of curricular decision-making is studied to better understand the form and substance of the American public school. Federal and state regulations, standards, and testing processes will be considered when looking at innovative and sometimes controversial curricular plans and models. Case studies, curriculum development activities, and oral reports are used. (Oral Presentations.) (Proseminar.) Prerequisite, 200 or 205 or permission of instructor. Maximum enrollment, 16. Mason.

### **211F Sociology of Higher Education.**

This course examines the American higher education system, focusing on selective colleges and universities. We will begin with a brief examination of the history of American higher education. We will then consider how race/ethnicity, immigration, gender, and socioeconomic status shape college attainment and experiences in the contemporary period. We also will consider larger questions such as: Is college still “worth it?”? Is a degree from a “name brand” college worth more than one from a state or two-year college? What do—or should—students actually learn in college? (Same as Sociology 211.) Elixabeth Lee.

[Fall 2011 01](#) (Lee E)

### **219/319F Pragmatics and Language Acquisition.**

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

### **220F Sign Language and Deaf Culture 1.**

An introduction to the techniques and uses of American Sign Language (ASL). Study of deaf culture and the pedagogical role of ASL in the education of hearing-impaired and deaf learners. Maximum enrollment, 18. Allen.

### **230S Sign Language and Deaf Culture II.**

Intermediate level study of the techniques and uses of American Sign Language (ASL). Investigation of the unique characteristics of the American deaf culture. Special attention to the instructional opportunities and challenges encountered in K-12 public inclusive classrooms and other specialized learning environments. Prerequisite, 220. Maximum enrollment, 18. Allen.

### **240F Challenges and Opportunities in Bilingual Education.**

An introduction to bilingual education and practice. Working from an interdisciplinary perspective, this course will cover such topics as individual and societal concepts in minority and majority languages; childhood development perspectives; bilingual and second language classrooms; and political and multicultural perspectives on bilingual education. (Writing-intensive.) (Oral Presentations.) Prerequisite, 200 or permission of instructor. Maximum enrollment, 20. Madeleine Lopez.

### **250S Technology in Education: Issues and Opportunities.**

What is the difference between learning from technology and learning with technology? This course explores the role of technology in learning and critically analyzes the cognitive, social, political, and logistical aspects of education technology in the K-12 public school setting. Students will research and develop a learning model incorporating technology in a proposal for a specific grade range in a public school system of the future. Hands-on experiences critically assessing technology in constructivist based learning are required. (Oral Presentations.) Prerequisite, one full-unit education studies course or permission of instructors. Multimodal assignments are required. Maximum enrollment, 20. Simons.

### **259S Second/Foreign Language Development and Learning Strategies.**

The purpose of this course is to provide an overview of the findings on second/foreign language development and learning strategies over the last 4 decades. Students will read about and discuss the key issues in second/foreign language acquisition process, different acquisition models, and learning strategies involved in the different stages of second language development. Students will also learn to carry out interlanguage data collection, 4 types of data analysis (contrastive, error, performance, and discourse analyses) used in the second language acquisition field. Taught in English (Same as Hispanic Studies 259 and East Asian Languages and Literatures 259.) Hong Gang Jin.

### **301S Seminar in Teaching English to Speakers of Other Languages.**

Addresses the general principles of language acquisition and pedagogy for teaching English to non-native speakers as a second or foreign language. Specific classroom application of principles and guidelines are emphasized through lesson and unit plan development. Themes are taught interactively, creating a collaborative learning environment that facilitates communicative language teaching focusing on student-to-student interaction and learning. Students finish course with an experiential and theoretical understanding of how to facilitate a quality ESOL classroom. Prerequisite, permission of instructor. Three lecture hours and three field study and/or service learning hours per week. Course provides students with the Hamilton College ESOL Teacher Certificate of Completion. Maximum enrollment, 18. Britt-Hysell.

### **310F,S Education Field Experience.**

Systematic examination, analysis and evaluation of education within a specific public school system. Focus on the intersection of factors including classroom instruction, school structures, public policies and decision-making prerogatives. Self-directed off-campus field experience. Must arrange own transportation. Open to students who have declared an education studies minor or consent of instructor. One-quarter course credit. Maximum enrollment, 20. Mason.

### **311F Youth and Cultural Reproduction.**

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

### **318S Anthropology of Education.**

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

### **333S Design, Development, and Delivery of Instruction.**

Study of theoretical and practical approaches to the design, development, delivery, and assessment of learner-centered instruction. Topics include planning and organizing instructional messages, adapting to learner styles, using Socratic discourse, integrating instructional technologies, and identifying classroom teacher prerogatives. Experiential sessions and videotaping. (Oral Presentations.) Prerequisite, One full unit Education Studies course or permission of instructor. Three hours of lecture and two hours of laboratory Maximum enrollment, 18. Mason.

### **350F Seminar in Ethnography of Learning Environments.**

Systematic observation of a specific learning environment. Examination of classroom discourse and the development and analysis of curriculum. Assessment of the effect social context and relationships have on the enactment of teaching and learning. (Oral Presentations.) Prerequisite, 200 and consent of instructor. Maximum enrollment, 12. Mason.

[Fall 2007 01](#) (Mason S)

### **370S Education Practicum.**

Applied field experience in a K-12 functional area, including classroom instruction, guidance counseling or school administration. Mentored activities with education professionals. Semester-long placements directed toward analysis and evaluation of educational theories in practice. (Oral Presentations.) Prerequisite, 350 and consent of director. Maximum enrollment, 15. Wieczorek.

[Fall 2006 01](#) (Wieczorek K)

[Spring 2007 01](#) (Wieczorek K)

### **395N Clinical Teaching Intensive Special Needs.**

Each student is assigned full-time teaching responsibilities, under supervision, in a setting with learners with intensive special needs. Includes extensive practicum experience with a focus on teaching and case management. Papers and attendance at weekly seminars required. Course available to students enrolled in the cooperative program at the New England Center for Children; earns two course credits with only one course credit counting toward requirements for the minor in education studies. Evaluated Satisfactory/Unsatisfactory.

# English and Creative Writing

## Faculty

Onno Oerlemans, *Chair*

Naomi Guttman (F)

Tina M. Hall

Christiane Gannon

Doran Larson

Hoa T. Ngo

Vincent Odamtten

Patricia O'Neill

Jane Springer

Nathaniel C. Strout

Katherine H. Terrell

Margaret O. Thickstun

Steven Yao (F,S)

## *Special Appointment*

John H. O'Neill

The English and Creative Writing Department offers two concentrations, one in the study of literature and one in the art of creative writing. Each concentration consists of a total of 12 courses: 10 courses in the target concentration, and two courses in language study (see the description of the language requirement below).

## CREATIVE WRITING

A concentration in creative writing consists of 10 courses: four workshops (215, 304, 305 and 419) and six courses in literature written in English:

- 1) 204 and 205;
- 2) at least one course in pre-1700 literature;
- 3) at least one course in literature from 1700-1900;
- 4) at least one course in post-1900 literature;
- 5) at least one additional course (which may be a 100-level English course).

At least one literature course must be at the advanced level (numbered 300 or higher).

A course in film study, a course in a foreign literature taught in the original language (not used to complete the language requirement; see below), or a course in comparative literature may be counted as one of the six literature courses (though not as an advanced course).

The chronological period for a course is stated at the end of its description in the catalog. Not all courses fit into one of the chronological periods. The cross-listed course 285 fits into the post-1900 designation. Courses in expository writing (Writing 110 and Writing 310) do not count toward the concentration or minor in creative writing. Students may take no more than one creative writing workshop in a term. Transfer courses are not accepted as substitutes for the workshops.

The Senior Program in creative writing consists of the Seminar in Creative Writing (419).

Students who have not taken a 100-level English course must take 204 before taking 215. Alternative prerequisites (or direct AP placement) are not permitted for 215, 304, 305, or 419. Students who wish to concentrate in creative writing must take 215 by the end of the sophomore year.

Students who have attained distinguished achievement in the concentration at the end of the junior year (normally a 3.5 average) may be considered for honors. The department will recommend for honors students who receive an A- or better on work submitted for honors and who earn a cumulative average of 3.5 or better in courses taken for the concentration (the cumulative average of 215, 304, 305 and 419 must also be 3.5 or better).

A minor in creative writing consists of five courses: two courses in literature written in English (which may include a 100-level English course), 215, and either 204 and 304 or 205 and 305. Students concentrating in English literature may not minor in creative writing.

## ENGLISH

The concentration consists of 10 courses in literature written in English:

- 1) at least one course from among 204, 205, and 206;

- 2) at least one course in pre-1700 literature;
- 3) at least one course in literature from 1700-1900;
- 4) at least one course in post-1900 literature;
- 5) at least one seminar, taken in the spring of the senior year;
- 6) at least five additional courses (only one of which may be a 100-level English course).

At least four of the 10 courses must be at the advanced level (numbered 300 or higher).

A course in film study, a course in a foreign literature taught in the original language (not used to complete the language requirement; see below), or a course in comparative literature may be counted toward the concentration (though not as an advanced course). Courses cross-listed into English and Creative Writing from another department or program can be counted only as an elective, unless otherwise noted.

The chronological period for a course is stated at the end of its course description. A few courses do not fit into one of the chronological periods. The cross-listed course 285 fits into the post-1900 designation. Neither courses in expository writing (Writing 110 and Writing 310) nor workshops in creative writing may count toward the concentration or the minor in English literature.

The Senior Program in English requires all concentrators to complete a 500-level seminar in literature during the spring of their senior year. The seminar may not be used to meet requirements 2-4.

Unless otherwise noted in the course descriptions, the department accepts the following as alternatives to a 100-level English course as a prerequisite for courses in literature: any writing-intensive course offered by the Comparative Literature Department; French 200, 211, and 212; German 200; Hispanic Studies 200, 201, 210, and 211. Sophomores, juniors and seniors may take 228, 238 and 267 without a prerequisite. Students from any class year with AP scores of 4 or 5 may take the following literature courses without a prerequisite: 204, 205 (spring only), 221, 222, 225, 255, 256, 267, 293.

Students who have attained distinguished achievement in the concentration at the end of the junior year (normally a 3.5 average) may be invited to write an honors thesis. Students so invited will submit a proposal in the fall of the senior year; students whose topics are approved will complete the thesis in the spring. The department will recommend for honors students who receive an A- or better on the honors thesis and who earn a cumulative average of 3.5 or better in courses taken for the concentration.

A minor in English literature consists of five courses: at least one course from among 204, 205 and 206; at least one course from among 222, 225, and 228; and three electives in literature written in English, one of which may be a 100-level English course and one of which must be at or above the 300 level. Students concentrating in creative writing may not minor in English literature.

A student considering teaching English at the secondary level should consult with his or her adviser about the kinds of departmental coursework that would offer the best preparation for that goal.

## LANGUAGE REQUIREMENT

Concentrators in creative writing and English literature must fulfill a language requirement:

- 1) completion of two courses at the college level in a language other than English (courses taught in a foreign language department in which class readings and discussions are in English may not be counted toward the foreign language requirement, nor may two courses taken in two different languages);  
— or —
- 2) completion of 221 and 293 (or equivalent courses in Old English and the history of the English language taken elsewhere and approved for transfer credit);  
-- or --
- 3) completion of either 221 or 293 (or equivalent) and a language course in Latin or Greek.

Courses taken to complete the language requirement may not be counted among the 10 courses for the concentration.

## Courses in Creative Writing

### 215F,S Introductory Poetry and Fiction Workshop.

Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. (Proseminar.) Prerequisite, a 100-level writing-intensive course in English or 204. Not open to first-year students in the fall. Maximum enrollment, 16. Springer.

[Spring 2010 01](#) (Larson D)

[Spring 2010 02](#) (Larson D)

[Spring 2011 01](#) (Hall T)

[Spring 2011 02](#) (Hall T)

### 224S Playwriting.

Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play. Prerequisite, Theatre 110, 120, 130 or a 100-level writing-intensive course

in English or English 204. While no prior acting experience is required, students participate in staged readings of works. (Same as Theatre 224.) Maximum enrollment, 16. Latrell.

### **304F,S Intermediate Poetry Workshop.**

For students whose work and purpose have developed sufficiently to warrant continuing work in poetry. Regular writing and reading assignments as well as critiques in class. Prerequisite, 204 and 215. Maximum enrollment, 16. Guttman.

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

[Spring 2010 01](#) (Guttman N)

### **305F,S Intermediate Fiction Workshop.**

For students whose work and purpose have developed sufficiently to warrant continuing work in fiction. Regular writing and reading assignments as well as critiques in class. Prerequisite, 215 and a 200-level course in literature. Maximum enrollment, 16. Larson.

[Fall 2007 01](#) (Hall T)

### **309S Creative Non-Fiction Workshop.**

For students whose work and purpose in creative writing have developed sufficiently to warrant work in creative non-fiction (i.e., memoir or travelogue). Regular writing and reading assignments as well as critiques in class. Prerequisite, 215 and a 200-level course in literature. This course can be counted as an elective towards the concentration in Creative Writing. Maximum enrollment, 16.

### **419S Seminar: Creative Writing.**

For students whose work and purpose have developed sufficiently to warrant advanced work in fiction, poetry or both. Individual projects leading to a final collection of writings in the form of a novel, a series of stories, a series of poems, a full-length play, a series of short plays or any equivalent combination of works in genres on which the student and instructor agree. Regular writing and reading assignments, as well as critiques in class. Prerequisite, 304 and 305. Open only to senior concentrators and, if there is room, senior minors. Maximum enrollment, 12. Guttman and Springer.

[Spring 2009 02](#) (Hall T)

### **498F Honors Project in Creative Writing.**

Independent study under the supervision of creative writing faculty, for honors candidates who wish to qualify for honors in creative writing. Prerequisite, Permission of Department. Students will be assigned to CW faculty for the project. Maximum enrollment, 8. Naomi Guttman.

### **501S Honors Project.**

Independent study for honors candidates in Creative Writing. Prerequisite, approval of the department.

## **Courses in Literature**

### **[117F] Interpretation and Self-Knowledge: “Till this moment I never knew myself”.**

We will look at texts in which characters work to interpret the world in which they live and come to some self-understanding in the process. Reading their stories, we too will face questions of interpretation as we try to make sense of the fictional worlds before us. We will read two plays—Middleton’s *The Changeling* and Soyinka’s *Death and the King’s Horseman*; two novels—Austen’s *Pride and Prejudice* and Dickens’s *Great Expectations*; stories by writers such as Chaucer, Melville, Wharton, and Banerjee; and a selection of poems. (Writing-intensive.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16.

### **122F Literary CSI: Case Studies and Insights.**

Through a forensic or close analysis and discussion of selected texts by writers such as John Donne, Shakespeare, Poe, Melville, Edna St Vincent Millay, Dylan Thomas, Toni Morrison, Sonia Sanchez and August Wilson (considered in their contexts), students will acquire the skills necessary for critical thinking and communication of their insights about literature. (Writing-intensive.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16. Odamtten.

### **[123S] Days of a Future Past.**

Reading a variety of works that may be described as fantastic or speculative and written by authors from different cultures, we shall discuss and write about these texts in order to develop and improve students' critical reading, thinking, and writing skills. (Writing-intensive.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 20.

[Spring 2009 01](#) (Odamtten V)

### **124S The Literary Animal.**

Humans have always been deeply interested in animals, and literature reflects this interest in many ways. We’ll examine the complexity of representing animals in literature by reading poetry, novels, and plays that reflect the human/animal divide, imagine being animal, or use animals as symbols. We’ll also discuss how these texts reveal philosophical and moral issues that arise from our relationships with animals. Texts include Swift’s *Gulliver’s Travels*, London’s *Call of the Wild*, and Barbara Gowdy’s *The White Bone*. We’ll also read a range of poetry. (Writing-intensive.) Open to first-year and sophomore students only. Maximum

enrollment, 20. Oerlemans.

[Fall 2009 01](#) (Oerlemans O)

### **[125S] Monsters.**

A focus on monsters and the monstrous in literature. Readings will include *Beowulf*, *Frankenstein*, *Dracula*, stories by Poe and Angela Carter, a selection of poems, and the movie *Aliens*. Throughout the semester, we will question what makes something monstrous and how monsters function in literature and culture. We will also examine how monsters intersect with the categories of gender, race, sexuality and class. (Writing-intensive.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 20.

### **126F Children of Empire.**

A look at children's literature, poetry and stories of growing up in England and its colonies in the 19th and 20th centuries in the context of Edward Said's critical views of "orientalism." Authors include Charles Dickens, Alfred Tennyson, Lewis Carroll, Olive Schreiner and Rudyard Kipling. (Writing-intensive.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16. P O'Neill.

### **127S British and American Drama.**

Study of plays written in English from medieval England to 21st Century America in the light of literary, social and historical influences and conventions that have defined the genre of drama and influenced its reception by audiences. Special attention to the changing nature of the performance of gender and race after the English theater began to include women and people of color on stage and as playwrights. Readings include works by Shakespeare, Aphra Behn, Samuel Beckett, Eugene O'Neill, August Wilson and Wole Soyinka, among others. (Writing-intensive.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 20. Strout.

[Fall 2008 01](#) (Strout N)

[Fall 2011 01](#) (Strout N)

### **129S Truth and Justice, the American Way.**

Truth is often a difficult thing to determine. The difficulty is compounded when the stakes of debate over the truth are high, as they are in searching for justice for individuals or communities. We will read poetry, drama, fiction and films that suggest the peculiarly American factors that shape notions of truth when justice is under debate. We will read recognized literary authors such as Hawthorne, Melville, Hellman and Baldwin, as well as writers who experienced imprisonment, including Malcolm X, Leonard Peltier and Kathy Boudin. (Writing-intensive.) Open to first-years and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 20. Larson.

### **[131F,S] The Experience of Reading: Books as Stories, Books as Objects.**

Consideration not only of stories in books but also the representations of readers and reading within them and about the cultural and physical experience of reading. How have attitudes toward reading changed over time? Works by Bunyan, Franklin, Blake, Austen, Alcott, Stevenson, Haddon, Creech. Workshops using Hamilton's Rare Book and Book Arts collections and manual printing press. (Writing-intensive.) (Proseminar.) Open to first year students and sophomores only; not open to students who have taken a 100- or 200-level course in English. Maximum enrollment, 16.

[Spring 2010 01](#) (Thickstun M)

[Spring 2011 01](#) (Thickstun M)

### **[132S] Shakespeare: The Plays Within the Plays.**

Most Shakespeare plays have plays in them--either actual staged events, like the performance at the end of *A Midsummer Night's Dream*, or "staged" public events, such as trials and weddings. We will look at the plays within the plays in order to think about the plays as plays, rather than books one reads, and about the relationship between theater and ritual. Among the plays we will read are *Henry IV, Part One*, *Much Ado About Nothing* and *The Winter's Tale*. Students will be expected to attend showings of the plays outside of class time. (Writing-intensive.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 16.

[Spring 2010 01](#) (Thickstun M)

### **133F Apocalypse Now and Then.**

End of days, end of empire, end of the world as they knew it -- a focus on the apocalyptic in literature. Possible authors include Mary Shelley, William Butler Yeats, Cormac McCarthy, Ian McEwan, Matthew Arnold, Margaret Atwood, P.D. James and Kazuo Ishiguro. We will examine how these writers envision the end, whether it be on a personal or pandemic scale, and how the anxieties and issues of their times influenced these visions. (Writing-intensive.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16. Ngo.

### **134F Heroic Narratives.**

What blend of physical prowess, spiritual strength, moral courage and intellectual power creates a heroic figure, and what sets these exemplary men and women apart from the ordinary run of humanity? In this course, we will examine heroes and heroines from medieval monster-slayers to modern Holocaust survivors, in genres ranging from epic poem to graphic novel. Readings will include *Beowulf*, *Sir Gawain and the Green Knight*, Spenser's *Faerie Queene*, novels by Charlotte Bronte, Maxine Hong Kingston, and Art Spiegelman, and the play *Angels in America*. (Writing-intensive.) (Proseminar.) Open to first-year students only.

Maximum enrollment, 16. Terrell.

[Spring 2011 01](#) (Terrell K)

[Spring 2011 02](#) (Terrell K)

### **136F Family Matters.**

This course examines the ways pairs of works from different historical periods present the individual in relation to, or as separate from, the family--husband and wife, parents and children, brothers and sisters. Focus on differences of genre, structure, and imagery. Close reading of plays by such authors as Shakespeare, Eugene O'Neill, and August Wilson, and narratives, novels, and autobiographies by such writers as Edmund Spenser, Frederick Douglass, Emily Bronte, and Kamila Shamsie. (Writing-intensive.) (Proseminar.) Open to first-year students only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 16. Strout.

[Spring 2012 01](#) (Strout N)

### **137S Forms of Writing, Forms of Reading.**

Writing is not one thing, and neither is reading. This course examines the relationship between textual form and reading practice, exploring how it has evolved over time and informs contemporary cultural discourse. How have skills readers developed in their encounters with written texts shaped their responses to theatrical or cinematic works, or electronic literature? When do those skills fail, or seem insufficient? Texts include a broad range of poetry and prose (from Renaissance England to 21st century America), two plays, a silent film, and at least one "born digital" text. (Writing-intensive.) Open to first-year students and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 20. Kodat.

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

### **138F,S Literature, Art, and Religion.**

William Hazlitt described his visit the National Gallery of Art in London in the 1820s as a religious experience: "A visit to this sanctuary, this holy of holies, is like going on a pilgrimage – it is an act of devotion performed at the shrine of Art!" In this course, we will consider the ways in which British literature between 1850 and 1950 represents religious and aesthetic experience as similar, and why some of these authors recommend art or literature as replacements for religion. Authors include Arnold, Carlyle, Pater, Tennyson, Trollope, T. S. Eliot, Yeats, and Waugh. (Writing-intensive.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16. Gannon.

### **203S The Short Story.**

A survey of the short story with a focus on its evolution from the 19th century to the present, largely within the American tradition. Examines the growth of the genre and various trends in the form, from "local color" sketches to other-worldly tales, realism and experiments in modernism and postmodernism. Considers issues of structure, characterization, style, voice, as well as context. Authors include Edgar Allen Poe, Hawthorne, Chekhov, Chesnutt, Jewett, Twain, Hemingway, Joyce, Baldwin, O'Connor, Welty, Carver, Bambara, Munro and others. Prerequisite, one 100-level course or equivalent. Guttman.

### **204F,S Poetry and Poetics.**

This course examines how poems work: how they are constructed, and how they produce meaning, pleasure, and cultural value. We will study poetry in terms of prosody, conventions, history, genre, and reception, with the goal of teaching the essential skills of close reading and contextual interpretation. Readings are primarily from the traditions of poetry written in English. (Writing-intensive.) Prerequisite, For first-years, a 100-level English course or equivalent. No prerequisite for upperclass students. Not open to senior English or Creative Writing concentrators. Maximum enrollment, 20. The Department.

[Spring 2006 01](#) (Thickstun M)

[Fall 2007 01](#) (Thickstun M)

[Fall 2007 02](#) (Thickstun M)

[Fall 2007 03](#) (Yao S)

[Fall 2009 02](#) (Oerlemans O)

[Spring 2010 01](#) (Guttman N)

### **205F,S The Study of the Novel.**

Forms of prose fiction since the 18th century. Attention to the primary structural features of the novel and the relations of narrative forms to social and historical contexts. Prerequisite, a 100-level English course or equivalent. Not open to senior English or Creative Writing concentrators; open to first-year students in the spring semester only. The Department.

[Fall 2007 01](#) (Hall T)

[Spring 2008 01](#) (Rohrbach E)

### **[206] The Study of Drama.**

Drama in English from the Middle Ages to the present, with special attention to literary, social and historical influences and conventions that have defined the genre and its reception in various periods. (Writing-intensive.) Not open to senior concentrators in English or creative writing. Maximum enrollment, 20.

### **[208S] Strange Fictions.**

Examines contemporary science fiction, horror and ghost tales such as *Neuromancer*, *Beloved*, *The Handmaid's Tale*, *Interview with the Vampire*, and the films *Resident Evil* and *Dark City* in relation to their Gothic precursors. We consider why the Gothic



persists, what features have been adapted for the 20th and 21st centuries, and how the audience for the Gothic has mutated. To establish the foundations of the Gothic, we read *The Castle of Otranto*, *Wuthering Heights* and *The Picture of Dorian Gray* (post-1900). (Writing-intensive.) Prerequisite, one 100-level English course or equivalent. Not open to senior English or creative writing concentrators. Maximum enrollment, 20.

### **213S Literature and History of the British Empire.**

This course examines the British Empire by juxtaposing literary texts and a variety of historical sources. It develops thematic subjects such as the civilizing mission and the violence of imperial rule, and it introduces students to literary and historical methodologies. It mainly addresses British representations of and relationships with Ireland, India, and Africa, highlighting both British and colonial writers. Authors include Schreiner, Conrad, Kipling, Tagore, and Bowen. Prerequisite, one course in history or English. (Same as History 213.) Grant and P O'Neill.

### **216S Caribbean Literature in the Crucible.**

A critical overview of Caribbean literatures in the light of the complex legacies that have given rise to a body of creative work that seems to constantly fashion and refashion itself. Such literary recasting helps to communicate an intricate history of genocides, survival, exile, resistance, endurance, and outward migrations. Particular attention to writers such as Roger Mias, Martin Carter, George Lamming, Derek Walcott, Patricia Powell, Earl Lovelace, Paule Marshall and Michelle Cliff. (post-1900). Prerequisite, one 100-level course or equivalent. Odamtten.

### **218F Literatures of Witness.**

Witness literature is testimonial by individuals who have suffered injustice incurred not as a result of what they have done but of what they are, as in Holocaust and slave narrative. We will study this literature and ask how its definition might be adapted to an era that has seen wide growth in systems of police action. We will read classic witness texts, work by political prisoners and by 'common criminals': writers who have been convicted for violations of law but also challenge collectively experienced limits on life opportunities, such as those imposed by race, class, and/or gender. Larson.

### **221F Introduction to Old English.**

Exploration of the language, literature and culture of early medieval England, from the Anglo-Saxon invasion through the Norman Conquest. Emphasis on reading and translating Old English prose and poetry, as well as developing an understanding of its cultural context. Culminates with a reading of Beowulf in translation (pre-1700). Offered in alternate years. Prerequisite, one 100-level English course or equivalent. Terrell.

### **222F Chaucer: Gender and Genre.**

Examines how Chaucer engages and transforms prevailing medieval ideas of gender and genre. Particular emphasis on his constructions of masculinity and femininity in relation to themes of sex, religion, social power and narrative authority. Readings include *Troilus and Criseyde* and *The Canterbury Tales in Middle English*, as well as select medieval sources and modern criticism (pre-1700). (Writing-intensive.) Prerequisite, one course in literature. First-year students need a 4 or 5 on AP English exam. Maximum enrollment, 20. Terrell.

### **223S Gender and Violence in the Middle Ages.**

This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. (Oral Presentations.) Prerequisite, One 100-level course in literature or history, or AP 4 or 5 in English or history. (Same as English 223 and History 223). (Same as History 223 and Medieval and Renaissance Studies 223.) Maximum enrollment, 24. Katherine Terrell and John Eldevik.

### **225F,S Shakespeare.**

Survey of selected plays (pre-1700). Prerequisite, a 100-level course in English or equivalent. No prerequisite for seniors. Not open to junior or senior English or creative writing concentrators in either semester except with permission of the instructor. Strout.

[Spring 2006 01](#) (Strout N)

[Spring 2009 01](#) (Strout N)

[Fall 2012 01](#) (Strout N)

### **228S Milton.**

Study of Milton's English poetry and major prose, with particular attention to *Paradise Lost*. Topics for consideration include Milton's ideas on Christian heroism, individual conscience, the relations between the sexes and the purpose of education (pre-1700). Not open to first-year students. Thickstun.

[Spring 2005 01](#) (Thickstun M)

[Spring 2008 01](#) (Thickstun M)

[Spring 2010 01](#) (Thickstun M)

[Spring 2011 01](#) (Thickstun M)

### **[238F] Readers, Writers, and the Rise of Secular Print Culture.**

Explores the effects of rapidly increasing literacy rates and increasingly affordable printed books on the rise of reading for pleasure as a common cultural activity in England and Colonial America between 1630 and 1750. Who could read? What was available?

Who was making money off it, and how? We will consider the ways that writers (and booksellers) at this time tried to influence reading practices. We will also look at books as physical objects through explorations in the library, conversations with book conservators and workshops on Hamilton's manual printing press. Open to sophomores, juniors and seniors. Maximum enrollment, 16.

[Fall 2008 01](#) (Thickstun M)

**[252S] Romanticism, Realism and Representation in Victorian Arts and Literature.**

Study of a range of British poetry, prose and visual arts, including early cinema, from the death of John Keats to the sinking of the Titanic. Authors may include Keats, Charlotte Bronte, Gaskell, Arnold, the Brownings, Tennyson, Ruskin, Dickens, Eliot, the Pre-Raphaelites and Hardy (1700-1900). Prerequisite, one 100-level course in English or equivalent.

**255F The Marrow of African-American Literature.**

Exploration of how African-Americans, in the face of enslavement, exclusion and terror, produced literature expressing their identities and aspirations. In examining themes such as abduction, separation and resistance, students will assess the inscription of self on the emergent national culture by writers such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriet Wilson, Frances Harper, Sutton Griggs and Charles Chesnut (1700-1900). Prerequisite, one 100-level English course or equivalent, or consent of instructor. Open to sophomores and juniors only. Odamtten.

**256S American Literature of the 19th Century.**

Survey of representative literary texts in their historical, social and aesthetic contexts. Attention to issues of access to the literary market and the cultural work of literature, particularly in figuring the rise of a distinctly American tradition. Readings from such writers as Cooper, Brown, Poe, Emerson, Whitman, Hawthorne, Melville, Douglass, Dickinson, Jewett, Clemens, Chestnut and James (1700-1900). Prerequisite, one 100-level course in English or equivalent. Not open to students who have taken 257. Not open to seniors except with permission of the department. Oerlemans.

[Spring 2011 01](#) (Oerlemans O)

**266F The Emergence of US Modernisms.**

Effects of the international modernist movement on the literature of the United States from the beginnings of the 20th century to 1950. Attention to authors such as Anderson, Frost, Hemingway, Stein, Faulkner, Hurston, Moore and Ellison (post-1900). Prerequisite, a 100-level course in English or equivalent, or consent of instructor. Not open to first-year students or seniors. Kodat.

[Fall 2011 01](#) (Kodat C)

**267F Literature and the Environment.**

Surveys the history of environmentalist thinking as it has been reflected in literary texts. Examines key ideas of environmentalism and questions of representation, literary value and political relevance. Authors include Thoreau, Faulkner, Abbey, Lopez and Jeffers, as well as a few non-American writers. Texts include memoirs, essays, novels and poems (post-1900). Open to sophomores, juniors and seniors, and to first-year students with advanced placement. Oerlemans.

[Fall 2007 01](#) (Oerlemans O)

**[283F] Introduction to Asian American Literature.**

Examination of themes, forms, and history of literary production by people of Asian descent in the United States. We will survey translated and English-language works by Asian American writers of varying ethnic affiliations, including Chinese, Japanese, Filipino, Korean, Indian, and others. We'll explore how each writer negotiates a relationship with a particular cultural heritage, as well as confronts the racial, cultural, and political formations of the U.S.. Authors include Maxine Hong Kingston, Carlos Bulosan, John Okada, the Angel Island poets, and others. Prerequisite, one 100-level course or equivalent. (post-1900)

**[285S] Detective Story, Tradition and Experiment.**

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

**293S The Making of English.**

History of the English language from its origins in Old English to its present-day proliferation into World English(es). Particular attention to how the internal development of English (its sound system, syntax, grammar and vocabulary) relates to political and cultural transformations among English-speaking peoples throughout history, and how the English language continues to provoke political and cultural controversy. Offered in alternate years. Prerequisite, one 100-level English course or equivalent, or consent of instructor. Terrell.

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

**297S Introduction to Literary Theory.**

Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the aesthetic, political, historical and personal contexts in which they are written and interpreted. Readings include drama, fiction and theoretical essays. Although the emphasis will be on 20th-century theory (including feminist, structuralist, poststructuralist and rhetorical theory), readings will range from Aristotle to the newest work on the relationship between narrative and cognitive psychology.

Prerequisite, two courses in literature. Open to sophomores, juniors and seniors only. (Same as Comparative Literature 297.) J Schwartz.

### **300F Women Filmmakers.**

The history of cinema takes on new dimensions when the focus is on women filmmakers. Their contributions begin with the earliest productions of the silent era; their influence ranges from narrative and documentary to experimental films; and their work raises awareness of the different struggles in women's lives around the world. By raising questions of genre, gender and cultural identity, this course will investigate alternative histories of cinema and develop new approaches to feminist film theory.

Prerequisite, one 200-level course in literature or a course in film studies. Not open to students who have taken College 300. P O'Neill.

### **311S At the Crossroads of Science and Literature.**

This interdisciplinary course studies the lesser known natural historical records of European scientists alongside the more familiar literary works of Romantic Era poets and prose writers. We investigate the way all of these texts employ the non-human as that which restricts the human to, just as it emancipates the human from, the animal that it is. We consider the principles of taxonomy and natural aesthetics, the generation debates, and theories of evolution, in order to understand 18th- and 19th-century efforts at representing the natural world. Prerequisite, 2 courses in literature or 2 courses in science. (Same as Comparative Literature 311.) JSchwartz.

### **[313F] Ghanaian Literature: From Colony to Post-Colony.**

Through a close examination of selected works by West African writers such as Kobina Sekyi, Casley-Hayford, Mabel Dove, Ayi Kwei Armah, Efua Sutherland, Ama Ata Aidoo, Kofi Awoonor, Atukwei Okai, Yaw Asare, Akosua Busia, Kofi Anyidoho and Amma Darko, students will examine how the Slave Castles, the Sankofa Bird and Ananse the Spider have shaped the manner in which Ghanaian writers portray their society (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature (204, 205 or 264 preferred). Maximum enrollment, 20.

### **315F Literary Theory and Literary Study.**

Uses of structuralism, deconstruction, Marxism, feminism and theories of race, nation and sexuality in literary analysis.

(Writing-intensive.) Prerequisite, a 200-level course in literature. Not open to students who have taken 297. Maximum enrollment, 20. Kodat.

[Fall 2010 01](#) (Kodat C)

### **[323] Other Worlds in Middle English Literature.**

From the spiritual realms of heaven and hell to the supernatural world of fairies, medieval culture was immersed in alternative and transcendent versions of reality. Explores medieval literature's frequent forays beyond ordinary experience in Middle English works by the Pearl-poet, Chaucer, Malory and Langland, as well as anonymous romance and drama. (pre-1700).

(Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. Maximum enrollment, 20.

[Spring 2011 01](#) (Terrell K)

### **[325] Shakespeare in Context.**

Study of Hamlet, Macbeth, The Taming of the Shrew, The Merchant of Venice, and All's Well that Ends Well in conjunction with Shakespeare's two narrative poems and with plays by such contemporaries as Christopher Marlowe, Thomas Middleton, and John Webster. How does Shakespeare's treatment of such issues as love, revenge, religious prejudice, and the problem of evil differ in different genres? How do his plays differ from those by other writers that address similar issues? (Writing-intensive.) Prerequisite, a 200-level course in English. (pre-1700) Maximum enrollment, 20.

[Fall 2011 01](#) (Strout N)

### **[326S] 17th-Century Women Writers.**

Works by women writing in English during the 17th-century. Examination of how women developed individual and public voices, appropriated and adapted received literary forms, and entered into debates about the status and education of women. Attention to the tension between manuscript circulation and print culture, to the reception of these writers in their day, and to their reception in literary history. (pre-1700) (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20.

[Spring 2008 01](#) (Thickstun M)

### **[327S] English Renaissance Literature: 1550-1660.**

Study of the ways works and writers of this period are "in conversation" with each other on such matters as love, death, religious belief, the human response to the natural world and the role of women (in society and as authors). Readings of poems and other works by such writers as Shakespeare, Spenser, Donne, Herbert and Mary Wroth (pre-1700). (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. Maximum enrollment, 20.

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

[Fall 2008 01](#) (Thickstun M)

### **[329F] "When God Shakes a Kingdom:" Literature of the Seventeenth Century.**

Addresses the role of religious issues in the literary life of mid-17th century England. Attention to devotional poetry and spiritual autobiography in light of debates about prayer, meditation and church practice; literary reworkings of Scripture; debates about

women's preaching and religious autonomy; and literary and historical documents envisioning the implementation of God's kingdom on earth. Texts will range from self-defenses and personal narratives to lyrics, plays and epics. Authors will include English and colonial American writers (pre-1700). (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20.

### **330F The Ways of the World: Comedy and Tragedy, 1580-1780.**

Study of tragedies and comedies from before and after the 1660 restoration of the monarchy, when women began performing in and writing for the professional theater in London. Attention to changes in plot incident and characterization arising from the presence of women on stage, as well as the effects of changes in performance spaces and audience expectations. Plays include Shakespeare's *Antony and Cleopatra* (c. 1606), Dryden's version of the same story in *All for Love* (1677), and comedies by Shakespeare, Middleton, Jonson, Behn, Wycherly, Congreve and H. Cowley. (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20. Strout.

[Fall 2012 01](#) (Strout N)

### **[332S] Seminar: Social and Sexual Relations in the Early English Novel.**

Study of the emergence and development of the novel in England between 1660 and 1800. Works by such authors as Aphra Behn, Frances Burney, Daniel Defoe, Eliza Heywood, Henry Fielding, Oliver Goldsmith, Charlotte Lennox and Laurence Sterne (1700-1900). Prerequisite, one 200-level course in literature. Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. Maximum enrollment, 12.

### **334S Seminar: Designing Women in the Early Modern English and French Novel.**

Study of the novel as an emergent form in both its English and French contexts. Topics include the role of women as writers, readers, and subjects of novels; the development of the genre; and the social context of the novel. Works by such authors as Aphra Behn, Frances Burney, Daniel Defoe, Francoise de Graffigny, Choderlos de Laclos, Marie de Lafayette, Antoine Prevost, Marie Riccoboni, Laurence Sterne, and Voltaire. (Taught in English.) Does not fulfill the senior seminar requirement for the English concentration (1700-1900). Prerequisite, one 200-level course in literature. Open to juniors and seniors only. May not be counted toward the French major. (Same as French 334 and Comparative Literature 334.) Maximum enrollment, 12. Stewart and J O'Neill.

### **335F The Romantic Poets.**

The Romantic Period in English literary history has long been defined by the work of six male poets: Blake, Wordsworth, Coleridge, Shelley, Keats, and Byron. We will study their poetry in the context of form, history, and politics, and investigate how their work might be seen to form an ideology or movement. We will also read work by poets such as Barbauld, Clare, Burns, and Hemans, popular in their own day, but thought of as 'minor' subsequently, in order to evaluate how questions of gender and literary value inform our sense of what is 'Romantic'. (1700-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. Maximum enrollment, 20. Oerlemans.

[Fall 2007 01](#) (Rohrbach E)

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

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

### **[344F] Decadence and Degeneration: Literature of the 1890s.**

Consideration of the many new genres and literary experiments that marked this brief period of transition between the Victorian and Modern periods. Authors include Morris, Wilde, Gissing, Wells and West (1700-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20.

### **345F Marketing the Novel.**

This seminar examines the history of publishing in the 19th and early 20th centuries, from lending libraries and the three-volume novel to the banned books of modernism. We will investigate the role of the periodical, the circulating library, editors, publishers, and readers in the writing and reception of novels during this period. We will also pay attention how structures of publishing – such as magazine serialization or the moral censorship of Mudie's Lending Library – led to new forms of fiction. Authors will include Austen, Collins, James, Gissing, Joyce, and Woolf. (Writing-intensive.) Prerequisite, One 200-level course in Literature. (1700-1900) Maximum enrollment, 20. Gannon.

### **353S Anglo-American Modernism.**

Principal trends in Modernist literature written in the United States and the United Kingdom roughly from 1900-45. Examination of the contours of the primary tradition, as well as attention to counter-traditions that evolved alongside the accepted canon. Readings of poems, novels and stories by such writers as Yeats, Conrad, Joyce, Woolf, Eliot, Pound, Lewis, Ford, West and Loy will provide the context for understanding the larger trajectory of Modernism together with the opportunity for more detailed consideration of specific individual writers (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20. Yao.

[Spring 2011 01](#) (Yao S)

**[374S] The Hollywood Novel.**

A look at novels dealing with or set in Hollywood and at adaptations of novels to film. Students will write short screen adaptations from short fiction and work together as a team (or in teams) on digital video productions of one or more student screenplays (post-1900). (Writing-intensive.) Prerequisite, one 200-level literature course on narrative fiction and one of the following: 215, Art 213, 313, 377 or College 300. Open to juniors and seniors only. Maximum enrollment, 20.

[Spring 2010 01](#) (Larson D)

**[375F] Contemporary American Fiction.**

Study of short stories and novels by authors writing in the past 30 years, such as Barth, Acker, Hawkes, Morrison, DeLillo, Mazza, Wideman, Anaya, Kingston, Proulx (post-1900). Prerequisite, one 200-level course in literature (205 or 266 preferred). Not open to first-year students.

**376F Africana Literatures and Critical Discourses.**

An examination of literature produced by writers of former European colonies in Africa and its Diaspora, with particular attention to literary and theoretical issues, as well as responses to such developments as Negritude, feminism and post-colonialism. Readings will include selected twentieth and twenty-first century writers. Assignments will involve both written and digital work. (Post 1900) (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. Maximum enrollment, 20.

**378S African American Literature Beyond the Edge.**

A critical survey of literatures from multiple genres concerned with conjuration, speculation, investigation, transgression or science fiction produced by African-American writers from the 19th century to the present. Includes works by such writers as Chesnut, Sutton Griggs, W. E. B. Du Bois, Fisher, Chester Himes, Ernest Gaines, Octavia Butler, Walter Mosley, Steve Barnes, Jewelle Gomez, Samuel Delaney, Gayle Jones, Derrick Bell, Paula Woods, Tananarive Due and Nalo Hopkinson. (Writing-intensive.) One 200-level course in literature. Maximum enrollment, 20. Odamtten.

**380S Ut Pictura Poesis: Contemporary Graphic Narrative.**

Study of the graphic narrative as a hybrid literary medium particularly conducive to memoir and social commentary. Readings in the history of comics and in theories of life writing will accompany close analysis of texts by artist/authors such as Lynda Barry, Alison Bechdel, Daniel Clowes, Harvey Pekar, Joe Sacco, Art Spiegelman and Chris Ware. Prerequisite, one 200-level course in literature, American studies, art, art history or history. (Same as American Studies 380.) Kodat.

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

**428/528S Seminar: Muslims, Women and Jews: Alterity and Identity in the Middle Ages.**

How did medieval Christians perceive difference and define the boundaries of identity? Study of medieval literature dealing with disenfranchised populations within European Christian society (women and Jews) and those outside its bounds (Muslims). Readings by authors such as Chaucer, Margery Kempe and John Mandeville, as well as anonymous dramas and crusade romances, and modern criticism. Particular consideration of literary and cultural contexts, including sermon stories, histories, medical and legal texts, polemics and religious tracts (pre-1700). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12. Terrell.

**435F Seminar: Jane Austen: Text and Film.**

Close reading and discussion of Austen's six published novels. Attention to questions of genre raised by treatments of the novels in film and television productions (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. Maximum enrollment, 12. J O'Neill.

[Spring 2006 01](#) (O'Neill J)

**438/538S Seminar: George Eliot.**

While Mary Ann Evans was shunned by Victorian high society for living with a married man, her reputation as the author George Eliot established her as the most respected and influential female novelist of the 19th century. In this seminar we will study Eliot's art as a novelist and her contributions to debates concerning science, religion and the woman question in works such as *The Mill on the Floss*, *Middlemarch* and *Daniel Deronda* (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12. P O'Neill.

**439/539S Seminar: Race and Nation in the Middle Ages.**

What did race and nation mean in the Middle Ages? We'll start by investigating English attempts to establish a unified national identity out of a history of invasion and colonization; we will also consider examples of Celtic resistance to English imperialism. We will then turn to writing that explores English (or British) identity in an international context, to examine how real and imagined contact with other cultures—particularly in the context of the Crusades—influenced English conceptions of nation, race, and identity. Genres will include travel writing, romance, and historical narrative. Prerequisite, Three courses in literature. Open to Juniors and Seniors only. Maximum enrollment, 12. Terrell.

**[442F] Seminar: Booked: Prison Writing.**

Prisons have been the settings for scenes of tragedy, comedy, romance and social protest. While aware of this use of the prison as a literary device, we will read writers who have actually suffered incarceration. We will read canonical texts (by Plato, Boethius, King), post-colonial prison writers (Abani, Thiong'o), and the work of men and women inside the American prison system.

Among other requirements, students will read work by and visit men in a writing class taught inside Attica Correctional Facility. Prerequisite, three courses in literature. Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. Maximum enrollment, 12.

**[458/558S] Seminar: The 19th Century American Novel and the Marketplace.**

The American market for home-grown novels developed in the 19th century. In competition with each other and pirated British novels, American novelists hoped to write the next best-seller. We will read some of those best-sellers -- novels by Cooper, Lippard, Sedgwick, Child, Warner and Stowe -- along with now-canonical novels (such as those by Melville and Hawthorne) that did considerably less well in the market, with an eye toward understanding some of the tensions between the literary marketplace and the development of the literary canon (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

**[459/559S] Seminar: TransAtlantic Romanticisms.**

Exploration of Romantic ideologies in 19th-century texts from England, the United States and Canada. Discussion of nationalism, nature, individualism and imagination as they appear in select literary texts. Attention to the paradox of influence in asserting national difference (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

**[463/563S] Seminar: The Pound Era.**

Examination of the age of Modernism through the efforts of one of its most influential and controversial figures: the poet, promoter, polemicist and propagandist Ezra Pound. Readings of poetry and fiction from the period by such writers as T. S. Eliot, H.D. and James Joyce. Discussion of such issues as the poetic movements of Imagism and Vorticism, translation as a form of Modernist expression, the role of history in literary discourse, the relationship between poetry and politics, questions of formal innovation, and the question of American poetic identity (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

**[465/565S] Seminar: Faulkner and the South.**

Study of Faulkner's major novels in the context of the ongoing effort to write the South (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

**[473/573S] Seminar: Major African Writers.**

A comprehensive comparative investigation into works by two or more contemporary African writers. Attention to theoretical and practical questions of ideology, genre, language, gender, class and geographic region to determine the multiple articulations among authors, texts and audiences (post-1900). Prerequisite, three courses in literature or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 12.

**[474/574S] Seminar: Major African-American Writers.**

An in-depth investigation of selected 20th-century and contemporary works by African-American writers. Focus on the theoretical and practical questions of genre, language, gender, class and ideology to determine the multiple articulations among authors, texts and audiences. Traditional written assignments, critical discussion and digital media coursework in the computer lab are required (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only.

**475/575S “And It Don’t Stop”: The Harlem Renaissance, Black Arts Movement, and Hip-Hop Culture.**

In *Hip-Hop’s Inheritance*, Reiland Rabaka proposes that hip-hop is “virtually incomprehensible without a working knowledge of... the Harlem Renaissance and the Black Arts Movement.” We will put Rabaka’s thesis to the test through comparative analysis. Emphasis will be placed on the multiple creative, critical, and curatorial practices that define each period’s aesthetic and political values: literature, music, dance, visual arts, as well as journalism and editing/publishing. We will engage with works by Toomer, Larsen, Baraka, Sanchez, NWA, and Public Enemy, among many others. Prerequisite, Three courses in literature. Open to Juniors and Seniors only. Maximum enrollment, 12. Porco.

**500S Honors Thesis.**

Independent study for honors candidates in English, culminating in a thesis. Prerequisite, approval of the department. The Department.

# English for Speakers of Other Languages

Barbara T. Britt-Hysell, *Coordinator*  
John Bartle (German and Russian Languages and Literatures)

English for Speakers of Other Languages (ESOL) is a program that provides a variety of services to a broad range of students for whom American English is not their first or native language. The program supports the various skills, abilities and proficiencies of students who are fluent or functional bilinguals. We aim to capitalize on the strengths of how culture and language factors affect learning, speaking, listening and reading as well as the writing process and the evaluation of academic writing. Activities and services include weekly radio show, conversion tables, an interactive Web site, on-going tutorial assistance and the two courses listed below.

Fundamentals of Composition I and II are designed to assist ESOL students in sharpening their writing skills for college-level work in all academic disciplines. Both courses focus on teaching students how to organize standard academic essays and how to form clear, coherent arguments at the college level. Fundamentals of Composition II is open to all students. Both provide regular academic credit toward graduation requirements and satisfy the College-wide requirements of writing-intensive courses.

## **101F Fundamentals of Composition I.**

Readings and writing in a variety of subject areas and disciplines to deepen understanding of Standard American English; to enhance the ability of expression in college-level writings, such as essays, examinations and research papers; to expand vocabulary and increase speed of comprehension and writing in English. (Writing-intensive.) Limited to first-year students. Maximum enrollment, 10. Britt-Hysell.

## **102S Fundamentals of Composition II.**

Writing 102 generally follows the format of 101 and is open to all students whether they have taken 101 or not. Focus on American culture, particularly as seen through film. (Writing-intensive.) Maximum enrollment, 10. Bartle.

# Environmental Studies

## Program Committee

Peter F. Cannavò, *Director* (Government)  
Eugene W. Domack (Geosciences)  
Tim Elgren (Chemistry)  
Michael L. McCormick (Biology)  
Onno Oerlemans (English)  
William A. Pfitsch (Biology)  
Todd W. Rayne (Geosciences)  
Julio Videras (Economics)  
Ernest Williams (Biology)

Environmental studies concerns human interaction with the physical world. The Environmental Studies Program offers an opportunity to explore that interaction from a variety of perspectives and using the tools of different academic disciplines. A number of departments contribute courses to this interdisciplinary program.

The concentration in Environmental Studies encourages both interdisciplinary breadth and depth of study in a discipline. Students select a focus academic division in which to pursue their ES program, and work closely with faculty advisors to develop an individualized plan of study. The concentration consists of 13 courses:

- Six foundational courses distributed among the three academic divisions: sciences, humanities and social sciences, including:
  - one introductory science course in geoscience, and one in biology, chemistry or physics;
  - one in the humanities, and one in the social sciences;
  - two additional courses selected from the student's focus division;
- Four elective courses chosen from a specific discipline within the focus division;
- Two elective courses with explicit environmental content;
- and 550, the Senior Project

A complete description of the Senior Project is available from members of the advisory committee. A maximum of four credits may be transferred into the concentration from study off-campus with prior approval. Students who have earned at least a 3.5(90) average in courses toward the concentration may receive honors in Environmental Studies through distinguished work on the Senior Project.

The minor in Environmental Studies consists of five courses: An introductory environmental science course (one of ES150, GeoSc 105, or GeoSc 110) and four from the Humanities, Social Science, and Science lists below (with the exclusion of introductory biology, chemistry, and physics courses). A student may petition to substitute other courses with an explicit environmental focus. The five courses must include at least one course from outside the natural sciences. A student may count for the minor at most two courses from a single department, and at most two courses from programs away from Hamilton.

The requirements for the environmental studies concentration are:

1. Six foundational courses, which should be taken before the completion of the junior year. These courses are:

One of Geoscience 103, 105, 110, 112 or 116  
One of Biology 101, 102 or 115, Chemistry 120 or 125, or Physics 100 or 200  
One course from the Humanities list below  
One course from the Social Science list below  
Two more courses from the student's focus division

## HUMANITIES

220 Forever Wild: The Cultural and Natural Histories of the Adirondack Park  
250 Interpreting the American Environment  
English 267 Literature and the Environment  
Philosophy 235 Environmental Ethics  
Religious Studies 118 Religion and Environmentalism

## SOCIAL SCIENCES

220 Forever Wild: The Cultural and Natural Histories of the Adirondack Park  
250 Interpreting the American Environment  
221 Global Warming  
Economics 380 Environmental Economics (prerequisite 101)  
Government 285 Introduction to Environmental Politics  
Government 287 Political Theory and the Environment



## SCIENCES

150 Environmental Science

221 Global Warming

Biology 101, 102 or 115 Introductory Biology

Biology 237 Ecology

Chemistry 120 or 125 Introductory Chemistry

Geoscience 222 Earth's Climate

Geoscience 240 Meteorology

2. Four elective courses selected in consultation with the student's advisor from a discipline within the focus division. These courses are intended to provide the student with sufficient depth of understanding to enable competent pursuit of the Senior Project. At least three of the electives must be above the 100 level.

3. Two elective courses with explicit environmental content from outside one's discipline.

4. 550 Senior Project

### **150F Environmental Science.**

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

### **220F Forever Wild: The Cultural and Natural Histories of the Adirondack Park.**

Study of America's largest inhabited wilderness. Survey of natural and cultural histories of the park and examination of ecological, political and social issues. Study of literary, scientific, historical and political texts. Exploration of environmental issues such as acid rain, development and land-use, predator re-introduction and population controls. Prerequisite, one course in literature, biology, geology or environmental studies. Maximum enrollment, 16. May count toward a concentration in environmental studies. Field trip required. Open to sophomores and juniors. Oral Presentations (Fall); Writing-intensive (Spring). (Same as College Courses and Seminars 220.) Maximum enrollment, 16. Kinnel.

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

### **221S Global Warming: Is the Day After Tomorrow Sooner than We Think?.**

Investigates the historical/geographic context for our hydrocarbon economy, the scientific and economic debate behind global warming, the social and ecological consequences of action or inaction regarding greenhouse gas emissions and the role of public policy and international relations in global environmental change. Prerequisite, One semester of science. Not open to students who have taken Sophomore Seminar 221. May count toward a concentration in environmental studies. (Same as Geosciences 221.) Maximum enrollment, 25. E Domack and J Videras.

### **250S Interpreting the American Environment.**

A survey of responses to and interpretations of the American landscape. Study of historical, political, literary, and critical texts. Puts contemporary environmentalism in a historical and geographical perspective. Emphasis on changing notions of wilderness, urban development and the cultural contexts of expansion and development. Cannavò.

### **255S Gender and Environment.**

Examines the connections between racial, gender and class oppression and the subjugation of the non-human environment. Reading works by scholars such as Carolyn Merchant, Vandana Shiva, Karen Warren, Greta Gaard and Mary Mellor, we will examine feminist environmental thought, exploring the theoretical links between women, nature and culture, and connecting these theories to women's environmental praxis. (Writing-intensive.) (Same as Women's Studies 255.) Maximum enrollment, 20. Barry.

### **290F Nature and Technology.**

This course examines the sometimes contentious relationship between the natural world and human attempts to understand it (science) and control it (technology). We survey ethical, social, artistic and scientific distinctions between the natural world and the human-built world. Specific topics include everyday tools (e.g., hammers), food and agricultural practices (corn & chickens), modes of transportation (trains), and emerging biotechnologies (genes & humans). Readings will draw from works in philosophy of technology, environmental history, and science and technology studies. (Writing-intensive.) Maximum enrollment, 20. Galusky.

### **550F,S Senior Project.**

An independent study developed in consultation with a faculty advisor and the environmental studies advisory committee to explore in detail an environmental topic, culminating in a substantial research paper and oral presentation. Proposals for Senior Projects are developed with a faculty advisor and submitted to the ES advisory committee prior to course registration. Prerequisite, Permission of instructor. The Program.

# Foreign Languages

Martine Guyot-Bender  
M. Cecilia Hwangpo  
Hong Gang Jin  
Roberta L. Krueger (JYF)  
Cheryl A. Morgan  
Joseph E. Mwantuali  
John C. O'Neal  
De Bao Xu

A concentration in foreign languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses and one 300-level course in each.

Students may combine courses from Classics (Greek, Latin); East Asian Languages and Literatures (Chinese, Japanese); French; and Hispanic Studies (Spanish). The combination may be departmental or interdepartmental. Students wishing to count other languages or work done at other institutions toward the concentration must receive approval from the chair of the appropriate department. All concentrators in foreign languages will be required to pass language proficiency tests in two foreign languages. Additional requirements for an appropriate senior or honors program will be set by the chairs of the departments of concentration.

Besides a broad program of language study on campus, the College administers study abroad programs in China, France and Spain. In addition, Hamilton is a member of the Intercollegiate Center for Classical Studies in Rome and the American School of Classical Studies in Athens. (For further information, see "Academic Programs and Services.")

Students are advised to begin, or continue, their study of a foreign language early in their college career. Instruction in the following languages is offered at Hamilton:

Chinese (see East Asian Languages and Literatures)

French (see French)

Greek (see Classics)

Japanese (see East Asian Languages and Literatures)

Latin (see Classics)

Spanish (see Hispanic Studies)

# French

## Faculty

Martine Guyot-Bender (JYF)  
Roberta L. Krueger  
Cheryl A. Morgan (Chair)  
Joseph E. Mwantuali  
John C. O'Neal  
Joan Hinde Stewart  
Aurelie Van de Wiele

## *Special Appointment*

Lucy Aubry

A concentration in French consists of nine courses numbered 140 or higher, including 200; 211 or 212; 250 or 280 or 285; two 400-level seminars (one each semester of senior year, including at least one pre-modern seminar); and two electives at the 300 or 400 level. Any history, civilization or culture course offered by another department and concentrating specifically on France or another Francophone country satisfies the 250-285 requirement but will not count as one of the nine concentration courses.

During their senior year, concentrators in French must: 1) enroll in at least one 400-level course during both the fall and spring semesters; one of these courses must focus on a period before 1800; 2) complete a substantial research paper in a 400-level course, normally in the spring semester; 3) participate in an assessment of their oral proficiency in an interview conducted by outside examiners early in the spring semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year. A complete description of the Senior Program is available in Christian Johnson 202.

To attain honors in French, students must have an average of A- or better in all coursework in the department at the end of first semester of senior year, and must, during the spring semester of their senior year, complete a third course (550) with an average of A- or better on both the required paper and the oral defense. Candidates for honors are exempt from writing a research paper in their required 400-level class; they will fulfill all other requirements of the class.

A minor in French consists of five courses numbered 140 or higher, including at least one literature course and one course at the 300 level or higher.

## Hamilton College Junior Year in France

After a preliminary orientation in Biarritz and Paris, students register at various Paris universities and post-secondary institutions. In consultation with the director, they select a program of four courses per semester from those offered at Paris III, Paris VI or at other institutes such as the Institut d'Etudes Politiques, the Institut Catholique and the Ecole du Louvre. In addition, a number of special courses taught by French professors are arranged by Hamilton in Paris.

The Université de Paris and the special institutes announce their courses at the beginning of each academic year. The director makes specific course information available to students as soon as possible. Many varied courses in art history, economics, French language and literature, history, linguistics, music, philosophy, political science, sociology and theatre are offered. Students are urged to take at least one semester of a language class and are encouraged to select a balanced program of courses in different disciplines. A detailed description of selected courses is contained in the program's catalogue.

All courses taken with the Hamilton College Junior Year count toward the graduation requirement. However, students with concentrations other than French must consult with the appropriate department before departure about transfer of credit for the concentration.

The Hamilton College Junior Year in France is for a full academic year. The department believes that far greater linguistic and cultural benefits are gained from an academic year in France than from a semester. Concentrators and other serious language students are therefore encouraged to participate in the nine-month program. A semester option is available, however, to pre-med students, students majoring in the sciences (including mathematics and computer science) and students whose academic plans necessitate attending another semester program in another country.

## **110F First-Term French.**

A thorough grounding in speaking, writing, reading and comprehension for beginners. This is an intensive, interactive course which allows students to gain oral fluency fast and start writing short texts. Textbook readings and exercises supplemented by

short texts and films. Prerequisite, For students with no prior experience in French. Four hours of class, plus one session with a teaching assistant, and laboratory work. First-year students who follow the sequence through 140 may qualify for the Junior Year in France Program, with consent of the director. Van de Wiele.

### **120S Second-Term French.**

Increased instruction in aural comprehension, speaking, reading and writing. In 120, students engage in more in-depth conversation topics and writing assignments about everyday life and cultural topics related to French-speaking areas around the world. Four hours of class, with additional independent drill and laboratory work as well as Internet exploration. Prerequisite, 110 or placement in 111/120. Although a natural continuation of 110, 120 can be taken independently. First-year students who follow the sequence to 140 may qualify to attend the Junior Year in France. Guyot-Bender, Van de Wiele.

### **130F Communication in Francophone Cultural Contexts: Intermediate French I.**

The diversity of the French-speaking world will provide the material for students' active engagement and greater proficiency in speaking, comprehending, reading and writing French. Strengthening of basic grammar, oral practice and conversation, readings in contemporary cultures and social issues. Incorporates texts, films and other activities as the basis for discussion, debate, exposés and short compositions. Three hours of class and session with teaching assistant. Prerequisite, 111, 120 or French placement exam. O'Neal, Van de Wiele.

[Fall 2006 01](#) (O'Neal J)

### **140F,S Communication in Francophone Cultural Contexts: Intermediate French II.**

Further venture into the French-speaking world, as students gain increased proficiency in understanding, speaking, reading and writing French while continuing to strengthen grammatical forms, aural and written expression. More time is spent on using French as a base for discussion. Students will work on a variety of topics which may be based on French television, film, the Web, short fiction or drama. Fall will be dedicated to Film. Special focus on oral presentation and composition. Three hours of class and session with teaching assistant. (Oral Presentations.) Prerequisite, 130, placement exam or consent of instructor. Guyot-Bender (Fall), Mwantuali (Spring).

### **200F,S Introduction to French Studies.**

An intensive course to improve all language skills, focusing on oral and written argumentation, proper nuanced expression, grammar and vocabulary-building strategies through the analysis of contemporary literary and cultural texts. A necessary course for study abroad and French culture and literature courses. Mandatory discussion session TBA. (Writing-intensive.) (Oral Presentations.) Prerequisite, 140 or placement exam. Regular class meetings plus a weekly discussion session with a teaching assistant. Maximum enrollment, 20. Krueger (Fall); O'Neal (Spring).

[Fall 2007 01](#) (O'Neal J)

### **211F Introduction to French Literature I: Writing Difference.**

Examines representative works of French literature around the topic of difference. Special attention is given to literary analysis and to coherent structuring of written argumentation. Texts read and movies cover different literary genres and, while working on improving the students' skills in close reading, they lay a solid basis for strong general knowledge of French literatures. Taught in French. (Writing-intensive.) (Oral Presentations.) Although not a requirement, 200 is strongly recommended; otherwise placement exam results or consent of instructor. Maximum enrollment, 20. Guyot-Bender.

### **212S Introduction to French Literature II: The Emergence of Individualism.**

Study of representative genres from the Middle Ages to 1800: the epic, romance, the lai, lyric poetry, theatre and prose fiction. Focus on problems and techniques of literary analysis. Class discussion, oral presentations and papers. Taught in French. (Writing-intensive.) Although not a requirement, 200 is strongly recommended. Maximum enrollment, 20. Krueger.

### **[250] Exploring Contemporary France.**

Analysis of a variety of perspectives on contemporary France, including geography and recent history, regionalism, religions and cultures as they have shaped the social evolution of the population, socio-political groups and popular culture. Exploration of recent reforms led by Nicolas Sarkozy's new government as well as the evolution of France within the European Community. Class material includes documentaries, films and electronic media sources, as well as more traditional material. Students conduct individual research to be presented orally during the semester. (Oral Presentations.) Prerequisite, 140 but 200 is strongly recommended.

### **[270S] The Art of Translation.**

Study of the theory and practice of literary translation in French and English. Comparative analysis of translations of different periods and genres. Students prepare their own translations in English of selected poems or short texts. Taught in French and English. Prerequisite, French 200 or higher. Maximum enrollment, 16.

### **280F Francophone Cultures.**

An introduction to cultures of French-speaking areas beyond the Hexagon: Africa, the Caribbean, Canada. Topics include the history of slavery, colonization and neo-colonization; literatures; sculptures, masks, paintings; fashion; and cuisines. Discussion based on readings, films and presentations by native informants. Taught in French. Although not a requirement 200 is strongly recommended. Instructor's consent required for those returning from study in France. Mwantuali.

### **[285F] 1968: Is Paris Burning?.**

In May 1968, France experienced social unrest on an unprecedented scale: massive student demonstrations preceded a general labor strike by millions of workers from all sectors of employment. Social and political unrest characterized the moment, but the "events of May" also challenged existing forms of knowledge and the very nature of language. Explores post-war French history and concurrent developments in the university, the arts and intellectual life. (Oral Presentations.) Prerequisite, 200 or consent of instructor. Taught in French.

**334S Seminar: Designing Women in the Early Modern English and French Novel.**

Study of the novel as an emergent form in both its English and French contexts. Topics include the role of women as writers, readers, and subjects of novels; the development of the genre; and the social context of the novel. Works by such authors as Aphra Behn, Frances Burney, Daniel Defoe, Françoise de Graffigny, Choderlos de Laclos, Marie de Lafayette, Antoine Prevost, Marie Riccoboni, Laurence Sterne, and Voltaire. (Taught in English.) Does not fulfill the senior seminar requirement for the English concentration (1700-1900). Prerequisite, one 200-level course in literature. Open to juniors and seniors only. May not be counted toward the French major. (Same as English and Creative Writing 334 and Comparative Literature 334.) Maximum enrollment, 12. Stewart and J O'Neill.

**[373S] Special Topics: Remembering the Past.**

Using as a point of departure Pierre Nora's *Les Lieux de mémoire* [italics needed for title], this cultural history course will focus on many of the crucial places, times, symbols, and events that, through memory, have become part of the French collective consciousness. These have not only shaped France's past but have also given rise to its contemporary culture. Oral presentations and written papers. Prerequisites, 200 or consent of instructor. (Oral Presentations.) Prerequisite, 200 or consent of instructor.

**374S Special Topics: African Cinema.**

An introduction to the cinema of Africa. This course is a study of major cultural and socio-political issues as well as of techniques, and the crucial question of "language(s)" in African cinema, from the colonial to the post-colonial era. African filmmakers include Raoul Peck, Ngangura Mweze, Ousmane Sembene, Assia Djebar, Amadou Saalum Seck, Raymond Rajaonarivelo, Kwaw Ansah, Djibril Diop Mambety, as well as some non-African director such as Thierry Michel and Tristan Boucard. Taught in French. Prerequisite, One 200-level course or above, or consent of the instructor. Mwantuali.

**[378] Cultural and Literary Identities of Quebec.**

Quebec is so close and so far. The course will explore various aspects of Quebec identity (a mainly Francophone territory in a sea of Anglophone cultures) through literature, theater, film and popular songs. We will focus on four themes that are central in Quebec's arts: nature, work, the country-city divide and the nation. We will examine each text in the general context of Quebec's identity as well as a stand alone piece of art. (Oral Presentations.) Prerequisite, one course in French above 200 or permission of instructor. Taught in French.

[Spring 2010.01](#) (Tolliver J)

**[403] In Her Own Voice: French Women Writers of the Middle Ages and the Renaissance.**

Analysis of works by women in France during the first 1,000 years of French literary history. Authors include Radegund, Dhuoda, Heloise, Marie de France, the female troubadours and trouvères, Marguerite Porete, Christine de Pizan and Louise Labé. Topics include the problem of female voices in manuscript culture; women's roles in convents, courts and the family; spirituality and heresy; sexuality and desire; changing ideas of honor; female authors' critique of misogyny and their rewriting of courtly and clerical models. Oral presentations and written projects. Taught in French. Prerequisite, 211 or 212.

**[404F] Arthurian Legends and the Creation of Courtly Culture in Medieval France.**

This course examines the representation of social relationships in tales of King Arthur and the Round Table. Works and authors include Geoffrey of Monmouth, Marie de France, Lancelot and Perceval, *La Quête du Saint Graal* and *La Mort du Roi Arthur*, fabliaux and didactic texts (all read in modern French translation). Topics include the construction of gender roles; dress and fashion; the politics of the court; and the role of clerics and readers in the definition of courtly culture. Oral exposé and brief papers on subjects that may bring in other disciplinary interests. Maximum enrollment, 12.

**[405] Medieval Lovers.**

An examination of the faces of love in different medieval literary genres. Authors and works read include Marie de France's *Lais*, Chrétien de Troyes, Guillaume de Lorris, Aucassin et Nicolette, Adam de la Halle's *Le jeu de la feuillée*, and the fabliaux. Prerequisite, One 300-level course or above, or consent of the instructor. Maximum enrollment, 16.

**406S Comic Visions in French Literature from the Fabliaux to Figaro.**

Analysis of comic perspectives on society, language and literature from Old French farce through the early modern period. Works and authors include Aucassin et Nicolette, selected fabliaux, the *Farce de Maître Pathelin*, Marguerite de Navarre, *Rabelais*, Molière and *Le Mariage de Figaro*. Taught in the original French or in modern French translation when appropriate. Prerequisite, 211 or above, or consent of instructor. Maximum enrollment, 16. Krueger.

**[408F] The Passions of the Soul.**

Combines an introduction to 17th-century French culture and society with an analysis of the period's thinking on manners, morals, ambition, spiritual devotion, duty, self-love, hypocrisy and animal souls. Special attention to the role the passions play for this age in the works of authors such as Descartes, François de Sales, La Bruyère, La Fontaine, La Rochefoucauld, Mme de Lafayette, Molière, Pascal and Racine. (Oral Presentations.) Prerequisite, 211 or 212 or consent of instructor. One 300-level course strongly recommended. Maximum enrollment, 16.

**409F The Art and Abuse of Conversation in 17th- and 18th-Century France.**

After an introduction by way of Montaigne's essay on the subject in the late Renaissance, this course examines works by Molière, La Bruyère, Mlle de Scudéry and the chevalier de Méré in the 17th century and other works by Marivaux, Crébillon fils, Diderot, Rousseau and the abbé Morellet in the 18th century. Discussions will elicit both the enormous pleasures of polite or intimate conversation as well as the possible ways society sometimes overly refines this art or turns it into a hypocritical game. Prerequisite, One of the following: 211, 212, or a 300-level course or consent of instructor. Maximum enrollment, 16. O'Neal.

**[410] Gender Confusion in the French Enlightenment.**

Rousseau and Diderot, among other authors, contributed in different but important ways to the rise of sensibility and the emerging gender confusion in 18th-century France. Whereas the court case of Mlle Rosette in the first half of the century still points to the association of cross-dressing with madness, the life of the chevalier/chevalière d'Eon in the second half of the century indicates greater tolerance, if not acceptance, of gender-bending roles. Readings include fictional works, philosophical essays, biographies, and legal cases of the period. Prerequisite, 211, 212 or consent of instructor. Maximum enrollment, 16.

**[412] Libertins and Philosophers.**

An examination of free thinkers and philosophers, rakes and scoundrels, and sex and seduction in French literature of the late 17th- and 18th-centuries. The course considers the ways in which the shifting notion of libertinage served to frame moral and intellectual reflections on individual freedom, society, sexual desire and human nature. Includes readings by Viau, Molière, Crébillon fils, Diderot, Rousseau, Laclos, Casanova, Sade and Denon ; modern cinematic adaptations and selected works by the 18th-century painters Boucher and Fragonard. (Oral Presentations.) Prerequisite, 211-212 or consent of instructor. Maximum enrollment, 16.

**[415] Out in the City: Nineteenth-Century Paris.**

Examination of the ways in which an increasingly modern Paris looms large in the 19th-century imagination. Explores developments in the arts (drawing, caricature and photography) and writing (journalism and literature) to examine topics such as money, pleasure, looking, flanerier, fashion, social class and gender within the context of urban decay and renewal. Attention to the historical and social geography of Paris complements study of writers such as Mercier, Balzac, Girardin, Baudelaire and Zola and artists such as Texier, Daumier and Nadar. (Oral Presentations.) Prerequisite, one 300-level course or consent of instructor. Maximum enrollment, 16.

**[416] Saints and Sinners in Medieval French Literature.**

This course examines the representation of spiritual crisis and social transgression in selected works of twelfth- and thirteenth-century Old French literature, including the Vie de Saint Alexis, the letters of Abelard and Heloise, Marie de France's Eliduc, Chrétien de Troyes's Yvain and Perceval, La Mort du Roi Artu, selected fabliaux, and Aucassin et Nicolette. Prerequisite, one course numbered 211 or higher. Oral presentations and written reports. Taught in French. Maximum enrollment, 16.

**[420] Reviewing the Nineteenth-Century Classics: From Novel to Film.**

Selected "classic" 19th-century novels and the films they have inspired. While examining the place these novels occupy in the French cultural record, our perspective will also be comparative as we examine the modalities of each medium in terms of techniques and structures. How did these fictions represent French society and history, and how, in turn, does cinema translate these 19th-century novels? Authors may include works by Balzac, Hugo, Flaubert and Zola. Taught in French. Prerequisite, one 300-level course or consent of instructor. Maximum enrollment, 16.

**[421] Romance, Revolution, and Rebels in the 19th-Century French Novel.**

This course will examine emerging and competing forms of the French novel in the first half of the 19th century, exploring their engagements with romantic individualism, sentimental fictions, recent history and, ultimately, realist aesthetics. Authors studied may include Hugo, Balzac, Duras, Sand Girardin, Stendhal and Flaubert. Prerequisite, one 300-level course or consent of the instructor. Maximum enrollment, 16.

**428S Post-War Cinematographic Memory.**

Based on three chapters of recent French history (the Occupation and the Holocaust; relationship with Algeria; May 1968 and social unrest), investigates how filmmakers mediate individual and national memories through moving images. The films will be considered in the context of recent historiographical material, theoretical discourse on cinema, and very specific cultural policies in France, as well as popular events around cinema. Includes about 10 movies. Some Friday afternoons will be reserved for film screenings. Prerequisite, one course at the 300-level or above. Maximum enrollment, 16. Guyot-Bender.

**[432] Picturing War in Twentieth-Century France.**

Examines various representations of the wars that have marked 20th-century France. As tragic as wars are, they inspire texts in an unlimited variety of formats and media and tones (tragic, ambiguous, mundane and comical) that respond to specific needs, and impact their "public" in different ways. Course material includes 20th-century novels, fiction and documentary film; paper and electronic news media; monuments and museums, popular forms of expression (soldiers' letters, jokes, songs, games); and other visual arts. (Oral Presentations.) Prerequisite, one 300-level course or consent of instructor. Course may include off-campus visits. Maximum enrollment, 16.

**[435] Reality as Fragment: Surrealism, the Absurd and Commitment between World War I and World War II.**

Examines the artistic reaction to World War I and its anticipation of World War II with a focus on what is known as the Surrealism movement and on authors/thinkers who systematically questioned social and political assumptions about coherence and meaning through dream, studies of the self, idealism and ideology. Readings in Proust, Colette, Aragon, Breton, Malraux,

Michaux and Yourcenar. Class material includes poetry, narratives and the visual arts as well as a study of Renoir's 1939 movie "La Regle du jeu." Prerequisite, French 211 or 212, or consent of the instructor. Maximum enrollment, 16.

**455F Studies in Francophone Literature: The African Novel.**

Critical examination of the novel's evolution from the colonial period through independence and on to post-colonial writing. The search for authenticity and answers to problems of narrative technique, oral and written traditions, audience, African feminism, politics and the role of the writer. Authors include Lomani Tshibamba, Sembene Ousmane, Nafissatou Diallo, Andrée Blouin, Valentin-Yves Mudimbe, Ahmadou Kourouma, Henri Lopes, Calixthe Beyala, Aminata Sow Fall and Mariama Ba. Taught in French. (Oral Presentations.) Prerequisite, one 200-level course in French or consent of instructor. Open to senior concentrators. Maximum enrollment, 16. Mwantuali.

**550S Honors Project.**

Independent study program consisting of the preparation and oral defense of a paper in French. Only students having an average of A- or better in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, the candidate must receive A- or better on both the required paper and the oral defense. The Department.

# Geoarchaeology

## Faculty

David G. Bailey, *Co-Director* (Geosciences)

George T. Jones, *Co-Director* (Anthropology)

Geoarchaeology uses geologic methods and principles to enhance interpretations of the archaeological record, focusing on such issues as geochronology and stratigraphic succession, processes of deposition and diagenesis, paleoenvironmental reconstruction and landscape evolution. Designed for students with shared interests in geology and archaeology, the concentration builds on the common histories and research domains of these fields.

A concentration in geoarchaeology consists of 10 units of credit taken from the existing curricula of the Anthropology and Geosciences departments. Required courses include: Archaeology 106 and Principles of Geoscience (Geosciences 103 to 122); Archaeology 325; two courses from Archaeology 243, 245 or 249; Geosciences 211 or 222; two courses from Geosciences 220, 236 or 290; Geoarchaeology 360; and Geoarchaeology 500-501. Concentrators must fulfill their senior project requirement through satisfactory completion of 500-501. Honors will be awarded on the basis of excellence in coursework and a superior Senior Project.

Students are encouraged to take one or both field courses (Archaeology 280 and Geosciences 265). Students considering careers in geoarchaeology or related fields should take additional courses in biology, chemistry and other sciences.

## **360S Quaternary Geochronology.**

Examines the development and application of dating techniques that are appropriate over the last five million years, including dendrochronology, <sup>210</sup>Pb, radiocarbon, Uranium-series, paleomagnetic, thermoluminescence and cosmogenic surface exposure dating. Examples drawn from geologic and archaeological contexts that are important to climate change and hominid evolution. Field trips. Prerequisite, Geosciences 211, 222 or consent of instructor. One-half credit.

## **500F-501S Senior Project.**

A two-term course during which concentrators pursue an independent project and give a public presentation of their results. Proposals for projects must be accepted in the spring semester of the student's junior year. 501 may not be taken as a separate course. One course credit for 500 and one-half credit for 501. The Program.



# Geosciences

## Faculty

Todd W. Rayne, *Chair*

David G. Bailey

Cynthia R. Domack

Eugene W. Domack

Barbara J. Tewksbury

A concentration in geosciences consists of 9.5 units of credit in geosciences and a two-course sequence in a supporting science, including one course in Principles of Geoscience (103 to 122), 209, 211 or 222, 220, 230, 290, 310, 510-511 and one other course in geosciences numbered 200 or higher. The sequence of two courses in one of the supporting sciences consists of Chemistry 120 and a second chemistry course numbered 190 or above, Physics 100 and 105 or 190 and 195, Math 113 and 114, Computer Science 110 and 111, or Biology 101 and 102. The supporting science requirement must be discussed with the departmental supporting science advisor at time of declaration of concentration and should be completed before the start of senior year. A Senior Project is required (510-511) for the concentration, and a complete description of the program is available from the chair. All concentrators, especially those planning a career in the earth and environmental sciences, should take additional courses in chemistry, mathematics, physics, computer science and biology according to the student's interests. Departmental honors will be awarded on the basis of excellence in coursework, a superior Senior Project and completion of two additional courses in the supporting sciences as listed above.

A minor consists of a course in Principles of Geoscience and four units of credit in other courses at the 200 level or above that are approved by the department.

Students interested in careers in oceanography should consider concentrations in chemistry or mathematics with supporting courses in geology including 112, 210, 211, 220, 222, 241, 320 and 370 and Biology 213. Students interested in careers in meteorology should consider concentrations in physics or mathematics with supporting courses in geology including 112, 210, 222, 240 and 285 and Chemistry 265.

A small number of seats for juniors and seniors are reserved in some of our 100-level courses.

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

An interdisciplinary study exploring the influence of environment, water resources, climate change and bedrock geology of North Africa and the Middle East on prehistory, history, international relations and prospects for the future. Special emphasis on developing GIS skills. (Quantitative and Symbolic Reasoning.) (Proseminar.) Three two-hour class sessions per week. Required field trip to the Adirondack region. Not open to students who have taken any other course in Principles of Geoscience. (Same as Africana Studies 103.) Maximum enrollment, 16. Tewksbury.

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

### **105 Principles of Geoscience: Wilderness, Globalization, and Environmental Change.**

An introduction to Earth systems with an emphasis on those processes of global change that are most easily detected over wilderness areas. Topics include recognition of the effects of global warming, ozone depletion and over-utilization of resources in areas such as Amazonia, Patagonia, Antarctica, Greenland, Australia, Alaska, Tibet and several oceanic islands. Also considers the role of wilderness in society. (Quantitative and Symbolic Reasoning.) Three hours of class and two hours of laboratory with required Saturday field trip. Not open to students who have taken any other course in Principles of Geoscience. E Domack.

### **110F Principles of Geoscience: Geology and the Environment.**

An introduction to the principles of geology as applied to current environmental issues such as solid waste disposal, consumption of conventional and alternate energy resources, and utilization of our natural resources. (Quantitative and Symbolic Reasoning.) Three hours of class and one hour of laboratory or field trip. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24. Rayne.

### **112S Principles of Geoscience: Ocean Science.**

An introduction to the physical, chemical and biological nature of the marine environment. Topics include marine geology, seawater composition, atmosphere/climate, ocean circulation, waves, tides, coastal processes, life in the sea, ocean resources and marine pollution. (Quantitative and Symbolic Reasoning.) Three hours of class and two hours of laboratory. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24. C Domack.

### **[116S] Principles of Geoscience: Introduction to Forensic & Medical Geology.**

The history and development of the emerging disciplines of forensic and medical geology. Emphasis on understanding the properties of Earth materials (rocks, minerals, soils, fluids, etc.) and learning what happens when humans interact with these materials. Students will examine real case studies in forensic geology and will learn some of the analytical techniques used in these

investigations. Also examines public health issues related to human exposure to materials in the natural environment (e.g. asbestos, lead, radon). (Three hours of class and two hours of laboratory). (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24.

**[117F] Principles of Geoscience: Sea Level and Environmental Change.**

An investigation into the evolution of our oceans highlighting tectonic and climatic controls on global and local sea levels; topics include time frames of change, sea-level proxies and geologic dating methods. Not open to students who have taken any other course in Principles of Geoscience. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 24.

**[120S] Principles of Geoscience: Geohazards: Our Violent Earth.**

This course explores the range of physical processes responsible for generating environmental hazards (earthquakes, volcanoes, severe weather, etc.), investigating controls on their occurrence and the degree to which human-landscape interactions influence their environmental impact. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24. Mattheus. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 24.

**[122] Principles of Geoscience: Geology in the Field.**

A field-intensive introduction to scientific inquiry with an emphasis on the relevance and importance of geology to society. Students will examine relationships between the geologic and physiographic features of Central New York and patterns of historical settlement and development. Not open to juniors or seniors. Maximum enrollment, 22.

**200F Field Study in Antarctica.**

A marine geologic survey along the Antarctic Peninsula that involves a research-oriented learning environment with oceanographic and bottom sediment sampling. Prerequisite, consent of instructor. One-half credit. Limited to those participating in NSF-funded research expedition to Antarctica. E Domack.

**[201S] Seminar on Iceland.**

An interdisciplinary study of Iceland focusing on geologic features, history and literature of Iceland, and connections between human events and the natural environment of Iceland. One-and-one-half hours per week. One-half credit. Prerequisite, Principles of Geoscience. Only open to students also taking 202. Maximum enrollment, 20.

**[202S] Iceland Field Study.**

A field study of the volcanic, glacial and tectonic features of Iceland with emphasis on the interaction of volcanic, glacial and tectonic processes. Three-week intensive field study in Iceland. Prerequisite, Principles of Geology. Concurrent registration in 201 required. Extra cost. One-half credit. Maximum enrollment, 20.

**204Su Northern Rocky Mountains Field Study.**

A two-week intensive field study of the volcanic, tectonic, and glacial features of southwest Montana, northwest Wyoming, and eastern Idaho. Field work will emphasize regional geology, environmental issues, and natural history. Prerequisite, Principles of Geology. Extra cost. One-half credit. Maximum enrollment, 16. Prerequisite, Principles of Geology. Maximum enrollment, 16. T Rayne and D Bailey.

**206F Seminar on the Geology of Egypt.**

A multi-institution seminar course to prepare American and Egyptian students and faculty for NSF-funded geologic field research in Egypt in December 2011 and January 2012. Seminar will include bedrock geologic mapping using satellite imagery, background work to prepare for field geophysical studies, and, for the Americans, practice in traveler's Arabic. One-half credit. Open to those participating in NSF-funded research expedition to Egypt or by permission of the instructor. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 12. Tewksbury.

**209S Hydrogeology.**

The study of surface water and groundwater, with emphasis on groundwater. The influence of geologic materials on groundwater flow, an introduction to groundwater hydraulics and groundwater/surface water interactions. Basic hydrogeologic field methods introduced in the laboratory section. Three hours of class and three hours of laboratory with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24. Rayne.

**[210S] Glacial Geology.**

A survey of the distribution and dynamics of the Earth's cryosphere, theories of global climate change, and processes and products of glacial erosion and deposition. Marine record of glacial events and glacial periods throughout Earth's history. Three hours of class and two hours of laboratory with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24.

**[211F] Sedimentary Geology.**

A study of the genesis and diagenesis of clastic, carbonate, evaporite and other important sediments and rocks. Emphasis on fluid dynamics of grain transport, facies architecture, seismic stratigraphy and paleoclimatic/ tectonic significance of depositional sequences. Three hours of class and three hours of laboratory with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24.

**218F Industrial Ecology.**

The science of sustainability. Using a variety of tools students will assess the total environmental impact associated with the manufacturing, use and disposal of a variety of common consumer goods. Key concepts to be introduced include life-cycle

analysis, eco-design, product stewardship, product dematerialization, industrial metabolism and industrial symbiosis. Popular strategies for reducing the environmental burden of industrial activities will also be examined. (Proseminar.) Prerequisite, any 100-level course in science, government or economics. May not be counted toward the concentration or the minor in biology. (Same as Biology 218.) Maximum enrollment, 24. McCormick.

**[220F] Mineralogy.**

An introduction to crystallography, crystal chemistry and optical mineralogy. Identification of minerals by physical, optical and X-ray diffraction techniques. Six hours of class/laboratory with field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24.

[Fall 2007 01](#) (Bailey D, Bailey D)

**221S Global Warming: Is the Day After Tomorrow Sooner than We Think?.**

Investigates the historical/geographic context for our hydrocarbon economy, the scientific and economic debate behind global warming, the social and ecological consequences of action or inaction regarding greenhouse gas emissions and the role of public policy and international relations in global environmental change. Prerequisite, One semester of science. Not open to students who have taken Sophomore Seminar 221. May count toward a concentration in environmental studies. (Same as Environmental Studies 221.) Maximum enrollment, 25. E Domack and J Videras.

**222F Earth's Climate: Past and Future.**

Introduction to the science of paleoclimatology through the examination of climate dynamics and the stratigraphy of past climate changes across various time scales. Use of geochemical, biological and physical proxies for changes in the Earth's ice, ocean, atmospheric and lithospheric systems. One required weekend field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 22. E Domack.

**230S Structural Geology.**

A study of the origin, development and study of macroscopic and microscopic structures in deformed rocks. Field, graphical, laboratory and GIS techniques used in mapping and studying deformed rocks. Six hours of class/laboratory with field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 22. Tewksbury.

[Spring 2006 01](#) (Tewksbury B)

**[236F] Soils and the Environment.**

A study of the formation, classification, utilization and environmental significance of soils. Frequent local field trips. Three hours of class and two hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24.

**240F Meteorology.**

A study of the atmospheric environment. Topics include the Earth's atmosphere, temperature, humidity, condensation, cloud development, precipitation, winds, air masses, storms and climate. Three hours of class and three hours of laboratory/discussion. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24. C Domack.

**[241S] Plate Tectonics.**

Study of modern plate interactions, tectonic evolution of the Earth's crust, deep earth structure and regional tectonic analysis, with an emphasis on the contributions of geophysics to an understanding of plate tectonics. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Four hours of class. Maximum enrollment, 20.

**[243S] Rivers: Connecting Landscapes.**

Rivers are the primary link between continents, the coast, and the deep sea. This course looks at how climate, sea level, and humans influence river morphology, sediment transport, and deposition. Three hours of class and two hours of laboratory/discussion. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience.

**[260S] Geomicrobiology.**

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

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

**[262S] Geomicrobiology of Antarctica.**

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

**[275] Origins of Natural Systems.**

An overview of the origin of the universe, solar system, Earth and Earth systems. Particular emphasis on the application of geochemistry and isotope systematics to understanding the origin of matter, the formation and differentiation of the Earth, the development of plate tectonics and the origin of the oceans, atmosphere and life. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Principles of Geosciences. Maximum enrollment, 20.

### **285F Antarctica and Global Change.**

Review of the geology, meteorology, oceanography, marine biology and glaciology of the Antarctic and Southern Ocean and their influence on global environmental processes and change. Emphasis on remote sensing technology. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. One course credit. E Domack.

[Spring 2010 01](#) (Domack E)

### **290F Paleontology.**

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

### **[295Su] Geology of Tasmania.**

A two-week field excursion to the island state of Australia with a focus on the geology, botany and natural history of the region. Field work will emphasize geology of the southern continents, economic resources and wilderness conservation. Extra cost. One half-credit. Prerequisite, Principles of Geoscience. Offered as part of Hamilton's participation in the International Antarctic Institute. Registration by permission of instructor only. Maximum enrollment, 15.

### **[297S] Planetary Geology and Remote Sensing.**

The geology of the planetary bodies of our solar system, including the history and future of solar system exploration and the applications of planetary studies to understanding the geology of the Earth. Emphasizes work with planetary images and planetary GIS. Three hours of class and one hour of laboratory/discussion. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 15.

### **309F Advanced Hydrogeology and the Environment.**

Advanced topics in hydrogeology, including geochemical principles, an introduction to contaminant transport, computer modeling of groundwater flow and studies of landfills, hazardous waste sites and other environmental problems. Three hours of class and two hour lab/discussion with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, 209. Maximum enrollment, 24. Rayne.

### **310S Igneous and Metamorphic Petrology.**

A study of the mineralogy, chemistry, origin and evolution of igneous and metamorphic rocks. Emphasis on the physical and chemical processes involved in their formation. Six hours of class/laboratory with field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, 220. Maximum enrollment, 24. D Bailey.

### **[320F] Micropaleontology.**

Advanced study of microscopic fossils including radiolaria, diatoms, foraminifera, ostracodes, calcareous nannoplankton, silicoflagellates, dinoflagellates, spores and pollen. Emphasis on morphology, preservation and paleoenvironmental applications. Three hours of class and two hours of laboratory. Prerequisite, 290.

### **[344] Environmental Remote Sensing.**

Course allows students to examine the remote measurement of the earth's surface, cryosphere, and ocean processes via case studies of key environmental monitoring and observation platforms. Students will gain practical skills and theoretical knowledge of: GRACE, RADARSAT, SEAWIFS, continuous Ground Positioning Stations (cGPS), and Automated Weather Stations (AWS), as well as Remotely Operated Vehicles (ROV), Autonomous Underwater Vehicles (AUV), multibeam, and other platforms. (Quantitative and Symbolic Reasoning.) Prerequisite, Two courses in Geosciences at the 200 level or above. next offered Spring 2011 Maximum enrollment, 24.

### **352F Scanning Electron Microscopy and X-Ray Microanalysis.**

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

### **360S Quaternary Geochronology.**

Examines the development and application of dating techniques that are appropriate over the last five million years, including dendrochronology  $^{210}\text{Pb}$ , radiocarbon, Uranium-series, paleomagnetic, thermoluminescence and cosmogenic surface exposure dating. Examples drawn from geologic and archaeological contexts that are important to climate change and hominid evolution. Field trips. Prerequisite, 211, 222 or consent of instructor. One-half credit.

### **370F Coastal Geology and Environmental Oceanography.**

Advanced study of coastal marine processes with an emphasis on environmental issues and case studies. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, one 200-level course in geosciences. Four hours of class. Maximum enrollment, 20. The Department.

**[375S] Origins of Natural Systems.**

An overview of the origin and evolution of the universe, solar system, Earth and Earth systems. Particular emphasis will be placed on the application of geochemistry and isotope systematics to understanding the origin of matter, the formation and differentiation of the Earth, the development of plate tectonics and the origin of the oceans, atmosphere and life. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, four hours of class, two 200-level courses in geosciences or consent of instructor. Maximum enrollment, 20.

**380S GIS for Geoscientists.**

Introduction to basic concepts in computer-based GIS emphasizing hands-on practice in portraying and analyzing spatially referenced data sets to produce a variety of types of digital products and to solve geologic problems. Practice using data from multiple sources, including data downloaded from online sources, field-collected data and published map data. Emphasis on mastery of basic skills and techniques using ESRI ArcGIS software. (Quantitative and Symbolic Reasoning.) Prerequisite, any course in geoscience that addresses GIS or permission of the instructor. During junior and senior class pre-registration, open only to geoscience concentrators. Maximum enrollment, 13. Tewksbury.

**510-511F,S Senior Project.**

A two-term course during which concentrators pursue an independent project and present the results to the department. Proposals must be accepted in the spring semester of the student's junior year. 511 may not be taken as a separate course. One course credit for 510 and one-half credit for 511. The Department.

# German Studies

## Faculty

Edith Toegel, *Chair*

Joseph T. Malloy

Peggy Piesche

German studies is an interdisciplinary concentration focusing on the language, literature, culture, historical development and politics of German-speaking countries. The concentration in German studies consists of nine courses. Beginning with the class of 2013, the concentration must include GRMN 310 (or equivalent from study abroad), A 400-level German seminar, GRMN 500 (Senior Project) and seven courses from the list of approved courses. No more than three courses from departments outside of German may be counted. The Senior Project must incorporate German language sources and may be written in English or German. To attain honors students must have an average of A- or better in all coursework for the concentration, including the Senior Project. The German program also offers beginning German language (110, 120), but only courses numbered 130 or above count toward the concentration. Semester- or year-long study abroad in a German-speaking country is strongly encouraged.

A German studies minor consists of five courses. Fifth-semester language proficiency (200) and one course in translation are required.

The following courses may be counted toward the concentration. With consultation of the department adviser, other courses might be considered.

German language and literature courses: 130, 140, 200, 310, 320

German literature courses in translation: 135, 175, 176, 180, 185, 186, 187

Other core courses (course specific prerequisites must be observed):

GOV 214 Politics in Western Europe

GOV 291 International Political Economy

GOV 355 The European Union in World Affairs

HIST 117 Europe since 1815

HIST 128 Europe in the Age of Two World Wars

HIST 212 Modern Germany: 1789 to the Present

HIST 218 Twentieth-Century Europe: The Age of Two World Wars

HIST 314 Nazi Germany

MUS 252 Music in Europe 1600 to 1900

PHIL 431 Seminar in the History of Philosophy: Kant's Critical System

PHIL 463 Seminar in Metaphysics: Nietzsche

### **110F First-Term German.**

Introduction to the German language. Exercises in aural comprehension, speaking, reading and writing reinforced by short cultural and literary texts. No previous knowledge of German required. Four hours of class, with additional drill sessions and laboratory work. Toegel.

### **[115S] German Immersion.**

Designed for motivated students who wish to accelerate their knowledge of German. Intensive study of all aspects of beginning language acquisition. Successful completion will allow students to place into GER 130 (third term German). Students who follow the sequence through GER 140 will qualify for study abroad. Two course credits. Three 50 minute and to 75 minute classes a week.

### **120S Second-Term German.**

Continued development of German grammar and its use in aural comprehension, speaking, reading and writing. Readings in literature and culture supplemented with video recordings. Three hours of class, with additional sessions and laboratory work. Toegel.

### **130F Third-Term German.**

Review of grammar, syntax and conversational techniques through work in aural comprehension, speaking, reading and writing. Literary texts supplemented with realia (such as news stories German songs, videos). Three hours of class. Piesche.

### **[135] Race, Jazz, Eugnics and Hiphop: Black German Diaspora revisited.**

Though people of African descent have lived in Germany for more than a century, their existence has largely been overlooked. Yet their history has much to tell us about the construction of race and racial politics in German identity as well as the vagaries of the African Diaspora in Europe. Goals are to assess various meanings and narrations of blackness and black Diaspora, particularly as they interact with other aspects of identity such as class, gender and sexuality. Taught in English. (Same as Africana Studies 135.)

#### **140S Introduction to German Literature and Culture.**

Continued development of German grammar and vocabulary with cultural and literary texts, including works by Kafka, Dürrenmatt and Brecht, and song texts by contemporary Liedermacher. Practice in oral and written work. Prerequisite, 130 or consent of instructor. Taught in German. Piesche.

#### **155S German Counter Cultures and (National) Identities: Islam, Skinheads, and (Post) Feminism.**

Focusing on the effects of the phenomenon of Anti-Islamism or Islamophobia within the European expansion and the German, respectively European, debate on integration and multiculturalism, this course seeks to understand and reexamine notions of German national identity and gender in the light of this new era. We will be studying recent debates on integration and Islamic minority which challenge our traditional understanding of critical categories like feminism, race, and gender within the framework of Western modernity. (Same as Women's Studies 155.) Piesche.

#### **161F Crime, Race, Nation: Crime and Detective Stories in German Literature, Film, and Television.**

This course explores the crime genre in German film and television and offers an overview of selected historical developments in German literature. In addition to contextualizing the genre within the premiere crime of the twentieth century, the Holocaust, the course explores its function as a mediation on the role of evil, the power of law, and the tension between society and individuals or marginalized groups. The German fascination with crime ranges from Nazi parents, the state, and the Stasi to terrorists, foreigners, women, and even Americans. (Same as Comparative Literature 161.) Piesche.

#### **175S German Culture of the Eighteenth-Twentieth Centuries.**

Combines literary representation of important periods of German culture with cinematic representation of that period. Covers the late 18th century with its intellectual problem of Faust and the rise of Prussia politically (*Minna von Barnhelm*), 19th-century Romanticism and its dissolution of the self in art (*The Golden Pot*), turn-of-the-20th-century malaise (*Young Torless*) to mid-20th century political and social issues (*White Rose, Divided Heaven*) and divided loyalties (*Le Coup de Grace*). Taught in English. Malloy.

#### **176F Death or Dishonor.**

Major German plays of the late 18th and early 19th centuries in English translation. Plays include G. E. Lessing's *Minna von Barnhelm* and *Emilia Galotti*, Goethe's *Egmont* and *Iphigenia at Tauris*, Schiller's *Intrigue and Love* and *Maria Stuart*, and Kleist's *Prince Friedrich von Homburg* and *Penthesilea*. Schiller's theory of the drama in the Aesthetics and Naïve and Sentimental poetry. Taught in English. Malloy.

#### **180S Unreal Stories.**

A survey of German ballads, singspiele and narrative texts including representative works from the medieval age, the 18th and 19th centuries, and the modern age. Texts include "The Song of the Nibelungen" (considered both as a prose work and in its Wagnerian incarnation), fairy tales of the Brothers Grimm, Schubert's settings of Goethe's ballads and Kafka's "Metamorphosis." Works read not only as literary documents but as indices of the cultural, sociological and political development of German-speaking lands. Taught in English. Malloy.

#### **[185S] The Faust Legend.**

Study of the Faust legend and how it has been adapted over the centuries. Topics include the origins of Faust in the 15th century in its factual (Paracelsus and Johann Faust) and spiritual (alchemy and astronomy) dimensions; the Faustbook of 1587; Marlowe's adaptation of the Faust story (*The Tragical History of Dr. Faustus*); Goethe's Faust (*The First Part of the Tragedy*); operas by Gounod (*Faust*) and Boito (*Mefistofele*); the film *Mephisto* by H. Mann/Szabò; and T. Mann's *Doctor Faustus*. Taught in English.

#### **186F The German Romantic Age.**

On the heels of the German neo-classical age, Romantic authors sought freedom from constraints imposed by mere rational thought. Experimenting with form and content, they pushed the boundaries of the acceptable to the breaking point. Readings of their works, in English, include short stories by Tieck, Brentano, E.T.A. Hoffman, Goethe, de la Motte-Fouque; novels by Novalis, Eichendorff and Bettina von Arnim; and the theory of the romantic age as developed by A. W. Schlegel and others. Taught in English. Malloy.

#### **187S Goethe and Beyond.**

Study of the Age of Goethe in the 18th and 19th centuries and how neo-classical thought has influenced thinking since then. Works include Goethe's novels *Werther* and *Wilhelm Meister*, plays by Goethe (*Berlichingen, Egmont* and *Torquato Tasso*), Schiller's political tragedies (*Mary Stuart, Don Carlos, the Wallenstein* trilogy) and will include discussion of later adaptations of these works as operas by Donizetti and Verdi. Taught in English. Malloy.

#### **200F Topics in Advanced Reading and Writing.**

Close reading of shorter texts, advanced grammar review and extensive writing exercises. Texts focus on contemporary Germany. Designed for students who have had two years of German or equivalent. Taught in German. (Writing-intensive.) Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Toegel.

#### **[250S] Goethe and T Mann.**

Investigates the link between the writings of Johann Wolfgang Goethe (1749-1832) and Thomas Mann (1875-1955), two major German authors. Mann considered himself the in-heritor of Goethe's perspective and strove to emulate his understanding of Goethe. Reading major works of Goethe, such as *Götz von Berlichingen, Wilhelm Meister's "Apprenticeship,"* and *Wilhelm Meister's "Journeyman Years,"* we shall compare them to Thomas Mann's (1875-1955) works, in particular "The Magic Mountain,"

"Doktor Faustus" and numerous shorter works, for their aesthetic, political and social influences on Germany. Prerequisite, any 100-level literature course. Taught in English.

**310S From Goethe to Grass: Survey of German Literature.**

Study of major writers and literary movements from the 18th century to today, including authors from Germany, Austria and the former GDR. Works will include poetry, drama and short prose. Designed as preparation for upper-level literature seminars. Taught in German. (Writing-intensive.) Prerequisite, 200 or consent of instructor. Required course for German concentrators. Maximum enrollment, 20. Toegel.

**[320] Topics in German Literature.**

Topic for 2010: Berlin and Vienna. Much alike and yet so different, the course focused on the rich cultural heritage of the two major German speaking centers, Berlin and Vienna. Representative works of major Austrian and German writers from the 19th to the 21st centuries examined the social and cultural developments and traced the socio-historic context in which these works are situated. Taught in German. Prerequisite, 200, 310 or consent of instructor.

**[420] From Empire to Republic: Twentieth-Century German Literature.**

Study and analysis of works spanning the era from 1871 to the beginning of the Second World War. Selections focus on literary and cultural changes including the Jahrhundertwende and the Weimar Republic. Authors include Fontane, Hauptmann, Trakl, Hofmannsthal, George, Schnitzler and Mann. Taught in German. Prerequisite, 310 or consent of instructor.

**440F Modern Literature of the German-Speaking Countries.**

Study of post-1945 literature with focus on Austria, the emergence of two contrasting Germanies, and the Neuanschluss leading to unification. Texts by Bachmann, Bernhard, Böll, Grass, Seghers, Wolf and others. Taught in German. Prerequisite, 310 or consent of instructor. Piesche.

**500S Senior Project.**

A senior thesis required of all concentrators in the department. Open to concentrators only. The Department.



# Government

## Faculty

Robert W.T. Martin, *Chair*

Frank M. Anechiarico

Alan W. Cafruny

Peter F. Cannavó

Richard Huizar

Karl F. Inderfurth

Gbemende Johnson

Philip A. Klinkner

Charlotte P. Lee

Timothy Lehmann

Stephen W. Orvis

David C. Paris (DC-F,S)

Sharon W. Rivera

Edward S. Walker, Jr.

P. Gary Wyckoff

## *Special Appointment*

George D. Baker

David W. Rivera

Frank C. Vlossak

The department offers concentrations in government, world politics and public policy as follows:

## GOVERNMENT

A concentration in government consists of 10 courses: 116, 117 and either 112 or 114, with at least one of these being writing-intensive, and seven additional courses at the 200 level or above. Of these seven courses, at least two must be in international relations or comparative politics, at least two must be in American politics or political theory, at least two must be at the 300 level, and one must be the Senior Project (550). A minor in government consists of five courses, with at least two of these at the 200 level or above.

Honors in government or world politics requires a GPA of 3.6 in the major by the end of the sixth semester, maintaining that average at graduation, and the successful completion of 549 and 551.

## WORLD POLITICS

The world politics major involves the study of politics on a global scale, including both international relations and politics within nations. In order to understand the complex interplay of international and national politics, all world politics majors study the philosophical and moral bases of various political systems; the history of the modern international system; the political economy of global power and wealth; and the key issues for U.S. foreign policy. To achieve this understanding, all world politics majors are required to take a total of 11 courses, including the following core courses: 112, 114, 117 (one of which must be writing-intensive); 290 and 291; and 550. Students complete the major by focusing either on a particular region of the world (Africa, Asia, Latin America, Middle East, Russia and Eastern Europe, Western Europe) or a thematic topic (poverty and inequality in world politics, democratization, international law and organization, international security, politics of the global economy, nationalism and identity in global politics). In consultation with their advisor, students will select five related courses in their area or theme from a variety of departments. One of these must be at the 300 level in government. For students focusing on a region of the world, one of the five courses must be in an appropriate language at the fourth-semester level or above. Students may also design their own thematic track with the advice and consent of their advisor. The advisor will approve each student's course list after the major is declared.

## PUBLIC POLICY

See the public policy section in this catalogue.

The Term in Washington Program, offered each semester, combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 and 327) count toward a concentration in government, and up to two may be counted toward a concentration in world politics or public policy. It is useful to have some background in the operations of the American federal government, so Government 116 (American Political Process) or its equivalent is strongly advised, but the program has no fixed prerequisite and is open to students majoring in any concentration offered by the College. It is also open to selected students from other colleges.

### **230F Data Analysis.**

How can we tell whether providing child care will encourage more welfare recipients to work? How do we know whether tougher drunk-driving laws will reduce accidents? This course explains how social scientists try to determine the truth about public issues. Topics covered include descriptive statistics, sampling distributions, hypothesis testing and regression, with a focus on how those tools are used in public policy debates. Mathematical formulae are kept to a minimum, and the intuition behind statistical procedures is emphasized. (Quantitative and Symbolic Reasoning.) Not open to students who have taken Economics 265. Wyckoff.

### **247F The Pursuit of Happiness.**

What is human happiness? What factors increase or decrease it? Why are some countries and cultures happier than others? How can government policies promote happiness? This course considers: -- the nature of happiness from the major philosophical traditions, --the cognitive biases that impede our ability to maximize happiness, --the empirical literature on subjective well-being from the fields of economics, political science, and psychology, --recent trends in capitalist societies and their effects on happiness, and --government policies that might improve human happiness. (Quantitative and Symbolic Reasoning.) Prerequisite, One course in statistics, from any discipline. (Same as Public Policy 247.) Wyckoff.

### **[257] Using Survey Research.**

A practical course in methods of public opinion polling and other uses of sample surveys. Basics of questionnaire construction, sampling and analysis of survey results. Critical examination of the technical limitations and political implications of national dependence on opinion polling. Useful for students who expect to use surveys in connection with senior thesis research or careers in politics, marketing, journalism, education, etc. Prerequisite, two social science courses or consent of instructor. No previous courses in statistics or social science methods necessary. (Same as Sociology 257.) Maximum enrollment, 15.

### **549F Honors Seminar.**

Seminar in which honors candidates in world politics, government and public policy will begin their senior honors thesis. Includes common reading on key issues in political science and research methodology. Prerequisite, GPA of 91 in the major (88 for public policy) and consent of the department. Anechiarico and Orvis.

### **550S Senior Project.**

A senior project required for concentrators in the department who are not pursuing honors. Prerequisite, one 300-level course in government. Open to concentrators only. S Rivera, Lehmann, Cafruny, Martin, Lee and Klinkner.

### **551S Senior Honors Thesis.**

Requires a 90 GPA in government courses by the end of a student's seventh semester and consent of the 549 advisor. The Department.

## **American Politics**

### **116F,S The American Political Process.**

Introduction to the study of American national institutions, the public policy-making process and, in general, the distribution of political power in American society. Open to juniors and seniors with consent of instructor only. Proseminar and writing-intensive in the Spring. Klinkner (Fall); Milstein (Spring).

[Spring 2006 03](#) (Mariani M)

### **[205] Political Psychology.**

Political psychology is the intersection of motivation and politics, how we explain collective behavior. Concentrates on the origins of collective violence, addressing the psychology of belief, ideology and organizations in human aggression and war. Because political psychology deals with nuanced and often visceral concepts such as values, culture and hatred, the course includes a weekly film series in addition to texts. The first session each week will revolve around assigned readings; the second session will synthesize these ideas with a film shown the previous night. Prerequisite, 112 or 116.

### **[208] Political Parties and Elections.**

Analyzes the development of, and current theories regarding, political parties and elections in American politics. Topics include theories of party realignment, voting behavior, party composition and behavior, and the relationship between parties and elections and democracy. Covers both presidential and congressional elections. Prerequisite, 116 or consent of instructor.

### **209F Political Oratory.**

Examines examples of American political rhetoric from historical, political and rhetorical standpoints. In addition, students will learn how to write and give their own political speeches. (Writing-intensive.) (Oral Presentations.) Maximum enrollment, 12. Klinkner.

### **210F Interest Groups.**

Analysis of the role of interest groups in American democratic theory and practice, including the history and regulation of interest groups, organizational creation, maintenance and change. Techniques of influence and issues of reform, including lobbying and campaign finance. Prerequisite, 116. Milstein.

**219F Congress & Legislative Politics.**

Examination of the politics and behavior of the legislative branch of government, including constitutional arrangements, elections, institutional structures and political parties. Analysis of congressional decision-making in foreign and domestic policy.

Prerequisite, 116. Milstein.

**221F The American Presidency.**

Examines the nature and influence of the executive branch in American politics, including constitutional arrangements, elections, institutional structures and political parties. Analysis of presidential leadership and decision-making in foreign and domestic policy. Prerequisite, GOVT 116. Not open to student who have taken 328. Milstein.

**[227] State and Local Politics.**

Analysis of politics in American states and localities, including elections, party systems, political institutions and policymaking. Perspectives on federalism. Prerequisite, 116.

**241S Survey of Constitutional Law.**

Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process and questions of individual rights. Prerequisite, 116 or a course in American history. Anechiarico.

**251F Introduction to Public Policy.**

The study of policy analysis using and comparing a variety of disciplinary and analytic traditions. Consideration of controversies over particular policies at the national and local level and the premises underlying them. Examination of methods and principles used in formulating and evaluating public policy. (Quantitative and Symbolic Reasoning.) Prerequisite, Economics 101. Open to seniors with consent of instructor. (Same as Economics 251 and Public Policy 251.) Anechiarico.

**[280] The Politics of Gender.**

The impact of gender on politics in the United States and the value of studying politics from a gender perspective. Topics include political socialization, communication, media coverage, public opinion and voting behavior; women's movements for rights and mobilization around issues like the environment; women as public leaders; gender and electoral politics; symbolic gender politics and issues such as education and welfare reform. (Writing-intensive.) Prerequisite, 116, 117 or consent of instructor. (Same as Women's Studies 280.) Maximum enrollment, 20.

**285S Introduction to Environmental Politics.**

An overview of environmental politics, domestic and global. Topics include the environmental movement and its history and values, anti-environmentalism, environmental policy analysis, the relation between environmental science and politics, the domestic and international environmental policy processes, the North-South debate, globalization, race and environmental justice, and the implications of environmental politics for liberal democracy. Students will explore these topics directly and through selected policy issues, including forest politics, sprawl and climate change. Cannavo.

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

**306S American Political Development.**

Analyzes contemporary American politics by examining the development of political ideologies, institutions and policies throughout American history. Topics include the role of religion in American politics, the transformation of party ideologies, the dynamics of presidential power, the evolution of American foreign policy, among others (Writing-intensive.) Prerequisite, one 200-level course in American politics or permission of instructor. Not open to students who have taken 220. Maximum enrollment, 20. Klinkner.

**[307] Seminar in War Powers - Law, Policy and Practice.**

Examination of legal and policy issues surrounding the nation's use of armed force, including the constitutional distribution of war powers; the national security structure and the roles of various civilian and military decision makers; the import and relationship of relevant national and international laws, including their effect on policy decisions and implementation. Wide range of case studies include: the "War on Terrorism" with focus on drone attacks, preventive detention, interrogation and military commissions; the Kosovo intervention; and the Iran-Contra scandal. Open to senior concentrators or with permission of the instructor. Maximum enrollment, 12.

**[313] The Politics of the Supreme Court.**

Examines the nature and influence of the Supreme Court in American politics. The discussion focuses on how justices actually make decisions compared to how we believe they ought to be made, as well as the debates about the real-world influence of the Court. Students will examine competing views of constitutional interpretation, judicial decision-making and the role of the judiciary in democratic politics by studying several of the landmark decisions of the contemporary court. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Maximum enrollment, 20.

**[314S] The Politics of Public Policy.**

Analysis of the values and choices central in the democratic policy-making process with a focus on political institutions, with an emphasis on presidential leadership and how complex systems of governance actually function. Also looks at ethical and global implications of policy making to trace some of the principle tensions in democratic public policy making. Utilizes several case studies that exam the political implications of policy decisions. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (Same as Public Policy 314.) Maximum enrollment, 20.

**[315] The Military in the American Political System.**

Civil-military relations and the politics of supporting a standing armed force in the United States. Internal organization and governance of the military and its members including consideration of the Uniform Code of Military Justice and the Law of Armed Conflict. Justification and regulation of the role of the military in the economy from Pres. Eisenhower's warning to the present. (Writing-intensive.) Prerequisite, 116 or 241, or History 254. Maximum enrollment, 20.

**316F Topics: Lobbying and Government Relations.**

Analysis of the representation of interests in American national government. The history of the role of lobbyists in the Washington community and the contemporary profession of government relations in legislative, regulatory and political contexts. Strategies of lobbying Congress and the executive branch. Issues of reform, including ethics rules and campaign finance. Emphasis on exploring theories and practice of lobbying/government relations through use of academic research, case studies and engagement of the class in practical "real world" lobbying exercises. Prerequisite, Open to senior concentrators or with permission of the instructor. Maximum enrollment, 12. Baker and Vlossak.

**321F,S Term in Washington: Congressional and Executive Internships.**

Two consecutive six-week internships: first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office. Interns assume some operational responsibility in each office and gain a perspective on legislative and executive roles in the public policy process. Does not count toward the concentration. Offered credit/no credit only. Walker (Fall); Eismeier (Spring).

**323F,S Term in Washington: Intern Participant-Observation.**

Participants in the program are asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships. Does not count toward the concentration. Walker (Fall); Eismeier (Spring).

**325F,S Term in Washington: Seminar.**

An academic seminar focusing on the public policy process and national issues. Walker (Fall); Eismeier (Spring).

**327F,S Term in Washington: Independent Research.**

Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required. Walker (Fall); Eismeier (Spring).

**[328] Topics: The American Presidency.**

Examines the nature and influence of the executive branch in American politics, including constitutional arrangements, elections, institutional structures and political parties. Analysis of presidential leadership and decision-making in foreign and domestic policy. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Maximum enrollment, 20. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Maximum enrollment, 20.

**[333] Topics in Survey Research.**

This course will introduce students to basics of survey research, with a particular focus on measuring racial, ethnic, and religious attitudes. The class will design, analyze, and report on the findings of a national survey of young people. (Oral Presentations.) Prerequisite, GOVT 208 or GOVT 340 or permission of instructor. Maximum enrollment, 12.

**335S Seminar: Criminal Law.**

Review of major case law related to search and seizure, fair trial rights, self-incrimination and sanctions including the death penalty. Parallel reading in criminology and political analysis of criminal justice issues. Consideration of representative institutions in the system: juvenile courts, the jury system, the police and others. (Writing-intensive.) Prerequisite, 241. Maximum enrollment, 12. Anechiarico.

**[338] American Public Administration.**

Analysis of the history, structure and political influence of public administration in the United States. Consideration of all levels of government with special attention to the influence of reform movements on the development of federal and local administration. Topics include budgeting, corruption and ethics regulation, public contracting and the organization of public works and public personnel policy. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Maximum enrollment, 20.

**340S Race and American Democracy.**

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

**[375] Politics and Ideology in Public Education.**

Examination of reform efforts in public education. Discussion of purpose(s) of public education in a liberal democratic society and political conflicts over education. Topics include testing, race and class achievement gaps, choice and charters, governance. (Writing-intensive.) Prerequisite, one 200-level course in American politics or political theory. Maximum enrollment, 20.

**382S Topics in Public Policy.**

The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and group problem-solving. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center. (Writing-intensive.) Prerequisite, 251. (Same as Public Policy 382.) Maximum enrollment, 20. Milstein.

## **Comparative Politics**

### **112F,S Comparative Politics.**

Introduction to the study of non-American national political systems, emphasizing authority, legitimacy and processes of state- and nation-building. Comparison of alternate forms of political development in selected Western and non-Western countries. Open to juniors and seniors with consent of instructor. (Proseminar and writing-intensive in the Spring.) Orvis (Fall); S Rivera (Spring).

[Spring 2006 01](#) (Rivera S)

[Spring 2009 01](#) (Rivera S)

[Spring 2009 02](#) (Rivera S)

### **211F Politics in China.**

Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, the politics of modernization and China's increasing integration into the world economy. Prerequisite, 112 or 114. Lee.

### **213F Politics in Russia.**

Examination of the politics of Russia and other post-communist states after the collapse of communism in the former Soviet Union. Focuses on the Soviet legacy, the political and economic transformations of the Gorbachev and Yeltsin eras, and the consolidation of authoritarian rule under Vladimir Putin. Topics include the rise of nationalism and ethnic politics, the creation of political parties, the dilemmas of combining marketization and democratization, and the prospects for democracy in the region. Prerequisite, 112, 114, Russian Studies 100 or consent of the instructor. (Same as Russian Studies 213.) S Rivera.

### **[214] Politics in Western Europe.**

Comparative study of post-World War II politics and government in several European countries, normally concentrating on Britain, France and Germany. Topics include state and political institutions, state- and nation-building, social conflicts and consensus, political culture and the interplay of politics and economics. Some attention paid to international relations in Western European states. Assumes some prior knowledge of Western European history. Prerequisite, 112 or 114.

### **216F Politics in Latin America.**

Comparative and historical approach to analyzing the political process in contemporary Latin America. Focuses on nature of authoritarian regimes and the current process of redemocratization. Topics include the role of the military and state, popular resistance to military rule, human rights and political problems of economic development. Prerequisite, 112 or 114. Huizar.

### **218S Politics of Africa.**

Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of both multi-party democracy and state collapse across the continent. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment. Prerequisite, 112, 114 or Africana Studies 101. (Same as Africana Studies 218.) Orvis.

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

### **[302] Fragile States.**

What makes governments and political institutions weak or strong, stable or unstable? Examines the causes and consequences of state collapse; the possibility of re-building states; the role of the military; the causes, consequences and possible remedies of corruption using case studies from different regions of the world. (Writing-intensive.) (Oral Presentations.) Prerequisite, one 200-level course in comparative politics or international relations. Maximum enrollment, 20.

### **311F Transitions to Democracy.**

Investigation of democracy in theory and practice through an analysis of transitions to democracy in post-communist authoritarian regimes. Case studies will be drawn from the countries of the former Soviet Union and East-Central Europe. Topics include the importance of elites in transition, the resurgence of civil society, the role of ethnicity and nationalism, problems with democratic consolidation, and the impact of geography. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics. Maximum enrollment, 20. S Rivera.

[Fall 2007 01](#) (Rivera S)

### **329F Authoritarian Politics.**

Consideration of the origins and underpinnings of authoritarian rule. Examines variation in the formal and informal institutions of authoritarian systems as well as the conditions under which transition may take place. Emphasis on critical reading of a growing theoretical and empirical literature in order to gain an understanding the particular problems posed within and by authoritarian regimes. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations. Maximum enrollment, 20. Lee.

### **363S Poverty and Development.**

Examines debates over poverty and development issues in the "Global South." Includes discussion of the ethics of development, the debate over aid to Africa, UN Millenium Development Goals, microfinance, the "Asian miracle" and rapid rise of China,

environmental problems and the effects of globalization. (Writing-intensive.) Prerequisite, 203, 211, 216, 218, 291, 302 or consent of instructor. Maximum enrollment, 20. Orvis.

**[373] Democracy and Diversity.**

Consideration of liberal democracies and internal conflict between "universal human rights" and "cultural diversity." Topics include equality and diversity in the "public realm." Questions are addressed theoretically and empirically, examining, for instance, affirmative action comparatively; the public role of Islam in France, Britain, Germany and Iraq; female genital mutilation in the Sudan, Kenya and the United States; and gay rights in the U.S. and Europe. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or American politics, or Africana Studies 101, Women's Studies 101 or College 130. Maximum enrollment, 20.

**[393] The Mexican Revolution in History and Memory.**

Between 1910 and 1920, Mexico experienced the first social revolution of the 20th century. It left a paradoxical legacy. It brought popular mobilization, sweeping social and political reform, and cultural upheaval, but it also led to a remarkably durable authoritarian regime that lasted for most of the 20th century. A look at the causes, processes and long aftermath of the revolution. Themes include peasant politics, state formation, nationalism, memory, gender, ethnicity, labor and class identities, political violence and U.S.-Mexican relations. (Writing-intensive.) Prerequisite, one course in history or government. (Same as History 393.) Maximum enrollment, 20.

**International Relations**

**114F,S International Relations.**

Introduction to the theory and practice of world politics. Emphasis on the changing structure of the international system; the role of the nation-state and non-state actors; patterns of conflict and cooperation; the use of force, diplomacy and ideology; the interplay between politics and economics. (Writing-intensive.) (Proseminar.) (Proseminar and writing-intensive in the Fall and Spring.) Open to juniors and seniors with consent of instructor only. Maximum enrollment, 16. Cafruny (Fall); Lee (Spring), Lehmann (Spring).

**203F Global Challenges.**

Examination of issues with global impact that will dominate the attention of policymakers over the next decade — issues such as information, energy, proliferation, culture, education, distribution of wealth, health and environment. Consideration of ideology, including democracy and religion, and the potential for a "clash of civilizations." Identification of the roots of terrorism and anti-social national behavior. Examine the consequences of delay, deadlock or inattention to global problems. Prerequisite, 114 or 116 or consent of instructor. Walker.

**[206] US Foreign Policy Toward Latin America.**

Examines U.S. foreign policy toward Latin America from the Monroe Doctrine to the present. Tracks the development of the inter-American system in a context of U.S. hegemony to show how asymmetric power relations have influenced resolution of key problems. Will review gunboat diplomacy, the Good Neighbor policy, and the Alliance for Progress, the Cuban Missile Crisis, Panama Canal Treaties and U.S. military occupation. Will consider how the United States and Latin America see current policy problems differently. Prerequisite, 114.

**245S International Decision-Making.**

Review of the development of international governmental institutions in the post cold war period and their ability to solve the challenges facing the globe. Examine ways in which the international will is expressed and converted into practical measures. Evaluate the effectiveness of existing international institutions and identify weaknesses and strengths. Consider military and non-military or soft power tools available to carry out or impose the international will. And consider if institutions created in the wake of WWII are still relevant today. Examine the alternatives. Prerequisite, 203 or consent of instructor. Walker.

**253F The Nation-State in the New World Order.**

Examines the fate of the nation state as globalization, the information revolution, and technology have made inroads on state sovereignty and states have become increasingly dependent on the actions of others for economic growth and political stability. Investigation of the future role of sovereign states, and especially the impact on the US role in the world. Considers the changing system of international relations and estimates the impact on the US of the changing landscape of power distribution in the world and what we should do about it to protect our interests and our society. Prerequisite, 112 or 114. Walker.

**290F US Foreign Policy.**

The major problems of American foreign policy since the republic's founding and the varying approaches U.S. leaders have adopted to cope with American power and principles. Theories are illustrated with detailed examples since WWI. Some attention given to how foreign policy is shaped by government structure, political culture, organizational dynamics, individual psychology, economic interests and other causes. Students will analyze the limitations of various types of explanations and why policy implementation at times diverges from the intentions of decision-makers. Prerequisite, 114. Lehmann.

[Fall 2007 01](#) (Lehmann T)

**291S International Political Economy.**

Examination of the development and evolution of the modern global economy and its political impact. Issues include global trade

relations, the monetary system and international debt, the role of multinational corporations, foreign aid, imperialism and dependency, industrial competitiveness and the rise and impact of newly industrializing countries such as South Korea and Taiwan. Prerequisite, 114. Lehmann.

**319F Seminar: Power, Policy and Diplomacy in the New Latin America.**

Examination of the major transformations unfolding in a Latin America no longer dominated by the U.S.: The rise of Brazil; China's growing involvement; battles for control of the region's rich resources, from energy, water, and minerals to coca and cocaine; transnational criminal networks in Mexico and Central America; radical reforms in Cuba under Raul Castro; and the nature of new multilateral institutions. Student analysis of how the U.S. is adapting to its diminished influence, the role of domestic politics, and the debates in the government that are shaping U.S. policy. Prerequisite, Open to senior concentrators or with permission of the instructor. Maximum enrollment, 12. Sweig.

**[330] The Tools of Diplomacy.**

Examination of the tools and techniques of U.S. policy makers to extend American influence, support our interests and achieve our objectives short of combat and/or black operations. Focus on diplomatic techniques including personal diplomacy by the President and other officials. Evaluate the effectiveness of partnerships with like-minded countries, coalitions and international institutions. Consider the uses of bilateral and multilateral assistance to support national interests. Evaluate incentives in the manipulation of trade, including sanctions; evaluate the value of public diplomacy. (Writing-intensive.) Prerequisite, one 200-level course in international relations or consent of instructor. Maximum enrollment, 20.

**[339] East Asian International Relations.**

Examination of structural, cultural ideological and organizational factors that have shaped the foreign policy of East Asian countries since World War II. Topics include the rise of Japan and the NICs (Newly Industrialized Countries), the Japan-U.S. economic conflict and cooperation, China's open-door policy, the possibility of a Pacific Economic Community and regional security issues. Emphasis on the interaction of politics and economics, the linkages between domestic and foreign policies, and the interdependence of major powers and small states. (Writing-intensive.) Prerequisite, 209, 211, 290 or 291. Maximum enrollment, 20.

**341F Culture: Tool of diplomacy or imperialism?.**

Examination of the growing body of academic and political literature on the impact of culture in foreign policy. Culture has often been the orphan of US diplomacy with few advocates or resources devoted to capitalizing on American culture. Other countries have capitalized on their indigenous culture to amplify their impact in the world. Comparative analysis of US and other countries' efforts to use culture as diplomatic tool. Investigation of the tension between cultural diplomacy and imperialism, and possible future strategies. (Writing-intensive.) Prerequisite, 245 or 290. Maximum enrollment, 20. Walker.

**349F The International Politics of Oil.**

Explores why oil became central to both state power and economic growth by examining how control over oil resources and markets has been used by states and corporations to achieve their often divergent objectives. Looks at how these struggles for order and advantage amidst varying degrees of state and corporate competition have affected international relations and the broader economic structure of the world economy since WWI. Examines whether the world's existing oil-based economic and security relationships is sustainable. (Writing-intensive.) Prerequisite, one 200-level course in international relations. Maximum enrollment, 20. Lehmann.

[Fall 2007 01](#) (Lehmann T)

**355F The European Union in World Affairs.**

Examination of the origins and development of European integration and Europe's relations with the rest of the world. Topics include theories of regional economic and political integration; evolution of EU institutions; relations between the EU and the United States; development of the European monetary system; problems of European political cooperation; the crisis of the European social model. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations. Maximum enrollment, 20. Trenkov-Wermuth.

**364S Israeli internal politics and US policy.**

Examination of the ideology of Israel's political parties and the nature of its parliamentary system. What is the role of personalities vs. parties? Who makes policy in Israel and what are the influences that impinge on the outcome? What is the impact of public opinion? Consider whether or not the political system has sufficient flexibility to negotiate an agreement with the Palestinians. How much influence does the US have on these decisions? Is a two state solution still possible – is it advisable? What will the impact be of economic and population growth on the parties? (Writing-intensive.) Prerequisite, Govt 290 or 291. Maximum enrollment, 20. Walker.

**[369] American Policy in the Middle East.**

Examination of American foreign policy-making in a period of deep divisions in the Middle East and in the United States. Focus on the role of the U.S. as it seeks to deal with the problems of Iraq, Iran, the Palestinian conflict, terrorism, democracy and energy. Examination of linkages between U.S. policies and U.S. options for action including the problem of unintended consequences. Consideration of alternative policy courses to deal with existing problems in the Middle East including proliferation of weapons of mass destruction, military options, resource security and the U.S. image. (Writing-intensive.) Prerequisite, one 200-level course in international relations. Maximum enrollment, 20.

**[374] War and Politics.**

Examination of competing theoretical approaches and empirical evidence concerning the sources, nature of and consequences of armed interstate conflict. Examples drawn from historical and contemporary cases. (Writing-intensive.) Prerequisite, 290 or 381. Maximum enrollment, 20.

**[378] US-China Relations.**

Examination of the development and issues of Sino-American relations in an era of rising Chinese power. Emphasis on the interaction of global environment, national attributes and leadership characteristics in the formation of the foreign policies of both countries. Topics include the historical context of normalization, political discourse regarding human rights, the role of media, trade relations, the tension over the Taiwan strait, and cultural and educational exchange between China and the United States. (Writing-intensive.) Prerequisite, 206, 211, 290, 291. Maximum enrollment, 20.

**381F Creating Palestine.**

Review of the negotiating history of the Palestinian issue since 1967, some of the agreements that have been reached and the ones that failed. Focus on the role of the parties and personalities and outside influences, including U.S. policies, which have driven the process. Identify missing elements in negotiations when they failed, mistakes that were made, and, in the process, some basic principles that should be applied in future negotiations. Examine the impact of Palestinian internal politics including the split between Fatah and Hamas. Re-examine two state solution. Simulated negotiation. (Writing-intensive.) Prerequisite, Govt 290 or 291. Maximum enrollment, 20. Walker.

**[381] National Security Policy.**

Intensive examination of issues and theories in U.S. national security policy. Topics include the defense budget, defense organization, civil-military relations, weapons procurement, industrial-base preservation, personnel policy, strategy formulation, U.S. security interests in Europe and Asia, global-arms proliferation and the use of force. (Writing-intensive.) Prerequisite, 290 or consent of instructor. Maximum enrollment, 20.

**[386] Theories of International Relations.**

Survey of competing approaches to the study of international politics. Realism, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods. (Writing-intensive.) Prerequisite, 290 or 291. Maximum enrollment, 20.

**Political Theory**

**117F,S Introduction to Political Theory.**

Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality, justice and community. (Proseminar and writing-intensive in the Spring.) Open to juniors and seniors with consent of instructor only. (Same as Philosophy 117.) Cannavo (Fall); Martin (Spring).

[Fall 2005 01](#) (Tampio N)

[Fall 2007 03](#) (Tampio N)

[Spring 2007 03](#) (Cannavo P)

[Spring 2007 04](#) (Cannavo P)

**201S Introduction to Feminist Thought.**

An interdisciplinary examination of the history and contemporary practice of feminist thought. Topics include the history of feminist thought in Western culture, the broadening and complication of that canon to include examinations of race, class, gender, sexuality, ableism and ageism, and the implications of global feminist thought. (Writing-intensive.) Prerequisite, 101 or consent of instructor. (Same as Women's Studies 201.) Maximum enrollment, 20. Lacsamana.

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

An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in either history or government. Not open to students who have taken College/History 216. (Same as History 229 and College Courses and Seminars 229.) Maximum enrollment, 24.

**[232] Contemporary Political Theory.**

How should we think about politics after Nietzsche? Considers the answers of John Rawls, Hannah Arendt, Leo Strauss, Charles Taylor, Gilles Deleuze and William Connolly. Focusing on each theorist's conceptions of human nature and politics. Prerequisite, 117.

**242S The Classical Tradition in American Political Life: Cicero, Hamilton, Jefferson, and the Making of the Republic.**

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

**[270] Democratic Theory.**

Analysis of the idea of democracy, traditions of democratic theory (liberal, Marxist, elitist) and current problems of democracy in practice. Topics include liberty and equality, community power, participation and bureaucracy. Prerequisite, 117 or consent of



instructor.

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

**[277] Conservative Thought in the United States.**

Survey of major conservative thinkers and their writings from the founding of the United States to present. Focuses on various strains of right-of-center thinking, the growth of a mainstream conservative worldview in the antebellum South, the rise of the modern conservative movement under William F. Buckley after World War II, and fissures in the movement after the fall of the Soviet Union. (Same as History 277.)

**[287] Political Theory and the Environment.**

What is the relationship between theorizing about politics and theorizing about nature? Explores how conceptions of the natural world and our relationship to it have shaped political thought since ancient times and how contemporary "green" political thinkers attempt to craft principles for an ecologically responsible society. Prerequisite, 117, 285 or consent of instructor.

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

**[336] American Political Thought.**

What does it mean to be an American? What are the principles of American politics? Considers the answers of Thomas Jefferson, James Madison, Alexander Hamilton, Alexis de Tocqueville, W.E.B. DuBois, Emma Goldman, John Dewey, Leo Strauss and William E. Connolly. (Writing-intensive.) Prerequisite, one 200-level course in political theory or American politics. Not open to students who have taken 249. Maximum enrollment, 20.

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

**[345] Ethics and Public Policy.**

An introduction to fundamental issues of moral and political theory in public policy debates. Topics include ethical compromise on the part of public officials, individual rights versus communitarian values, distributive justice, commodification, property rights, moral duties beyond borders, moral conflict and pluralism, the collision between political and scientific values, and moral responsibilities to nature and future generations. Course materials will include both theoretical readings and policy cases. (Writing-intensive.) Prerequisite, one 200-level course in political theory or Public Policy 251. Maximum enrollment, 20.

**360F The Politics and Theory of Place and Space.**

How do we map out, conceptualize, inhabit and govern our spatial environment? What political challenges arise in organizing and maintaining a coherent world of places? A look at the theoretical and political dimensions of place and space through writings of geographers, political theorists, environmental thinkers, novelists and U.S. case studies, including 9/11, the debate over logging in the Pacific Northwest, the problem of sprawl, the decline and revival of old industrial cities, the future of America's agricultural landscape, and the impact of climate change. (Writing-intensive.) Prerequisite, one 200-level course in American politics or political theory. Maximum enrollment, 20. Cannavo.

**[365] Free Speech Theory.**

Analysis of competing theories of the liberty of expression in the American context. Focuses primarily on contemporary political and legal disputes over such morally divisive issues as "hate speech," campus speech codes, pornography, media and Internet censorship, and the proper role of free speech in a democracy. Examination of the evolution of American constitutional law concerning freedom of expression. (Writing-intensive.) Prerequisite, 229, 241, 270 or 276. Maximum enrollment, 20.

**[377] Enlightenment and Counter-Enlightenment.**

Examination of the political thought of the Enlightenment, the early modern period roughly from the English Revolution to the French Revolution (1640-1800). Analysis of such theorists as Hobbes, Locke, Montesquieu, Hume, Rousseau, Burke and Kant. Topics include liberty, equality, natural law, political culture, revolution, progress and the role of tradition. Focus on the relationship between scientific reason and political power. (Writing-intensive.) Prerequisite, 232, 249, 270, 287, 365, Sophomore Seminar 216 or consent of instructor. Maximum enrollment, 20.

# Hispanic Studies

## Faculty

Joana Sabadell-Nieto (Chair)  
Luisa Briones  
Jessica N. Burke (General Director)  
Alessandra Chiriboga Holzheu  
Irene Depetris Chauvin  
Virginia Gutiérrez-Berner  
M. Cecilia Hwangpo (F,S)  
Edna M. Rodríguez-Plate (F)  
María Willstedt (Madrid Program Director)

## Special Appointments

Jeremy T. Medina  
Ana Morales

The Hispanic Studies Department offers a diverse curriculum that includes Spanish language study for both non-heritage and heritage speakers, and Latin American, Spanish and U.S. Latino/a literature and culture studies. In our Centro Universitario de Estudios Hispánicos in Madrid we also offer courses in social sciences, art, cinema and dance. The Hispanic studies concentration consists of nine courses numbered 140 or higher, including 200/201, and 210 or 211, one elective in the 200 series, three electives at the 300 level or above — including at least one in both Latin American and Peninsular fields (one of these must focus on literature before 1800) — and one course at the 400 level. Concentrators must also fulfill a cultural requirement that can be met through study abroad or a cultural studies course. Any course offered by another department that focuses specifically on Latin America, Spain or U.S. Latinos/as may satisfy the 200-level requirement but will not count as one of the nine concentration courses. Concentrators may include one course in translation as one of the required courses for the major. Five of the nine courses required for the major must be taken at Hamilton. It is strongly advised that all concentrators study abroad in a Spanish-speaking country.

In order to complete the Senior Program, senior concentrators in Hispanic Studies (non-honors candidates) will: 1) enroll in a 300-level course or Hispanic studies 400 in the fall semester, and a 400-level course in the spring semester (in the spring seniors will complete a research project in a 400-level course; spring semester advanced courses are doubly designated as 300/400 [i.e. 310/410], in order to distinguish seniors who are writing the senior research project from other students. Thus if a senior plans to take more than one advanced course in the spring, he/she should take only one course at the 400 level); 2) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year.

Senior honors candidates will: 1) enroll in Hispanic Studies 400 in the fall semester; 2) enroll in 550 and complete a senior thesis in the spring semester; 3) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. In order to attain honors in Spanish, students must have an average of 3.5 (90) or better in the nine courses required for the major and must complete 550 (senior thesis) with an A- or better. Senior honors candidates who are studying in Spain (with HCAYS) during the fall of their senior year are exempt from the Hispanic Studies 400 requirement. A complete description of the Senior Program is available in Christian Johnson 202.

The Hispanic studies minor consists of five courses numbered 140 or higher, including 200/201 and 210/211, and at least one course at the 300 level. One of these courses may be taken in translation. Three of the five courses for the minor must be taken at Hamilton.

## THE ACADEMIC YEAR IN SPAIN

The Academic Year in Spain was established in 1974 to offer the highest interdisciplinary academic standards in foreign study programs (distinguished professors, small classes and a rigorous Spanish-only pledge), along with careful attention to the intellectual, cultural and social needs of each student. Directors-in-residence are drawn from the Department of Hispanic Studies at Hamilton College. The program is administered at Hamilton by a general director and by the programs abroad committee, and representatives of Swarthmore and Williams Colleges serve as directing advisors to the program and are instrumental in deciding important curricular and administrative matters and in long range planning. Also affiliated with the program are Amherst College and Princeton University. A board of advisors, drawn from such institutions as Bates, Brown, Bryn Mawr, Bucknell, Colby, Grinnell, Harvard, Reed, Scripps, Smith, Stanford, Wellesley and Yale, further helps in matters of recruitment and student preparation. All courses are taught entirely in Spanish and include language and linguistic studies, culture studies and study in the social sciences. Courses offered include advanced language, the art of translation, the history of Spanish art, cinema, analysis of poetic texts, Cervantes, contemporary theater, 19th- and 20th-century Spanish and Latin American narrative, contemporary Spanish and Latin American history, the economy of Spain, anthropology, sociology, contemporary Spanish politics, flamenco and studio art. The program also offers internships sculpted to each student's area of interest and preparation. Students are taught by

faculty members from leading universities in Madrid. The Centro Universitario de Estudios Hispánicos, HCAYS headquarters, is located within the "Ciudad Universitaria" of Madrid, next to the Complutense University and the University of San Pablo, an HCAYS affiliate (students may opt to take one course at the University of San Pablo). Language and civilization classes form part of the fall orientation program in the northern coast village of Comillas, while a similar orientation for spring students takes place in the beautiful town of Nerja on the southern coast. Frequent group excursions throughout Spain complement the rich academic and social opportunities offered to students in Madrid. The program is open to sophomores, juniors and first-semester seniors. Although the program is designed for a full-year, application may be made for either the fall or spring sessions. To be eligible, students must normally have completed at least one 200-level Hispanic studies course and have a strong academic average.

### **110F First-Term Spanish.**

Intended for beginners. Thorough grounding in aural comprehension, speaking, reading and writing. Interactive study of Spanish grammar with strong emphasis on oral and written production. First-year students who follow the sequence through 140 may qualify for study abroad. (Proseminar.) Four hours of class, with additional TA session and laboratory work. Taught in Spanish. Maximum enrollment, 16. Alejandra Olarte.

[Fall 2005 01](#) (Puertas M)

[Fall 2006 01](#) (Puertas M)

[Fall 2007 01](#) (Aguila Y)

### **115F Spanish Immersion I.**

Designed for exceptionally motivated beginning students who wish to accelerate their acquisition of Spanish. Intensive and interactive study of all of the basic grammatical structures of Spanish, with particular emphasis on writing and speaking. Successful completion will place students into 130 or 135. Students who follow the sequence through 135 may qualify for study abroad in one year. (Proseminar.) Two course credits. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. Maximum enrollment, 16. Alessandra Chiriboga.

[Fall 2007 01](#) (Aguila Y)

### **120S Second-Term Spanish.**

Continuing interactive study of Spanish grammatical and lexical structures begun in 110, with special emphasis on speaking and writing. Four hours of class, with additional TA session and laboratory work. Taught in Spanish. (Proseminar.) Prerequisite, 110 or placement. Maximum enrollment, 16. The Department.

[Fall 2006 01](#) (Puertas M)

[Spring 2010 01](#) (Sedo Del Campo M)

### **130F,S Third-Term Spanish.**

Intensive review of grammar and syntax at the intermediate level, with key emphasis on writing and speaking. Selected readings and in-class activities form the basis for further work in all the language skills. Four hours of class with additional laboratory work and TA session. Taught in Spanish. (Proseminar.) Prerequisite, 115, 120 or placement. Maximum enrollment, 16. The Department.

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

[Fall 2007 02](#) (Burke J)

### **[135S] Spanish Immersion II.**

Designed for exceptionally motivated intermediate students who wish to accelerate their acquisition of Spanish. Continuation of Spanish 115. Intensive training in grammar and syntax with special interactive emphasis on speaking, writing and reading. A thorough review of grammar at the intermediate level is followed by cultural readings and small group activities similar to those of 140. Successful completion will place students into 200. Two course credits. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. Prerequisite, 115, 120 or placement.

### **140F,S Conversation on Hispanic Cultures.**

Intense focus on speech emergence and oral presentation. Study of diverse cultural readings and other aesthetic productions as a basis for refinement of grammar comprehension and as a means to further improve writing, reading and listening skills. Three hours of class, with additional activities, TA sessions and laboratory work. Taught in Spanish. (Proseminar.) Prerequisite, grade of C or better in 130, placement or consent of instructor. Maximum enrollment, 16. The Department.

[Spring 2006 01](#) (Puertas M)

### **200F,S Exploring Hispanic Texts.**

Study of interdisciplinary cultural discourses — art, music, journalism, literature, film — from Latin America, Spain and the Spanish Caribbean. Focus on written and oral argumentation; introduction to the interpretation of literary texts. Advanced grammar in context and vocabulary building. Course emphasizes writing, oral presentation and the refinement of speech and pronunciation. Taught in Spanish. (Writing-intensive.) (Proseminar.) Prerequisite, grade of C+ or better in Spanish 135 or 140, placement or consent of instructor. Not open to students who have taken 201. Maximum enrollment, 16. The Department.

### **[201] Spanish for Heritage/Bilingual Speakers.**

Integrated review of the grammatical structure of Spanish for bilingual students, with intense emphasis on writing. Major emphasis placed on anthropological linguistics; special focus on political and cultural history of U.S. Latinos/as: issues of immigration, bilingualism, English-Only. Interdisciplinary readings by Latin American, Caribbean and U.S. Latino/a authors, as well as

interdisciplinary film. Group activism project targets Latino communities in Utica and surrounding areas. Intense interaction focused on discussion and oral and written argumentation. (Writing-intensive.) (Proseminar.) Prerequisite, three hours of class, placement exam or consent of instructor. Maximum enrollment, 16.

**[207] Creative Reading and Writing.**

A study of poetry and a workshop examining the works of Spanish-speaking poets of the 20th and 21st century, focusing on experimental poetry. Once familiar with different styles and techniques, we will begin an autobiographical poetry project: images, recording oral poetry and writing. The final project consists of a poetry booklet and a public reading/spoken word session. Prerequisite, 200 or 201 or consent of instructor. Taught in Spanish.

**[210S] Introductory Study of Spanish Literature.**

Intensive study and analysis of cultural concepts and selected literary works of Spain. Introduction to basic critical skills for literary and cultural analysis as applied to texts studied. Emphasis on oral performance, student participation and on original application of critical methodology in writing projects. Prerequisite, 200 or 201 or consent of instructor. Taught in Spanish. Enrollment priority will be given to concentrators. Normally not open to senior concentrators.

**211F Introductory Study of Latin American Literature.**

A selected overview of cultural concepts and literary movements and genres in Latin American literatures. Special emphasis on representative works of selected historical periods. Introduction to basic critical skills for literary and cultural analysis as applied to texts studied. Emphasis on oral performance, student participation and original application of critical methodology in writing projects. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor. Normally not open to senior concentrators. Alessandra Chiriboga.

**212F Narrating Medieval Iberia.**

Samples popular short-narrative genres (ballads, legends, exemplary stories) and their recurring themes in Medieval Spain. We will explore the rich variety of sources (oral, literary) and traditions (classical, Islamic, Christian, Jewish) in order to gain a multifaceted view of this complex and fascinating period in Spain's history. Readings include romances, Hispano-Arabic and Hispano-Hebrew poems, excerpts from the great framed-narrative collections (El conde Lucanor, among others) and the Libro de buen amor, as well as popular stories of heroes and saints, and travelogues. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish. Willstedt.

**[217] Introduction to US Latino/a Literatures.**

Examination of cultural production of representative U.S. Latino/a writers, filmmakers and visual artists from the civil rights movement to present. Focuses on the rewriting of contextual history of Latinos within the United States through interdisciplinary texts. Emphasis placed on literary, cultural and historical/political analysis, feminist criticism and anti-racist pedagogies. Prerequisite, English 150 or any literature course in any language at the 200 level. No knowledge of Spanish required. Taught in English. (Same as Women's Studies 213.)

**219S Advanced Study of Grammar and Composition.**

An intensive and detailed study of the more complex points of Spanish grammar, including rigorous study of vocabulary and composition. Each unit prepares and teaches the student to write in a certain genre (description, narration, exposition, etc.). Especially recommended for Spanish majors, minors and future teachers of Spanish. (Writing-intensive.) Prerequisite, 200, 201 or consent of instructor. Taught in Spanish. Maximum enrollment, 20. Depetris Chauvin.

[Spring 2010 01](#) (Sedo Del Campo M)

**[220] Jewels of Spanish Poetry.**

Close textual examination of some of the most memorable poems produced in Spain from the Renaissance to the 20th century. Offers an appreciation and enjoyment of various forms of poetic expression, along with an understanding of the literary, social and historical context that influenced their creation. Prerequisite, 200, 201 or consent of instructor. Taught in Spanish.

**[221] Spectral Intensities: Representations of Mexico '68.**

Reflects on the representation of the 1968 Mexican student-popular movement. This movement was largely crushed by the violent massacre at an assembly at the Nonoalco-Tlatelolco apartments. The returns of 1968 at critical moments of the last 40 years form an alternative archive of the Mexican state, which is constantly threatened by both amnesia and appropriation. There is no official record. This situation conditions the appearance of the texts we will read, ranging from testimonios, chronicles and photojournalism, to cinema, digital video and performance, as well as the novel. Prerequisite, 210 or 211 or consent of instructor. Taught in English.

**[223F] Introduction to Hispanic Cinema.**

An introduction to film in the Hispanic world, exploring the development of different national traditions within Latin American and Spanish Cinema. At the same time, covers some of the basic tools for interpreting and writing about film. Editing, sound, cinematography and mise-en-scène are some of the key terms and concepts studied in order to understand how viewers and filmmakers create meaning in films. Particular attention to the interrelation of cinema and culture, and the intersection of aesthetics and politics. Prerequisite, 210 or 211. Taught in Spanish.

**224S Women in Spanish Literature and Film: "Chicas de película".**

With an emphasis in the last two decades, this class will focus on literary and visual constructions of women in Contemporary Spain. Movies, poems and short stories will help us ask questions and explore ideas concerning Spanish women and society such

as war and gender violence, immigration, sexualities, citizenship, interpersonal relationships, masculinities in transition, etc. Films and literary texts by Bigas Luna, Isabel Coixet, Icíar Bollain, Anna Rossetti and Carme Riera, among others. Prerequisite, 200 or 201 or consent of instructor. Taught in Spanish. Sabadell Nieto.

**[229] Spanish for the Professions.**

Study of the vocabulary, expressions and functional use of Spanish in professional contexts. Fields covered will be medicine, business, law and social services, among others. This is an ideal course for students who wish to continue using Spanish in their career or simply want to expand their vocabulary base. Taught in Spanish. Prerequisite, 200, 201 or consent of the instructor.

**250F Journey into Spanish Cultures.**

A study of the cultures of Spain, including history, music, painting and other aspects of Spanish civilization which reflect or have contributed to the development of modern Spanish perspectives. Emphasis on contemporary social and political events. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor. Briones.

**[251S] Cultural Studies in Latin America.**

Analysis of Latin American cultural history of the 19th and 20th centuries. Study of interdisciplinary cultural texts — maps, films, journalism, popular magazines and music — that represent relevant moments in or challenges to the consolidation of political and cultural identities. Particular attention paid to the figures and voices of criollos, indios, negros and sexual minorities. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor.

**[257] The World of Spanish Art: From the Alhambra to Guernica.**

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

**259S Second/Foreign Language Development and Learning Strategies.**

The purpose of this course is to provide an overview of the findings on second/foreign language development and learning strategies over the last 4 decades. Students will read about and discuss the key issues in second/foreign language acquisition process, different acquisition models, and learning strategies involved in the different stages of second language development. Students will also learn to carry out interlanguage data collection, 4 types of data analysis (contrastive, error, performance, and discourse analyses) used in the second language acquisition field. Taught in English (Same as East Asian Languages and Literatures 259 and Education Studies 259.) Hong Gang Jin.

**[261] Writing, Self and Nation in Latin America.**

Study of the relationships between literature and society during the 19th and 20th centuries in Latin America. Different instances in the articulation of national identity and struggle for cultural independence will be considered through the reading of pertinent texts. Particular emphasis on salient political ideas ingrained in literary narratives. Among authors studied are Jorge Isaacs, Clorinda Matto de Turner, José Asunción Silva, Mariano Azuela, Mayra Santos-Febres, Alberto Fuguet and María Luisa Bombal. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish.

**[263] 1968: Massacre in Tlatelolco, Mexico City.**

On the night of Oct. 2, 1968, a student demonstration ended in a massacre of hundreds in the Plaza de Tres Culturas in Tlatelolco, Mexico City. A shocked nation watched as the government claimed that extremists and Communist agitators had provoked the violence, while witnesses declared that the demonstrators were unarmed. Various reporters, scholars, historians and writers have attempted to explain the events of Tlatelolco. Considers the effect of this monumental event on Mexican society as represented through the press, Mexican literature, art and film. Prerequisite, 200 or consent of instructor. Taught in Spanish.

**[269] The Art of Translation.**

A study of translation theory and its applications in Spanish to English and English to Spanish. Includes a comparative study of the grammatical structure of both languages, terminology building and ample practice with translations in various fields. (Writing-intensive.) Prerequisite, 200, 201 or consent of instructor. Taught in Spanish. Maximum enrollment, 20.

**[270] Special Topics in Spanish Literature and Culture.**

Taught in Spanish. Prerequisite, 210, 211 or consent of instructor. Normally not open to senior concentrators.

**[271] Special Topics in Latin American Literature and Culture Pushing the Boundaries: An Introduction to the Latin American Avant-Garde.**

The course will serve as an introduction to the multifaceted Latin American historical Avant-garde, or Vanguardismo. This course will analyze the various approaches Vanguardismo posed in relation to concepts of national and cultural identity, their unique yet diverse aesthetic, and their view of Latin America's inclusion into Modernity. The course will also study specific Avant-garde cultural movements such as Argentinian Ultraísmo, Brazilian Modernismo and Mexican Estridentismo and documentaries and movies such as *Metropolis*, *An Andalusian Dog*, and *Frida*, among others. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish.

**[281] Introduction to Latin American Short Fiction.**

Critical reading and interdisciplinary discussion of selected Latin American short fiction. Designed to familiarize students with the

poetics of the Latin American short story and its relationship to pertinent literary movements. An intercultural examination of the artistic components of various Latin American short stories within their socio-historical contexts. Readings will include works by Borges, Quiroga, Cortázar, Rulfo, Valenzuela, Castellanos, García Márquez and others. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish.

**[283] Understanding the Caribbean World.**

Interdisciplinary study of cross-cultural production and political discourse of Spanish-speaking Caribbean islands (Cuba, Puerto Rico, Dominican Republic), Haiti and the Caribbean Diaspora in the United States. Historical inquiry into European conquest of the Caribbean, the legacy of slavery, sugar plantation economy, race formation, colonialism, nationalism, U.S. imperialism and the new politics of the “ethno-nation” through the diverse mediums of literature, history, geography, essay, music, dance and film.

**[285] The Hispanic Transatlantic.**

Exploration of cultural interactions between Spain and Latin America, and among Spain, Latin America and the U.S., in literature, music, film and popular culture from the early modern period to the present. Topics include imperialism; the relationships between modernity and colonialism; diasporas; contact zones; transculturation; rearticulation of transnational identities; coexistence in difference; borderlands; mestizo cultural spaces; cultures of resistance. Authors include Guamán Poma, "Clarín," Rosalía de Castro, García Lorca, Vallejo, Guillén, Anzaldúa, Ramos Otero, Manu Chao. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish.

**[290S] Recovering a Lost Memory: Cultural Representations of the Spanish Civil War and its Aftermath.**

The Spanish Civil War and its aftermath shaped 20th-century Spain. This course centers on a selection of novels and films which reconstruct, evoke and explore this traumatic event and its consequences in different ways. We will also explore current efforts in Spain to recover what is referred to as an “historical memory” (“memoria histórica”) of both the war and the Franco dictatorship which followed it. Issues of trauma, exile, memory, identity and gender will be studied. Works by Martín Gaité, Matute, Rodoreda and Chacón among others. Prerequisite, 210 or 211 or consent of instructor.

**[300] Medieval Spanish Literature.**

An in-depth view of the beginning and early development of Spanish literature, emphasizing key works that serve as precursors to later Spanish and Latin American literatures, including Jarchas, El Poema de Mío Cid, Auto de los Reyes Magos, El Conde Lucanor, Libro de Buen Amor, poetry of the Romancero, Coplas por la muerte de su padre, Cárcel de Amor and La Celestina. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, including 210 or 211 or consent of instructor.

**[301/401] Modernismo.**

Contextualized study of the Latin American and Spanish literary movement that broke away from the naturalist tradition and anticipated the avant-garde. Analysis of innovative literary premises in essay, prose fiction, chronicle, theatre and poetry through focus on the new consciousness of the “modernista” writer’s role in turn-of-the-century society. Examination of related notions of exoticism and escapism in the context of continental modernization. Prerequisite, Taught in Spanish. two 200-level courses in Hispanic studies above 200 or 201, including 210, 211 or consent of instructor. Senior concentrators who plan to write their senior research project in this course must take it as 401.

**[303/403] Representing Gender in Latin America.**

Approaches gender studies through critical analysis of Latin American literature, film and social movements. We study representations of femininity and masculinity in Latin American culture and their historical roots, considering traditional gender roles and more contemporary attempts to break with social expectations linked to sex and gender, as well as the complex interactions of gender with nationality, class and sexual orientation. Discussions center in issues of representation, identity and “equality.” Readings include both literary texts as well as gender theory. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Taught in Spanish.

**306F Literary Masterpieces of the Spanish Golden Age.**

Detailed analysis of the most notable dramatic, poetic, and narrative creations of the sixteenth and seventeenth centuries in Spain. Works studied will include the anonymous precursor of the picaresque mode, novelas ejemplares of Cervantes, plays of Lope de Vega, Tirso de Molina and Calderón, and poetry of Garcilaso, Fray Luis de León, San Juan de la Cruz, Quevedo and Góngora. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish. Gutiérrez-Berner.

**[313F] The Latin American Dictator Novel.**

An exploration of the formation and evolution of Latin American novels of dictatorship from the mid-nineteenth to the late twentieth century. Themes include the relationship between power and writing, allegories of authority, and textual methods of resistance. Readings include Sarmiento, Asturias, Roa Bastos, García Márquez and Vargas Llosa. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish.

**314F 20th-21st Century Spanish Narrative: How do we learn from Literature and/or History?.**

The class studies novels written in Spain throughout the 20th and 21st centuries, but mostly in the last 50 years. All of them could be considered exemplary for varied reasons and all are key sources for understanding contemporary peninsular literature. We will discuss critical and theoretical essays and articles related to our novels and around the question, common to all of them, of how literature and history help us to learn. Works by Rosa Chacel, Torrente Ballester, Delibes, Lourdes Ortiz and Ruiz Zafón among others. Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish. Sabadell Nieto.

**[319] Latin American Dialectology.**

A study of the major dialects of Latin America, including their origins, development and geographical extension. Students will learn the basics of dialectology, sociolinguistics and phonetic transcription while increasing their general knowledge of Spanish. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic Studies above 200 or 201 or consent of instructor.

**[322] Gender and Writing in Spain.**

The course will focus on the analysis of literary texts written by contemporary Spanish women writers, mostly from the 60's to the present. Some attention will be paid to older texts, which are part of the recuperation of historic memory, and to religious-cultural icons to which women writers respond. Movies, theoretical and legal texts and documentaries will also be an important part of the course. The course will analyze the way these texts question rigid gender structures as they confront, dissolve, re-write a constructed androcentric reality and create a more welcoming society for all. Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish.

**323F The Power of Looking: Re-imagining the Nation in Hispanic Films.**

An in-depth study of the history and poetics of Hispanic films from the double perspective of Hispanic cultural contexts and the development of cinema as artistic expression. Examines how props, lighting, acting, editing, etc. say more than the words in the script. We will discuss how all these elements reflect the cultural visions and beliefs of different Hispanic filmmakers and the times and places they came from. The readings will focus on film theory and film history within the context of nationalism in the Hispanic World. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Taught in Spanish. Rodríguez Plate.

**[329] History of the Spanish Language.**

A study of the historical development of the Spanish language from its origins in Latin to the present day. Covers changes in sounds, word formation, grammatical structure and vocabulary, and their manifestation in Old Spanish texts. Students who enroll in this course should have an interest in analyzing the structure of the language. No familiarity with Latin is required. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 or consent of instructor. Taught in Spanish. Fulfills the pre-1800 requirement for the Spanish concentration.

**[330/430] Early Modern Spanish Drama: Aesthetics, Ideology and Society.**

The 17th century produced some of the most important, influential and interesting works in the history of Spanish theater. Through a detailed analysis of key dramas of the Early Modern period we focus on the emergence and development of theater in Spain, as well as the study of its different subgenres. Pays close attention to the aesthetics of representation as well as sociopolitical and ideological questions. Works by Cervantes, Tirso de Molina, Lope de Vega, Calderón de la Barca and Ana Caro. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor.

**[333] Latin American Theatre.**

Analysis and discussion of 20th century plays in light of major theatrical movements such as the Theater of the Absurd, the Epic Theater, Metatheater and the Theater of Cruelty. Examination of construction and critiques of self, power, society and political identities. Readings from such leading playwrights as Usigli, Marqués, Gambaro, Wolff, Carballido and Cossa. Prerequisite, Two 200-level courses in Spanish above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish.

**[340] Twentieth-Century Spanish Theatre.**

Study of the development of the theatre in Spain as a reflection of the artistic, social and historical turmoil that led to the Spanish Civil War, Franco and the present democratic monarchy. Emphasis on critical reading and discussion of works by such authors as Ortega y Gasset, Benavente, Grau Valle-Inclan, Garcia Lorca, Buero Vallejo, Sastre, Arrabal, Muniz, Ruibal, Fernan Gomez, Martinez Ballesteros and Paloma Pedrero. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 or consent of instructor.

**[341/441] Memory, History and Fiction: Postdictatorship's Narratives in Latin American Southern Cone.**

After dictatorships, transitions to democracy tend to be based on collective "pactos de olvido." In these cases, literature, cinema and other "fictions" become places where memory can be constructed, unsettling current dominant historical discourses. This course explores the representation of historical truth when the past is related to traumatic events, as in Uruguay, Argentina and Chile in the 1970's and 1980's. Authors include Juan Gelman, Julio Cortázar, Cristina Peri Rossi, among others. Films from aforementioned countries will also be studied. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor.

**[343] Contemporary Latin American Novel.**

Critical reading of representative Latin American novels from the "Boom" to the present. Authors include Fuentes, García Márquez, Donoso, Puig, Ferré and Boullosa. Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish.

**[345] The Female Autograph: Women's Writing in the Hispanic World.**

Cross-cultural study of women's literary texts in Spain, Latin America and the United States. Textual analysis grounded in feminist literary, social theories and critical frameworks; particular attention paid to women's agency and writing as transgressions in patriarchal symbolic order, to the consideration of a generolecto (women's specific literary inscription) and to theoretical and critical approaches to gender and writing. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. (Same as Women's Studies 345 .)

**[353/453] The Detective Story in Latin America.**

An exploration of the detective story in Latin America. While the detective story attained its iconic status with the Sherlock Holmes capers by Arthur Conan Doyle in the late 19th century, the genre has been popular and prolific in Latin America for all of the 20th century. We will examine the conventions and traditions of the whodunit as well as the ways in which Latin American detective fiction departs from those norms. Readings by Jorge Luis Borges, Mario Vargas Llosa, Gabriel García Márquez and Roberto Bolaño, among others. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish.

**[360] The Generations of 1898 and 1927.**

Study of the ideas, trends and new concepts of Spanish literature in the 20th century, as portrayed by Spain's most acclaimed modern writers, including Galdós, Unamuno, Jiménez, Antonio Machado, Baroja and Azorín, and such younger authors as Salinas, Guillén, García Lorca and Alberti, with Ortega y Gasset as a liaison between both generations. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor.

**[362] Literature on Film.**

This course will focus on the film adaptations made of Spanish plays and novels and on the texts that originated them. How does verbal translate into visual? How does film narrate or dramatize differently (if so) than literature? Readings will include contemporary as well as classical literary works and the viewing and analysis of their film adaptations: Lope de Vega, García Morales, Manuel Rivas, Fernando Aramburu among others, and movies by Pilar Miró, Erice, Cuerdo, Viscarret, and Uribe. Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish.

**[365/465] Transatlantic Cinema.**

An interdisciplinary and intercultural examination of the artistic components of various Latin American, Latino and Spanish films within their socio-historical contexts. Films include: *Los Olvidados* (México 1950); *La boca del lobo* (Perú); *Frida, naturaleza viva* (México); *Yo, la peor de todas* and *Bolivia* (Argentina); *A hora da estrela* (Brasil); *Mechuca* (Chile); *Guantanamo* (Cuba); *El espíritu de la colmena* and *¿Qué he hecho yo para merecer esto?* (España); *La pelota vasca: La piel contra la piedra* (Euskadi); *And the Earth did not Swallow Him* (EEUU). Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Senior concentrators who plan to write their senior research project in this course must take it as 465.

**[370/470] Special Topics in Spanish Literature and Culture.**

Examines the body as both matrix and metaphor of the crises that plagued Counter-Reformation Spain, and the different dimensions of the body as it appears in the literary and cultural productions of 16th and 17th centuries: the body of the Counter-Reformation Church, of the Empire, of the mystics, of Inquisitorial victims, and female body, and the bodies banished by the Statutes of Purity of Blood. Readings include Teresa de Ávila, Cervantes, María de Zayas, Calderón de la Barca, excerpts from files of the Inquisition and of the Council of Trent, among others. Prerequisite, 210, 211 or consent of instructor.

**[371] Special Topics in Latin American Literature: Latin American History through Cinema.**

The course introduces important Latin American films and documentaries, through which it analyzes significant aspects of political and aesthetic tensions that have characterized the region. Both films and documentaries will be analyzed as artistic endeavors and as sociological documents that provide a window into the socio-historical context of the nation in question. Weekly screenings of films and clips by Tomás Gutiérrez Alea, Alejandro Jodorowsky, Raymundo Gleyzer, Eduardo Coutinho, María Luisa Bemberg, Lita Stantic, Andrés Wood, Paulo Caldas, and Albertina Carri, among others. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish.

**[377] Latino/a Experiences in the United States.**

Rigorous examination and historico-political analysis of U.S. Latina literary production and poetics with focus on short story and drama (including performance art). Examination of construction and critiques of self, gender, society and political and sexual identities. Course analysis framed by feminists literary theories and criticism, and anti-racist pedagogy. Authors will include Ana Castillo, Sandra Cisneros, Cherríe Moraga, M. H. Viamontes, Nicolasa Mohr, Migdalia Cruz, Marga Gómez. Prerequisite, two 200-level courses in literature or consent of instructor. No knowledge of Spanish required. Taught in English. (Same as Women's Studies 379.)

**[380/480] Cervantes' Don Quijote.**

Careful analysis of the style, characterization, theme and structure of Spain's greatest literary masterpiece, and the study of the work's relationship to the major social and intellectual currents of the 17th century. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor.

**[385/485] Travel and Writing in Spain and Latin America.**

Analysis of travel narratives and representations of travelers as models of contact within the cultures of globalization from the early 19th to the 20th centuries. Topics include: travel as metaphor; economies of displacement and travel; identity; indianos (women) travelers and migrants as cultural agents; migration; exile; pilgrimage; diaspora cultures. Authors include Condesa de Merlín, Flora Tristán, "Clarín," Pereda, Galdós, Martí, Carmen de Burgos, García Lorca, Mistral, Teresa de la Parra, Luis Rafael Sánchez, Manuel Ramos Otero. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Senior concentrators who plan to write their senior research project in this course must take it as 485.

**[391/491] Strategies of Resistance in Hispanic-Caribbean Literature: From Slavery to Racial Consciousness.**

Examines the emergence of the African culture in the Hispanic-Caribbean, taking into consideration some literary texts from the 19th and 20th centuries. We will study how the voice of the margins has been excluded or included, and consciously manipulated. We will analyze the concept of "race" and its intricate relations with issues of gender, class and cultural politics. Some of the



problems to be considered are: the anthropological representation of the Other, the object/subject of slavery, racial stereotyping and oppression, religion, sexuality and interracial love. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish.

**400F Senior Seminar Senior Seminar Topic for 2012-2013: The Latin American Novel from the “Boom” to the present.**

Critical reading of six 20th century Latin American novels, from commercial successes of the “Boom” to the posterior “boom” of a new generation of female novelists. Topics of discussion include the novelistic genre, the literary marketplace, representations of gender in the novel, and the relationship between “story” and “History.” We also consider the role of myth, time, language, race, politics and popular culture in experimental and fragmented postmodern literature. Authors include Fuentes, García Márquez, Donoso, Puig, Ferré and Boullosa. Taught in Spanish. Open to seniors only. Required for senior concentrators who are candidates for honors and strongly recommended for all other senior concentrators. Hispanic studies concentrators will be given preference over other seniors. Maximum enrollment, 12. Burke.

**[550S] Honors Project.**

Independent study program for students who qualify as candidates for departmental honors. Students will work closely with a thesis advisor (chosen from among the Hispanic studies faculty) who will direct and guide the preparation and oral defense of the thesis. Students will normally also choose a second reader. Students must normally have an average of at least 90 in the courses counting toward the concentration at the end of the first semester of the senior year in order to qualify. Honor concentrators must normally take the Senior Seminar (400) during the fall of their senior year.

# History

## Faculty

Douglas Ambrose, *Chair* (S)

John T. Eldevik

Kevin P. Grant (F)

Maurice Isserman (S)

Shoshana Keller, *Acting Chair (spring)*

Alfred H. Kelly

Robert L. Paquette

Thomas G.A. Rath

Lisa N. Trivedi (F)

Chad L. Williams (F)

Thomas A. Wilson

Kirsten L. Ziomek

## *Special Appointment*

Madeleine E. López

A concentration in history consists of 10 courses. Each concentrator must take a 100-level history course, and no more than one 100-level course may be counted toward the concentration. All 100-level courses are writing-intensive and are designed to prepare the student for upper-level courses. At least two places will be reserved in each 100-level course for juniors and seniors. A concentrator must also take at least four courses at the 300 level or higher.

A concentrator's courses must provide acquaintance with a minimum of three areas from among Africa, Asia, Europe, Latin America, the Middle East, Russia and the United States. At least three courses must focus upon areas outside of Europe and the United States. [Starting with the Class of 2012, at least one course must focus on the U.S., one course on Europe, and three courses on Africa, Asia, Latin America, the Middle East, or Russia.] A concentrator in history must also take at least one course in premodern history. The department encourages concentrators to develop competence in a foreign language and to use that competence in their historical reading and research. To earn departmental honors, concentrators must have completed at least one year of college-level study in a foreign language.

Concentrators may fulfill the department's Senior Program requirement through satisfactory completion of either of the following options:

**Research Seminar (401).** Concentrators may fulfill the Senior Program requirement through satisfactory completion (a grade of at least C-) of the research seminar. This course may emphasize the critical evaluation of scholarship in a specific field, culminating in a historiographical essay or primary research culminating in an original essay.

**Independent Senior Thesis (550: one course credit).** Concentrators with a departmental grade point average of 3.7 or higher may, with the permission of the department, pursue an individual project under the direct supervision of a member of the department. To earn departmental honors, concentrators must have a departmental grade point average of 3.7 or above in their coursework by the end of the sixth semester and earn a grade of A- or higher for the independent senior thesis. Finally, to earn departmental honors, concentrators must have completed at least one year of college-level study in a foreign language and make a public presentation of the senior thesis.

A minor in history consists of five courses, of which one must be at the 100 level and at least one must be at the 300 level or higher, as approved by the department. Only one 100-level course will count toward a minor.

A student wishing to be certified to teach social studies in grades 7-12 should contact Susan Mason, director of the Education Studies Program, as early as possible.

## **100F Murder, Civil War, and Opera.**

Ivan the Terrible murdered his heir, and left Russia to face economic collapse and mass hunger without a stable government. Then things got really bad. Did Boris Godunov murder Tsarevich Dmitri? Was the First False Dmitri for real? Only Pushkin knew for sure, but it took Modest Musorgsky to wrap it up in the greatest Russian opera of all time. This course will explore the relationships between history, art and national identity in Russia. (Writing-intensive.) (Same as Russian Studies 100.) Maximum enrollment, 20. Shoshana Keller.

[Fall 2009 01](#) (Keller S)

## **102S Atlantic World in the Era of the Slave Trade.**

Survey of the development of the world economy from the 15th to the 19th centuries, with emphasis on the interrelations of

Western Europe, Africa and the Americas. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. Paquette.

**104S Europe and its Empires, 1500-2000.**

A survey of European exploration, imperial expansion and post-colonial society. Examines European debates over the principles and objectives of imperialism in the Americas, the Pacific and Africa. Illuminates changing views toward culture, economics, race, gender and nationality. Stress upon basic skills in the interpretation of historical texts and writing. (Writing-intensive.) Maximum enrollment, 20. Grant.

**[109] Early Modern Western Europe, 1450-1800.**

Survey of transformation of Western Europe from the Renaissance through the French Revolution. Focuses on social, political, economic and intellectual developments; examination of primary sources and secondary studies. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20.

**117F Europe Since 1815.**

A survey of European history in a global context since the Napoleonic period. Focuses on political, social, economic and cultural developments. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. A Kelly.

[Fall 2007 01](#) (Kelly A)

**[132F] Jewish Civilization from the Talmud to the Yishuv.**

An introduction to Jewish history from the Geonic period (8th–11th centuries CE) to the 1930s. Focus on how Jews developed a thriving and complex religious civilization while living as minority communities scattered throughout the world. Considers religious and intellectual developments under Muslim and Christian rule, the political and social conditions of diaspora, and the impact of modernity. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20.

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

**[140S] United States Military History.**

Survey of warfare and military service in United States history from the colonial period to the present. Explores the ways in which domestic and international wars have shaped how the U.S. has constructed itself as a nation and determined its place in the world. Emphasis placed on the relationship between war and domestic social, political and economic change, the various ways in which individual soldiers have responded to military service and combat, and the ascendancy of the United States as a global militaristic power. (Writing-intensive.) Maximum enrollment, 20.

**144S Indian Buddhism.**

The course explores Indian Buddhism by studying essential beliefs, doctrines, institutions, and popular practices. The origins and establishment of Buddhism in ancient India, traditional interpretations of the Buddha's teachings (Dharma), growth and development of the Buddhist community (Sangha), Buddhist practices and transmission in different areas of South Asia, and the revival of Buddhism are among the topics. Participants engage with analysis and discussion of readings from secondary textbooks as well as original literary, epigraphic, and archaeological sources. (Writing-intensive.) (Same as Religious Studies 144.) Maximum enrollment, 20. Abhishek Amar.

**145S Christianity to 1500.**

A survey of the origins and development of the Christian religion in its social, political, and cultural contexts from the first century CE to the eve of the Protestant Reformation. Special consideration will be given to questions of orthodoxy versus heresy, the cult of saints, and the impact of Christian theology on the construction of class, gender, and identity in medieval Europe. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. Eldevik.

**148F Native American History Through 1865.**

Native American history involves a recognition of the presence of Indians in the early landscape, the significance of their presence and their agency in historic events. This course will address these themes through a survey of the field of North American Indian history from first contact with Europeans until the end of the Civil War. Our goals are to expose students to the best literature in the field, raise questions about Indian experiences based on regional and chronological criteria, considering in particular the interaction of Native history and a more traditional American history. (Writing-intensive.) Maximum enrollment, 20. John Ragosta.

**149F Nature's Body: The Entwined Histories of Science, Gender, and Race.**

People in the past explained differences in skin color and reproductive anatomy in ways that seem strange to us today. Yet our ideas that race and sex are biological and fixed at birth are equally strange – they are modern concepts deeply connected to colonialism, slavery, and the Enlightenment. This course examines how scientific ideas about immutable race and sex became dominant in “the West.” Students analyze primary sources from the classical to the modern eras written by explorers, natural and moral philosophers, botanists, social Darwinists, and birth control proponents. (Writing-intensive.) Stress on basic skills in the study of history. Maximum enrollment, 20. Rebecca Tally.

**180F Exploring Culture in the Great Cities of Asia.**

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

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

[Fall 2011 01](#) (Wilson T, Ziomek K)

[Fall 2011 02](#) (Ziomek K, Wilson T)

**[202F] Late Antiquity and the Early Middle Ages.**

The Dark Ages aren't what they used to be! This course surveys the social, economic and religious history in Europe and the Mediterranean from ca. 200 to 1000 AD, with particular attention to questions of continuity between the Roman Empire and its successor states in the east and west, the rise of Christianity and Islam, and the creation of new ethnic identities and social structures in the post-Roman world.

**[203] African-American History to 1865.**

A survey of the social, political and economic history of African-Americans from the 1600s to the Civil War. Focuses on slavery and resistance, racism, the family, women and cultural contributions. (Same as Africana Studies 203.)

**[204] African-American History from 1865 to the Present.**

The experiences of the African-American community from Reconstruction, through Industrialization and Northern Migration, the Harlem Renaissance and Pan Africanism, to the World Wars and the Civil Rights Movement. Analysis of the construction of "race" in each period and the diversity of the black experience in America. (Same as Africana Studies 204.)

**207S Europe and the Mediterranean 1000-1500.**

The course will explore the civilization of the High and Late Middle Ages, from the Crusades to the Black Death and the Age of Exploration, with a particular focus on the growth of the commercial economy, the development of royal states and the papal monarchy, and the cultural impact of expanding contacts between western Europe and the wider Mediterranean and Near Eastern worlds. Readings will draw from a wide range of sources, from philosophical treatises, to travelogues, to mystical vision literature and vernacular poetry. Eldevik.

**208F Colonial Latin American History.**

This course surveys Latin American history from the fifteenth century to 1810. Topics include the Incan and Aztec empires, Spanish conquest, Portuguese settlement, slavery, religion, colonial economy, autonomous indigenous communities, and evolving racial identities. The course also focuses on the impact of competing European imperial powers and the Seven Years War, which pushed a weakened Spanish imperial state to attempt to extract more economic resources from its American colonies, an effort that led to rebellion, and ultimately, revolution. Rebecca Tally.

**210F An Introduction to the History of the United States, 1492-1861.**

Introduction to U.S. history and the exploration and settlement of British North America, the encounter between Europeans and Native Americans, the colonial era, the American Revolution, the Federalist Era, and 19th-century U.S. history including the growing national division over slavery, concluding with the onset of the Civil War. No previous coursework in history required. Open to all classes. Does not serve as a prerequisite for other 200-level history courses. Students wishing to gain AP credit or take additional history courses must complete a 100-level history course. J Ragosta.

**211S An Introduction to the History of the United States, 1861-2001.**

Introduction to U.S. history and an overview of the Civil War and Reconstruction, the emergence of the U.S. as a global power, progressivism and the New Deal, the Cold War, the liberal and radical insurgencies of the 1960s, and the conservative revival of the 1970s to the present. No previous coursework in history required. Open to all classes. Does not serve as a prerequisite for other 200-level history courses. Students wishing to take additional history courses must complete a 100-level history course. Students wishing to gain AP credit or take additional history courses must complete a 100-level history course. Isserman.

**[212F] Modern Germany: 1789 to the Present.**

Political, cultural and social developments, with emphasis on the authoritarian versus the liberal tradition, unity and modernization, the World Wars, Nazi tyranny, postwar division and unification.

[Fall 2007 01](#) (Kelly A)

**213S Literature and History of the British Empire.**

This course examines the British Empire by juxtaposing literary texts and a variety of historical sources. It develops thematic subjects such as the civilizing mission and the violence of imperial rule, and it introduces students to literary and historical methodologies. It mainly addresses British representations of and relationships with Ireland, India, and Africa, highlighting both British and colonial writers. Authors include Schreiner, Conrad, Kipling, Tagore, and Bowen. Prerequisite, one course in history or English. (Same as English and Creative Writing 213.) Grant and P O'Neill.

**215F The American Civil War.**

Examines the causes, conduct and legacy of the American Civil War, with particular attention to the debate over slavery, the divergent social, economic and cultural development of the southern and northern states, the religious dimension of the war, battle front strategy and home front mobilization, the politics of emancipation, reconstruction, redemption and reconciliation, and the Civil War in popular memory down to the present. Isserman.

**217F Social History of Latin America.**

Iberian America since the Conquest, emphasizing social structure and social change. Covers colonial background to modern Latin American societies, but focuses on late-19th century and twentieth century in Mexico, Brazil and Argentina. (Same as Sociology

217.) Gilbert.

**[218F] Twentieth-Century Europe: The Age of the Two World Wars.**

Examination of Europe from 1900 to 1950, with an emphasis on the causes, processes and results of the two World Wars. Prerequisite, Not open to students who have completed 128. Students wishing to gain AP credit or take additional history courses must complete a 100-level history course. Not open to students who have completed 128.

[Fall 2008 01](#) (Kanipe E)

**219S History of Brazil.**

With the world's sixth largest economy and a geographic territory surpassing the continental U.S., Brazil is fast becoming an important regional power in the Western Hemisphere. This course surveys its history from its "accidental discovery" by the Portuguese in the sixteenth century, to the end of the military dictatorship in 1985 and subsequent democratization, focusing on issues such as slavery, sugar and coffee cultivation, monarchism, liberalism and state formation, "racial democracy," and economic development and inequality. Rebecca Tally.

**[220S] Contemporary Culture and Politics in India.**

Cultural and political-economic dynamics in post-colonial India. Traverses early and more recent anthropological approaches to rural village social structure, including dimensions of hierarchy, gender, religion, communication and economy; relatively recent transformations in expressions thereof that are national in scope; and relatively new considerations of the importance of media, including cultural productions disseminated through audio-cassettes, film and television, as the economy undergoes neo-liberal transformations. Prerequisite, one course in anthropology, History/Asian Studies 180 or consent of instructor.

**221F Early Russian History From Rurik to Alexander II.**

A survey of Russian history from Kievan Rus' to the Great Reforms of Alexander II. Emphasis on the development of Russia from scattered principalities to empire and the struggle for an identity between Europe and Asia. (Same as Russian Studies 221.) Keller.

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

[Fall 2009 01](#) (Keller S)

[Fall 2011 01](#) (Keller S)

**222S Modern Russian History: Serfs to Post-Soviets.**

Russia from the 1861 emancipation of the serfs to the present. Study of revolution and continuity throughout the modern period, with an emphasis on the multi-national character of the Russian/Soviet state. (Same as Russian Studies 222.) Keller.

[Spring 2006 01](#) (Keller S)

[Spring 2010 01](#) (Keller S)

**223S Gender and Violence in the Middle Ages.**

This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. (Oral Presentations.) Prerequisite, One 100-level course in literature or history, or AP 4 or 5 in English or history. (Same as English 223 and History 223). (Same as English and Creative Writing 223 and Medieval and Renaissance Studies 223.) Maximum enrollment, 24. Katherine Terrell and John Eldevik.

**[225F] History of European Thought: 1600-1830.**

Origins and development of the modern Western mind. Emphasis on the Scientific Revolution, modern political theories, the rise of secularism, the Philosophes and the Enlightenment, romanticism, conservatism, nationalism and German idealism.

**226S History of European Thought: 1830 to the Present.**

Intellectual responses to the modern world. Emphasis on liberalism, positivism, Marxism, Darwinism, racism, the challenge of Nietzsche, the rise of social sciences and historicism, discovery of the unconscious, the problem of the masses, fascism, communism and existentialism. A Kelly.

[Spring 2005 01](#) (Kelly A)

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

An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in either history or government. Not open to students who have taken College/History 216. (Same as Government 229 and College Courses and Seminars 229.) Maximum enrollment, 24.

**230F Britain, Ireland, Empire, 1485-1688.**

This course examines the shifting boundaries of sovereignty and religion in Britain and Ireland in the period from the founding of the Tudor monarchy to the Glorious Revolution. It simultaneously shows how England developed its power overseas through trade, colonization, and privateering. This course illuminates the disparate, multicultural societies over which the English monarchy extended its rule, demonstrating how tumultuous struggles to consolidate and sustain political authority in the 'Atlantic

archipelago' corresponded with the global expansion of British commerce. K Grant.

**231S Britain, Ireland, Empire, 1688-2007.**

This course examines the fraught relationship between Great Britain and Ireland from the Glorious Revolution to the era of New Labour and the Good Friday peace accord. It shows how British society was transformed by commerce and industrialization, and how the development and eventual collapse of the overseas empire influenced British politics and culture. In addressing the post-imperial era, the course places emphasis on the Cold War, the effects of the decline of Britain's industrial economy, and immigration from the Commonwealth. K Grant.

**[235S] Women in Modern Asia.**

Key dimensions of women's relationships to colonial and national states in Asia during the 20th century. Introduction to distinct cultural systems in Asia with emphasis on how religion, ethnicity and class shape lives of women in Asian societies. Roles of women in politics, economics and social reform under both colonial and national states. Extensive use of biography, autobiography and memoir. (Same as Women's Studies 235.)

**239S The Making of Modern India, 1526-1947.**

An intermediate-level survey of the history of South Asia from the Mughal Empire to independence. Comparative emphasis upon changes in social identities, political systems and economic life. Primary documents draw forward the perspective of rulers, merchants, women, reformers, workers, colonial officials and nationalists. Not open to first-year students in the fall. Trivedi.

**[241] American Colonial History.**

A survey of early America from European contact through the Revolution, with emphasis on Indian relations, settlement patterns, political, economic and social development, religious and cultural life, and regional similarities and differences. Not open to first-year students.

**242S The Old South.**

Examination of the development of Southern society from European settlement through the Confederacy. Emphasis on evolution of slavery and political development; religious, intellectual and cultural life; slave life and resistance; gender and family relations; secession; and the legacy of Southern history. Paquette.

**244S Hindus and Muslims in South Asia: Conflict and Coexistence.**

This course examines interaction, competition, conflicts and dialogues between Hinduism and Islam to study the process through which these traditions shaped the socio-religious and political landscape of South Asia. Themes include the emergence of new syncretic traditions, practices and rituals, kingship, conversion, communal conflict and riots, and modernity. The course problematizes understanding of these themes by combining secondary literature with primary (literary, epigraphic, and archaeological) sources and adopts an integrative approach. (Same as Religious Studies 244.) Abhishek Amar.

**[247] "Cracking India:" Historical and Literary Perspectives on Partition.**

Interdisciplinary seminar investigates the 1947 partition of British India into the independent nations of India and Pakistan from multiple perspectives and drawing on a variety of sources, including conventional and oral histories, memoirs, fiction and film. Focus on gender and class as well as religious differences. Prerequisite, an introductory course in either history or literature.

**[251F] Nineteenth-Century America.**

A survey of American life from 1789 to 1900, with emphasis on the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state.

**254F Recent American History: The United States, 1941 to the Present.**

A survey of American political, economic, cultural and social life from the start of the Second World War to the present. Topics include the Second World War, the Cold War, McCarthyism, the Civil Rights Movement, the sixties and their aftermath, and the Reagan Revolution and its aftermath. Isserman.

**256F Islam and Modernity in South Asia.**

This course develops a nuanced understanding of Islam and its role in shaping socio-religious and political landscape of modern and pre-modern South Asia. Questioning misconceptions of Islam, it examines its mideast origins, Qura'n, theology, law, religious practices, Shi'i and Sufi traditions, expansion in South Asia, colonialism, and modernity. Readings include secondary, literary, architectural and archaeological sources. Not open to students who taken RELST 213: Islam and Modernity in South Asia (Same as Religious Studies 256.) Abhishek Amar.

**[265] Priests, Warriors and Commoners in Early/Ancient India.**

A factual and analytical study of South Asia History from the rise of the Indus Valley Civilization to the establishment of the Delhi Sultanate (ca. 2500 BCE-1200 CE). Introduces major processes, narratives and interpretations of early India by exploring urbanization, empires and regional states, mercantile and trade networks, and development and transformation of Buddhism and Hinduism. Adopts a multi-disciplinary examination of literary, archaeological and art-historical sources. Of interest to students of history, art history, literature and religion.

**[268S] Race, War and Society in United States History.**

An examination of the relationship between war and racial ideologies in the development of American social relations from the colonial period to the present. Specifically focuses on how issues of race have been central to the ways in which war has been conceptualized and waged both within the United States and beyond. Explores how the social, cultural, regional evolution of the

United States is intimately connected to the encounters of various racial-ethnic groups with violence emerging in the context of periods of warfare. (Same as Africana Studies 268.)

**[270] Emperor, Courtier and Samurai in Japan.**

Study of the politics, religion and literature of classical Japan, the social and political impact of the emergence of the samurai in medieval Japan, and "restoration" of imperial authority during the Meiji era. Focuses on interaction with Chinese culture in the formation of Heian politics and religion; the contestation for political power at the imperial court; tensions among the court, the shogun and regional samurai vassals in the medieval era; and the emergence of a nativist reaction to Chinese influence beginning in the 18th century.

[Spring 2009 01](#) (Wilson T)

[Fall 2010 01](#) (Wilson T)

**[272F] The History of Latinos/as in the United States.**

The formation of Latino/a communities in the United States from 1846 to the present, through a combination of conquest, immigration and migration. Analyzes how Latinos and Latinas, including Mexicans, Puerto Ricans, Cubans and Dominicans, have been incorporated into the regional economies of the United States where they settled.

**[273] Restoration and Reform in Modern Japan.**

Examines the historical background of the Meiji era (1868-1911), the social and political reforms enacted during that period and their consequences throughout the 20th century. Focuses on the decline of the samurai class, the contradictory motives of Meiji reformers, traditional nativism's impact on the rise of fascism, and Japan's military and economic expansion in Asia in the 1930s and 1940s.

**275S Modern Middle Eastern History.**

A survey of the Middle East from Napoleon's invasion of Egypt in 1798 to the present. Examines Muslim responses to European imperialism, political and cultural developments, the impact of the Cold War and the continuing Arab-Israeli rivalry. Keller.

[Spring 2007 01](#) (Keller S)

[Spring 2009 01](#) (Keller S)

[Spring 2010 01](#) (Keller S)

[Spring 2012 01](#) (Keller S)

**[277] Conservative Thought in the United States.**

Survey of major conservative thinkers and their writings from the founding of the United States to present. Focuses on various strains of right-of-center thinking, the growth of a mainstream conservative worldview in the antebellum South, the rise of the modern conservative movement under William F. Buckley after World War II, and fissures in the movement after the fall of the Soviet Union. (Same as Government 277.)

**278S South Africa, 1652-2004.**

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

**280S Chinese Culture in Imperial Times.**

In-depth study of late imperial Chinese cultural, intellectual and political history from the 11th through the 18th centuries. Focuses on imperial and popular religious cults; the decline of the medieval aristocracy and emergence of the Confucian gentry and civil bureaucracy in the 11th century; the civil service examination system; footbinding; and conceptions of gender. No previous knowledge of Asian history required. Not open to first-semester students. Wilson.

[Fall 2007 01](#) (Wilson T)

**[282S] Rebellious Union: Britain and Ireland, c 1700-2000.**

A survey of the political relationship between Britain and Ireland, situated in the broader context of the British Empire. Examines this relationship from the colonial era through the Good Friday agreement of 1998, with emphasis upon the development of national cultures, political parties, rebel movements, and government institutions and policies. Prerequisite, one 100-level history course or consent of instructor.

**283S A Modern History of Japan: From Samurai to Salaryman 1800-1989.**

This survey course focuses on the economic, social, and political changes from 1800-1989 for people living in what became the nation of Japan. The modern period is characterized by political upheaval, changing societal roles, creation of a multi-ethnic empire, the Asia-Pacific War, and Japan's emergence as an imperial power. Beginning with the twilight years of the samurai in 1800, we will follow Japan's transition from the Tokugawa period to the end of the Showa period marked by the death of Emperor Hirohito in 1989. Ziomek.

**[284] Great Britain, the Empire and Immigration, 1783-1997.**

A survey of British politics and society from the end of the war with the American colonies to the election of New Labour. Emphasis on imperial and post-colonial issues, including the influence of the empire on British daily life, ideologies of race and immigration. Prerequisite, one 100-level history course or consent of instructor.

**[285F] Modernity and Nationhood in China.**

Examination of the social and cultural forces contributing to the decline of imperial institutions beginning in the 19th century, as found in the Taiping Rebellion, cultural interaction with Western missionaries, traders, and military and nationalist revolutions in the 20th century. Readings and class discussions consider the coherence of nationhood in Chinese identity and reexamine the “Western impact” as a force in the formation of modernism in China. Not open to first-year students.

[Fall 2011 01](#) (Wilson T)

**290F Classics of Modern Social Thought.**

Reading and discussion of major thinkers in the development of modern Western social thought. Authors include Machiavelli, Rousseau, Burke, Marx, Darwin, Weber, Freud, Mannheim and de Beauvoir. Emphasis on class presentations, debates, book notes and class protocols. Works examined from historical, sociological, psychological and philosophical perspectives. (Oral Presentations.) Prerequisite, one course in history or sociology. May count toward a concentration in either history or sociology. (Same as Sociology 290.) Maximum enrollment, 24. A Kelly and Chambliss.

**295S The Crusades in Context.**

The quest by Latin Christians to recapture Jerusalem and the Holy Land from Muslims and maintain a presence in the Middle East over the course of the Middle Ages becomes the lens through which this course will examine a wide range of social, intellectual and religious developments in medieval the Mediterranean world. Our readings will include first-hand accounts of the Crusades from Arab, Greek and Latin sources, imaginative travel literature, Romance epics, and other texts that shed light on the experience of Europe's encounter with the wider world during the Crusade era. (Same as Religious Studies 295.) Eldevik.

**[297] Christianity in America, 1600-1890.**

Examination of Christianity in America from the era of European settlement to the end of the 19th century. Topics include encounters with Native American religions, revivalism, sectarianism, slavery and antislavery, religion and politics, theological developments, popular beliefs and practices, and the rise of unbelief. (Same as Religious Studies 297.)

**301S The Philosophy of History.**

An examination of such enduring issues as causation, general laws, fact and explanation, objectivity, pattern and meaning, uniqueness and the role of the individual. Readings from classic and contemporary texts, with emphasis on the practical, historiographical implications of philosophical theories. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in philosophy. (Same as Philosophy 301 .) Maximum enrollment, 20. A Kelly.

[Fall 2007 01](#) (Kelly A)

**[303S] A History of Work.**

How do we understand the rise of modern industrial society? Examines the narrative of industrialization in a comparative historical framework. Emphasis is placed on the history of industrialization through an examination of the rise of key industries, the formation of middle and working classes, the role of colonialism in economic development, and the relationship of class and gender in the modern world. Students read monographs, as well as a variety of primary sources including memoirs, government documents, and reformist literature. (Writing-intensive.) Prerequisite, one 200-level history course or consent of the instructor. Maximum enrollment, 12.

**[305F] Nomads, Conquerors and Trade: Central and Inner Asia.**

Study of Central and Inner Asia's place among more familiar Asian cultures such as China and India. Centrally located but distant from the great empires, Central Asia has transmitted peoples, ideas and goods across the Eurasian continent. It has also been home to rich cultures that have combined Turkic, Persian, Chinese, Mongol and Russian influences. Examines dominant cultural patterns across time and place as well as the modern history of the region. (Writing-intensive.) Prerequisite, 180, or consent of instructor. Maximum enrollment, 20.

[Spring 2010 01](#) (Keller S)

**309S Seminar on Asian Temples in a Virtual World.**

Examination of Asian religious practices in ritual, bodily, and spatial contexts. Discussion of textual and visual sources on ritual interactions with gods; use and layout of temples and altars, including offerings, music, dance, representations of deities; meditation and internal alchemy. In addition to reading conventional textual sources, students will be instructed in digital historical methods to collect and analyze materials on the web. Writing assignments include short essays and a final research project of the student's design to be presented with text and images in digital form. (Writing-intensive.) Prerequisite, 100-level History course, course on Asian history or religion, or instructor's consent. (Same as Religious Studies 309.) Maximum enrollment, 12. Wilson.

**[312F] The History of Hamilton College.**

Examination of the history of Hamilton College from its founding as the Hamilton Oneida Academy in 1793 to its bicentennial celebration in 2012. Topics include Samuel Kirkland's mission to the Oneida, curricular reform, the College in the wider world, the rise and fall of Kirkland College, campus life and politics. Students will make extensive use of the College archives and write a research paper on some aspect of Hamilton's history. (Writing-intensive.) Prerequisite, one 200 level U.S. history course or permission of instructor. Maximum enrollment, 20.

**314F Nazi Germany.**

Origins of the Nazi movement, Hitler and the Nazi Party, daily life in the Third Reich, origins and causes of World War II and the



Holocaust. (Writing-intensive.) Prerequisite, 212, 218 or consent of instructor. Maximum enrollment, 20. Kelly.

**[318] Competition and Coexistence: Exploring Inter-Religious Dynamics in South Asia.**

Examination of interactions among diverse religious traditions of South Asia and of issues linked to socio-religious identities and political landscape. Analyzes interactions and dialogues among multiple religious orders including the Vedic Priests, Renouncer orders (i.e., Buddhism and Jainism), Hinduism and Islam. Investigation of strategies adopted by different religious traditions to compete, critique, borrow, modify and appropriate literary and material cultural elements from each other, examining literature, epigraphs, sacred imagery and reconfigurations of sacred landscape. (Writing-intensive.) Prerequisite, one history course. Maximum enrollment, 20.

**320S Power and Lordship in Medieval Europe.**

Examines the social and economic development of early European society, with a focus on peasant life, ecclesiastical institutions and aristocratic power in the context of contemporary medieval intellectual debates about justice, order and inequality in a Christian society. (Writing-intensive.) Prerequisite, one 200-level history course. Maximum enrollment, 20. Eldevik.

**[325F] "The Making of American Scripture".**

An intensive examination of the relation between the Declaration of Independence and the Constitution from the time of the founding to the end of the Civil War. How did the founders and framers understand the relation? What key political and legal events changes that understanding? How did leading thinkers and activists frame the ideas of liberty and equality? What role did slavery play in the debate? Did Abraham Lincoln change the meaning of the Union? (Writing-intensive.) First-year students can register only with permission of instructor. Maximum enrollment, 20.

**[326] Rebels, Radicals and Reformers in Pre-Modern Europe.**

Tackles the problem of religious deviancy and political dissent in Europe between about 1000 and 1650 with several key questions in mind: How did people cope with the conflicting demands of authority and social justice in the world, and reconcile flawed earthly institutions with the idea of an eternal heavenly order? How can modern historians recover the intentions and thoughts of people whose ideas were often intentionally scrubbed from the historical record? Readings will consist of primary source material as well as recent scholarly literature on the subject. (Writing-intensive.) Prerequisite, one 200-level history course. Maximum enrollment, 20.

**[333] Philosophical Masters of Ancient China.**

Discussion of the major religious and philosophical schools of ancient China. Readings in the Daode jing, Zhuangzi, Analects, Book of Rites, Mencius and Xunzi. Students read major writings by ancient Chinese masters and debate their virtues and shortcomings. (Writing-intensive.) Prerequisite, one 100-level history course, Asian Studies 180 or consent of instructor. Maximum enrollment, 20.

**[335S] Hunger in History.**

Examines how people have understood the significance of hunger in terms of health, religion and politics. Addresses the significance of hunger at different times and in different cultural contexts. Subjects include the fasts of religious women in medieval Europe, the experience of famine, the development of nutritional science, the creation of government programs to combat hunger, and the use of hunger in both militant and non-violent political protests in the 20th century. (Writing-intensive.) Prerequisite, one 200-level course in history or consent of instructor. Maximum enrollment, 20.

**[337] Seminar: Confucian Traditions.**

Examination of Confucian thought and ritual practice from classical times to the early 20th century. Emphasis on reading philosophical and ritual texts in translation in order to understand the various ways that Confucians understood their place in Chinese society. (Writing-intensive.) (Oral Presentations.) Prerequisite, relevant coursework in history, Asian studies or religious studies, or consent of instructor. (Same as Philosophy 337.) Maximum enrollment, 20.

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

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

**339S Columbus's Library: Texts, Travel and the Medieval Imagination.**

Examination of works of geography, natural history, travel, and exploration that informed how medieval readers imagined the wider world and its peoples as Europe embarked on an era of unprecedented expansion and growth. Special attention to texts read by Columbus in preparation for what he thought would be a voyage to East Asia, such as Pliny's *Natural History*, *Travels of Marco Polo*, and *Travels of Sir John Mandeville*, but other traditions, such as *Alexander Romance*, the legend of *Prester John*, apocalyptic theology, *Crusader histories*, and *Arab travel literature* will also be considered. (Writing-intensive.) Prerequisite, One course in history or Asian studies. Maximum enrollment, 20. Eldevik.

**[340S] World War I.**

Explores the origins, process and results of World War I, focusing principally on Europe. (Writing-intensive.) Prerequisite, one 200-level course in European history or consent of instructor. Maximum enrollment, 20.

**341F Studies in American Colonial History.**

Examination of American society, 1756-1800. Emphasis on internal tensions, imperial relations, revolutionary ideology, war and its consequences, independence and establishment of new political and social order. (Writing-intensive.) Prerequisite, 241 or consent of instructor. Maximum enrollment, 20. Ambrose.

**[342] The Minds of the Old South: Southern Intellectual History, 1700-1877.**

Investigation of the intellectual and cultural history of white and black southern Americans from 1700 through Reconstruction. Topics include religious beliefs and practices, literary production and consumption, political and social thought, and relation of southern thought to national and transatlantic developments. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. Maximum enrollment, 20.

**[345] The Soviet Union as a Multi-National State.**

The USSR claimed to be a revolutionary political form: a state based on the voluntary union of workers from over 100 different nationalities. The Bolsheviks intended to lead Russian peasants, Kyrgyz nomads and Chechen mountaineers together into the bright Communist future. What they actually achieved is another question. Explores the concepts of nation, empire and modernization in the Soviet context. (Writing-intensive.) Prerequisite, 221, 222 or consent of instructor. (Same as Russian Studies 345.) Maximum enrollment, 20.

**350S Slavery and the Civil War.**

A study of the causes and consequences of the Civil War, with emphasis on antebellum society, sectional tensions, Abraham Lincoln and military strategy. (Writing-intensive.) Prerequisite, 251, Africana Studies 101 or consent of instructor. Maximum enrollment, 20. Paquette.

**[351] Seminar: Race and Popular Culture in the United States.**

Examination of how theater, music, movies, television and sports have reflected and shaped racial politics in the United States. Includes analysis of stereotypes and their political implications for both racial segregation and civil rights. Further considers the agency of African-American performers and athletes. (Writing-intensive.) Maximum enrollment, 12.

**[353] Seminar on the Sixties.**

Examination of a critical period in recent U.S. history, with special attention to the Civil Rights Movement, the Vietnam War, campus protest and the origins of the women's movement. (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 20.

**[354S] The History of American Exploration and Outdoor Adventure.**

The history and culture of the United States is bound up with that of the discovery and exploration of the New World. A focus on the meaning of that legacy for Americans from the 19th century on. Topics covered will include military exploration and surveys of the west, the development of a wilderness and a conservation ethic, and the growth of mountaineering and similar outdoor endeavors. Prerequisite, one 200-level U.S. history course. Maximum enrollment, 12.

**[355S] Hindu Scriptures.**

This course exposes students to the Hindu texts to develop a sense of their historical development, key Hindu ideas, and the complex and diverse ways of expressing religiosity. The course examines selected written, oral and performed texts of the Hindu tradition in a variety of social, historical and religious contexts. Readings include translations from a variety of Indian literary genres ranging from the Vedas, Upanishads and epics to devotional poetry and modern oral narratives. Art, music, dance, and films related to the texts will supplement the primary sources. (Same as Religious Studies 355.)

**359S The Early Republic, 1787 to 1815: From Philadelphia to New Orleans.**

An intensive examination of the early history of the great American experiment in republican government from the Constitutional Convention to the Battle of New Orleans. Focus on the origin and ratification of the Constitution, rise of the first party system, slavery and its expansion, foreign relations, Jefferson's presidency, and War of 1812. The Federalist to be read in its entirety. (Writing-intensive.) Prerequisite, one 100-level history course. Maximum enrollment, 12. Paquette.

**[360F] Mythical Histories in China and Japan.**

Examination of how history is used to legitimate or critique institutions such as the Japanese emperor, philosophical regimes such as Confucian orthodoxy, social practices such as women's duties in an extended Chinese family or Marxist revolution. Emphasis on scrutiny of primary Chinese and Japanese texts in translation based on recent cultural theories such as deconstruction. (Writing-intensive.) Prerequisite, 270, 272, 280, 285 or consent of instructor. Maximum enrollment, 20.

**363F Seminar: Colonial Encounters in Asia.**

Examines encounters between Asian and Western peoples from Marco Polo to the present. Consideration of problems of orientalism/occidentalism and reassessment of the myth of the Western "impact" on Asia by learning how Asian peoples understood the West and the ways that Europe, too, was affected by these encounters. (Writing-intensive.) Prerequisite, consent of instructor. No knowledge of Asian history required. Maximum enrollment, 12. Trivedi.

**375S Gandhi: His Life and Times.**

An examination of primary sources written by Mohandes K. Gandhi and his associates, as well as Gandhi's autobiography and other scholarly works. Emphasis will be placed on different approaches to understanding and capturing Gandhi's philosophy, his significance and his legacies in India, South Africa and the larger world. Topics include non-violence, the role of the individual in history and nationalist historiography. (Writing-intensive.) Prerequisite, one 200-level history course, or consent of instructor.

Maximum enrollment, 12. Trivedi.

**[378F] Topics in American Biography.**

Previous topic -- Founders and Their Progeny: American Political and Social Thought, 1750-1865. Examination of biographical studies of and writings by individuals who shaped and challenged American political and social thought from the era of the Revolution to the Civil War. Emphasis on author's interpretation of subject's relation to historical context, varieties of biographical methods and close analysis of subjects' writings. (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 20.

**383F Topic: The Early-Modern English Empire.**

This course examines two dynamic features of the early-modern English empire. It examines the slow transformation of the Atlantic Archipelago from disparate, multicultural kingdoms and chiefdoms into a connected political entity that became known as the British Isles. Second, it examines the expansion of English overseas trade and the development of England into a dominant maritime power. The general objective of the course is to evaluate how historians have attempted to combine these simultaneous processes of consolidation at home and expansion abroad into a single historical narrative. (Writing-intensive.) Prerequisite, one 200-level history course, or consent of the instructor. Maximum enrollment, 12. Grant.

**385S The Asia-Pacific War: Regarding the Pain of Others.**

This seminar explores the development of the Asia-Pacific War by focusing on Japanese involvement on several fronts: Japanese expansion into China, the creation of the puppet state of Manchuria, the bombing of Pearl Harbor, and the subsequent confrontations in the Pacific and Southeast Asian theaters. From the experiences of kamikaze, comfort women (sex slaves for military), student corps, and of the Japanese and colonial subjects, we will explore the experience of war from a variety of perspectives. (Writing-intensive.) Maximum enrollment, 20. Ziomek.

**[387F] The American South in the Twentieth Century.**

What is the South? Americans have long considered the South to be the most distinctive region in the country. Explores southern history from the Civil War to the present using social, political and cultural history considering the rise and fall of segregation, the emergence of the Sunbelt as an economic, political and social force, and the varieties of Southern culture. Also considers the vitality of regionalism and regional studies. In an era of mass markets, mass media, suburban homogenization and globalization, do regions still matter? (Writing-intensive.) Prerequisite, one 200-level course in American history or consent of the instructor. Maximum enrollment, 20.

**[389F] Seminar: African-American Intellectual History.**

Examination of the black intellectual tradition in African-American history, from its 18th-century roots to its presence in contemporary American life. Critically engages the various strategies African-American intellectuals have employed to address the condition of people of African descent in the United States. Explores how the black intellectual has been defined throughout African-American history, how such definitions have been legitimated and the place of class, gender and location in the legacy of African-American intellectual thought. (Writing-intensive.) Prerequisite, one 200-level American history course. (Same as Africana Studies 389.) Maximum enrollment, 12.

**[393] The Mexican Revolution in History and Memory.**

Between 1910 and 1920, Mexico experienced the first social revolution of the 20th century. It left a paradoxical legacy. It brought popular mobilization, sweeping social and political reform, and cultural upheaval, but it also led to a remarkably durable authoritarian regime that lasted for most of the 20th century. A look at the causes, processes and long aftermath of the revolution. Themes include peasant politics, state formation, nationalism, memory, gender, ethnicity, labor and class identities, political violence and U.S.-Mexican relations. (Writing-intensive.) Prerequisite, one course in history or government. (Same as Government 393.) Maximum enrollment, 20.

**[394] Topics in American Religious History.**

Topic for Fall 2010: Church and State in America, 1600-1900. Survey of the relation between religion and politics in America from era of English colonization through the 19th century. Topics include colonial church establishments; Roger Williams; Revolution and disestablishment; Jefferson and the "wall of separation"; providentialism and nationalism; nativism and anti-Catholicism; and the limits of separation. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. (Same as Religious Studies 394.) Maximum enrollment, 20.

**[396] Seminar: History of Gods.**

A comparative study of how gods have been conceived and venerated in early Mediterranean and Asian societies, principally Greece, Rome, India, China, Korea and Japan. Students read liturgical texts, hymns and myths to consider the variety of conceptions of gods and the range of ritual forms used to venerate them across the Euro-Asian continent. Draws from theoretical readings to consider such problems as polytheism and monotheism; myth and ritual; sacrifice; ritual performance; shamanism; cult; and devotion. (Writing-intensive.) Prerequisite, consent of instructor or relevant coursework in Asian studies, classics, history or religious studies. (Same as Religious Studies 396.) Maximum enrollment, 16.

[Spring 2009 01](#) (Wilson T)

[Fall 2010 01](#) (Wilson T)

**[397] Lives Against Apartheid.**

Examines the experiences and objectives of protest against the apartheid regime in South Africa through the autobiographies and memoirs of leading participants in the anti-apartheid movement. Illuminates the different aspects of resistance to apartheid and

demonstrates how autobiographies now contest the politics of protest and the legitimacy of authority in the post-apartheid, “non-racial” South African democracy. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. 278 strongly recommended, though not required. Maximum enrollment, 20.

**[398] The Great Medieval Boom.**

Known as the “High Middle Ages,” the period between the years 1000 and 1300 in Europe were marked by expansion in an amazing variety of areas: agricultural, economic, demographic, spiritual, technological. In many ways, the period laid the foundation for modernity, as Europe emerged from centuries of isolation and poverty. Examines in a seminar setting a number of perspectives on why this extraordinary shift took place. (Writing-intensive.) Maximum enrollment, 20.

**401F Research Seminar in History.**

Critical evaluation of scholarship on a selected topic, culminating in a historiographical essay, or primary research on a selected topic, culminating in an original, interpretive essay. (Writing-intensive.) Prerequisite, concentration in history or consent of instructor. Open only to seniors. Maximum enrollment, 20. Grant and Trivedi.

**550F,S Senior Thesis.**

A project limited to senior concentrators in history, resulting in a thesis supervised by a member of the department. Required of candidates for departmental honors. Ambrose (fall); Keller (spring).

**551S Senior Thesis.**

A project limited to senior concentrators in history, resulting in a thesis expanded beyond the work of 550. Prerequisite, 550 and consent of instructor. Keller.

# Jurisprudence, Law and Justice Studies

## *Program Committee*

Doran Larson, director (English and Creative Writing)

Frank Anechiarico (Government)

Jinnie Garrett (Biology)

Catherine Phelan (Communication)

Yvonne Zylan (Sociology)

Although their prominence in the curriculum has varied throughout the years, courses engaging jurisprudence, justice and the examination of law in social life have had a place at Hamilton since the 1830s. The minor concentration in Jurisprudence, Law and Justice Studies (JLJS) establishes a curricular home for such courses, in keeping with the College's liberal arts mission and with the goal of advancing a number of pedagogic aims.

As Woodrow Wilson observed in 1894, "Every citizen should know what the law is, how it came into existence, what relation its form bears to its substance, and how it gives to society its fiber and strength and poise of frame.\* Understanding the theory, practice and meaning of law stimulates civic engagement and provides students with the analytical and empirical foundation to engage subjects ranging from legal decision-making and dispute resolution; policing, criminal justice and incarceration; political speech and action; to the use and meaning of legal discourse in the making of social policy.

A minor in Jurisprudence consists of five courses: two courses in Analytic Perspectives and Theory, and three courses in Substantive Areas.

## Analytic Perspectives and Theory:

BIO 215 Genetics and Society

COM. 280 Conflict Mediation

ENG 129 Truth and Justice, The American Way

ENG 342 Written on the Wall: Twentieth-Century American Prison Writing

ENG 442 Booked: Prison Writing

GOV 365 Free Speech in American Political and Legal Thought

HIST/GOV 229 The American Founding

PHIL 380 Philosophy of Law

PHIL 460 Seminar in Ethics: Contemporary Theories of Justice

SOC 223 Law and Society

## Substantive Areas:

COM 450 First Amendment: Freedom of Speech

GOV 224 International Law

GOV 241 Survey of Constitutional Law

GOV 307 Seminar in War Powers--Law, Policy, and Practice

GOV 335 Seminar: Criminal Law

SOC 327 Race and the Law

SOC 373 The Constitution and Social Policy

WMST 225 Women, Law, Public Policy and Activism in the Contemporary United States

\* 1894 Address to the American Bar Association, noted in: Albert E. Harum (1960) "The Case for an Undergraduate Law Elective in Liberal Arts." *Journal of Legal Education* 12: 422.

# Latin American Studies

## Program Committee

**Richard H. Seager (Religious Studies), *Director***

**Jessica Burke (Hispanic Studies)**

**Erich Fox Tree (Religious Studies)**

**Angel Nieves (Africana Studies)**

**Virginia Gutierrez-Berner (Hispanic Studies)**

Beginning with the Class of 2014 the interdisciplinary minor in Latin American Studies consists of five courses taken in at least two different departments. At least one of the five classes must be either 300 or 400 level. The list below is representative of courses available to minors. Students who would like to fulfill requirements for the minor with courses taken at other institutions, or in study abroad programs, should consult with the program director.

### Economics

340 Economic Development

### Government

206 US Foreign Policy Toward Latin America

216 Politics in Latin America

239 Gender and Politics in Latin America

### Hispanic Studies

140 Conversation on Hispanic Cultures

200 Exploring Hispanic Texts

201 Spanish for Heritage/Bilingual Speakers

211 Introductory Study of Latin American Literature

217 Introduction to U.S. Latino/a Literatures

221 Representations of Mexico '68

251 Cultural Studies in Latin America

261 Writing, Self and Nation in Latin America

263 1968: Massacre in Tlatelolco, Mexico City

271/371 Special Topics in Latin American Literature and Culture

281 Introduction to Latin American Short Fiction

283 Understanding the Caribbean World

301/401 Modernismo

303 Representing Gender in Latin America

310 Latin American Theatre

320/420 Contemporary Latin American Novel

341 Memory, History and Fiction: Post-dictatorship's Narratives in the Southern Cone

365/465 Transatlantic Cinema

377 Latino/a Experiences in the United States

400 Senior Seminar

### History

107 In Red, White and Black: Iberian Colonization of the Americas

217 Social History of Latin America

### Religious Studies

107 Borderland Religion

207 Political Economy of Religion in Mesoamerica

227 Resistance and Rebirth in Mesoamerica

229 Blood and Submission in Native America

316/416 Image, Style and Revolution

### Sociology

217 Social History of Latin America

225 Latin American Society

# Mathematics

## Faculty

Robert Kantrowitz, *Chair*

Richard E. Bedient

Debra L. Boutin

Sally Cockburn

Andrew Dykstra

Timothy J. Kelly (S)

Larry E. Knop (F, S)

Chinthaka Kuruwita

Michelle LeMasurier

Robert Redfield (S)

Joshua Wiscons (f, s)

A concentration in mathematics consists of nine courses including the required courses 113; 114, 115 or 215; 224; 215, 231, 234, 235 or 253; 314; 325; 437; and two electives, of which at least one must be at the 300 level or higher. Concentrators fulfill the Senior Program requirement by taking 437. It should be taken in the fall of the student's senior year, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Physics 320 or Physics 325, but not both, may be counted as a lower-level elective toward the concentration. Students may earn departmental honors by completing courses that satisfy the concentration with an average of 3.6 or higher, by taking a third elective that is at the 300 level or higher, and by making a public presentation to the department on a mathematical topic during their junior or senior year.

A minor in mathematics consists of 113, 224 and three mathematics electives. One of the electives is normally 114 or 215 and at least one of them must have 224 as a prerequisite.

### **100F Statistical Reasoning and Data Analysis.**

An introductory course intended to develop an understanding of and appreciation for the statistical approach to problems in business and the natural, social and behavioral sciences. (Quantitative and Symbolic Reasoning.) Not open to students who have taken a calculus course, Economics 265 or Psychology 280. May not be counted toward the concentration or the minor. Maximum enrollment, 25. Kuruwita.

### **[101F] Fractal Geometry and Chaos Theory.**

A visual introduction to the geometry of fractals and the dynamics of chaos. Study of mathematical patterns repeating on many levels and expressions of these patterns in nature. Extensive use of computers, but no computer expertise assumed. Placement subject to approval of the department. Not open to students who have taken a calculus course or 123. May not be counted toward the concentration or the minor. Maximum enrollment, 20.

### **[103F] Explorations in Mathematics.**

A study of topics selected from scheduling, ways of counting, probability and statistics, geometry, social choice and decision making. Placement subject to approval of the department. Not open to students who have taken a calculus course or 123. May not be counted toward the concentration or the minor.

### **[108F] Transformation Geometry.**

An introduction to transformations of the plane. Topics include line reflections, rotations, glide reflections, groups of isometries and symmetry groups. May not be counted toward the concentration or the minor. Maximum enrollment, 25.

### **113F,S Calculus I.**

Introduction to the differential and integral calculus of a single variable. Topics include limits, continuity, derivatives, max-min problems and integrals. (Quantitative and Symbolic Reasoning.) Four hours of class. The Department.

[Fall 2006 02](#) (Boutin D)

[Fall 2008 01](#) (Gries D)

[Fall 2008 02](#) (Kantrowitz R)

[Fall 2008 03](#) (Kantrowitz R)

[Fall 2008 04](#) (Gries D)

[Fall 2011 01](#) (Wiscons J)

[Fall 2011 02](#) (Wiscons J)

[Fall 2011 03](#) (Bedient R)

### **114F,S Calculus II.**

A continuation of the study begun in 113 and an introduction to the study of differential and integral calculus of several variables. Four hours of class. (Quantitative and Symbolic Reasoning.) Prerequisite, 113 or placement by the department. Students who

complete Math 114 with a grade of C- or better without having taken Math 113 will receive credit for Math 113. The Department.

[Fall 2005 03](#) (Boutin D)

[Fall 2007 02](#) (LeMasurier M)

[Fall 2007 03](#) (LeMasurier M)

[Fall 2008 01](#) (Redfield R)

[Fall 2008 02](#) (LeMasurier M)

[Fall 2008 03](#) (LeMasurier M)

### **115F Calculus IIA.**

A second course in calculus designed specifically for students who have taken AP Calculus BC, or equivalent. Topics include vector functions, functions of several variables, partial derivatives, multiple integrals and other areas. Three hours of class. Successful completion of 115 carries credit for both 113 and 115 for those students placed into 115. (Quantitative and Symbolic Reasoning.) Students who complete Math 115 with a grade of C- or better without having taken Math 113 will receive credit for Math 113. Bedient.

[Fall 2008 01](#) (Bedient R)

### **201F,S Topics in Mathematics.**

Self-designed exploration of mathematical theory or applications that may include concentrated study of a narrowly focused topic, guest lectures, faculty and/or student presentations, independent research in the mathematical literature or a field experience. Course ends with an oral presentation in which the student summarizes the mathematics learned in the process. Prerequisite, consent of instructor. One-quarter course credit based on Satisfactory/Unsatisfactory. May be taken more than once with consent of the department. The Department.

### **215S Vector Calculus.**

Topics in vector calculus, generalizing those from 114, including divergence, curl, line and surface integrals, Stokes theorem and applications to science, engineering and other areas. (Quantitative and Symbolic Reasoning.) Prerequisite, 114 or consent of instructor. Students who complete Math 215 with a grade of C- or better without having taken Math 113 will receive credit for Math 113. First-year students require permission of the instructor. Dykstra.

### **224F,S Linear Algebra.**

An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems and eigenvalues; mathematical and physical applications. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, 114 or 215 or consent of instructor. Maximum enrollment, 20. The Department.

[Spring 2006 03](#) (Boutin D)

[Spring 2009 03](#) (LeMasurier M)

[Spring 2010 03](#) (Boutin D)

[Spring 2010 04](#) (Boutin D)

[Fall 2011 02](#) (Wiscons J)

### **231F Introduction to Optimization.**

An introduction to solving optimization problems involving linear functions subject to linear constraints (linear programming). Topics include the simplex method, duality theory, game theory and integer programming. Features applications to economics, computer science and other areas. (Quantitative and Symbolic Reasoning.) Prerequisite, 224. Cockburn.

### **234F Combinatorics.**

Topics include enumeration, design theory and error correcting codes. Enumeration theory covers methods of counting objects with a given description (used to compute probabilities and to estimate computer program running times). Design theory covers methods for creating collections of sets meeting given criteria (used in experimental design). Error correcting codes covers how small errors can be identified and corrected (used in MP3 players, DVDs, cable TV). Prerequisite, 224. Boutin.

### **235F,S Differential Equations.**

Theory and applications of differential equations, including first-order equations, second-order linear equations, systems of equations, and qualitative and numerical methods. (Oral Presentations.) Prerequisite, 114, 115 or 215, and 224. Maximum enrollment, 24. Dykstra.

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

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

### **253F,S Statistical Analysis of Data.**

An introduction to the principles and methods of applied statistics. Topics include exploratory data analysis, sampling distributions, confidence intervals, hypothesis testing, regression analysis, analysis of variance and categorical data analysis. Extensive reliance on authentic data and statistical computer software. (Quantitative and Symbolic Reasoning.) Prerequisite, 113 or departmental placement. Maximum enrollment, 25. The Department.

### **[262S] Geometries.**

A survey of geometries including Euclidean, hyperbolic, spherical and transformational. Uses analytic methods from calculus and linear algebra as well as standard geometric approaches. Seminar-style with a focus on reading, writing and presenting



mathematics. Prerequisite, 224.

[Spring 2006 01](#) (Boutin D)

[Fall 2007 01](#) (Boutin D)

### **313S Knot Theory.**

An introduction to knot theory. Topics include classification of different types of knots, the relations between knots and surfaces, and applications of knots to a variety of fields. (Quantitative and Symbolic Reasoning.) Prerequisite, 224. Bedient.

### **314F,S Real Analysis.**

An introduction to analysis. Topics include sequences, series, continuity and metric spaces. (Writing-intensive.) Prerequisite, 114 or 215, and 224. Maximum enrollment, 20. Kantrowitz (fall), Cockburn (spring).

### **[315S] Functional Analysis.**

An introduction to functional analysis. Topics include metric and normed linear spaces, including sequence spaces, function spaces, and Banach spaces, Banach's fixed point theorem and bounded linear mappings. Prerequisite, 314 or consent of instructor.

### **[318S] Complex Analysis.**

An introduction to the theory of analytic functions of a complex variable: Cauchy-Riemann equations, contour integration, Cauchy-Goursat theorem, Liouville theorem, Taylor and Laurent expansions, Residue theory. Prerequisite, 314.

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

### **[322S] Graph Theory.**

An introduction to the theory and applications of graph theory. Topics include: trees; Eulerian and Hamiltonian graphs; vertex-, edge- and map-colorings; digraphs; optimization algorithms including network flow, minimum spanning trees and matching theory; and connectivity. Prerequisite, 224.

### **[324S] Linear Algebra II.**

A continuation of 224, with emphasis on the study of linear operators on complex vector spaces, invariant subspaces, generalized eigenvectors and inner product spaces. Prerequisite, 224.

### **325F,S Modern Algebra.**

An introduction to the three fundamental structures of abstract algebra: groups, rings and fields. (Writing-intensive.) Prerequisite, 224. Maximum enrollment, 20. Redfield (fall), Boutin (spring).

[Spring 2005 01](#) (Boutin D)

[Spring 2010 01](#) (Boutin D)

### **327S Cryptography.**

An introduction to cryptography, the study of enciphering messages. Topics covered include symmetric key cryptosystems, public key cryptosystems and primality testing. Prerequisite, 325 or consent of instructor. Cockburn.

### **335S Differential Equations II.**

A continuation of 235, with emphasis on techniques for studying nonlinear dynamical systems. Topics include equilibria in nonlinear systems, bifurcations, limit sets, the Poincare-Bendixon theorem, strange attractors, discrete dynamical systems and symbolic dynamics. Prerequisite, 235 and 314. LeMasurier.

### **[337] Partial Differential Equations.**

Theory and applications of partial differential equations. Topics include separation of variables, Fourier series and transforms, and the Laplace, heat and wave equations. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 224 and Math 235.

### **351F Probability Theory and Applications.**

An introduction to probability theory, including probability spaces, random variables, expected values, multivariate distributions and the central limit theorem, with applications to other disciplines and an emphasis on simulation as an exploratory tool. Prerequisite, 114 or 215, and 224. 224 may be taken concurrently. Boutin.

### **352S Mathematical Statistics and Applications.**

Study of the mathematical theory underlying statistical methodology. Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance and nonparametric statistics, with applications to a variety of disciplines. Prerequisite, 351. Kuruwita.

### **[361] Number Theory.**

Number theory is the study of the properties of the positive integers. Topics include divisibility, congruences, quadratic reciprocity, numerical functions, diophantine equations, continued fractions, distribution of primes. (Quantitative and Symbolic Reasoning.) Prerequisite, 325 or consent of instructor.

### **[365] Fractal Geometry: Concepts and Applications.**

Considers the mathematics behind the stunning visual images of fractals. Topics will include self-similarity, dimension, Julia sets, the Mandelbrot set, circle inversions, cellular automata and basins of attraction. Students will present topics of their choosing. Prerequisite, 224.

### **450F,S Senior Research.**

A project for senior concentrators in mathematics, in addition to participation in the Senior Seminar. Prerequisite, consent of department. The Department.

### **Seminars offered in recent years**

#### **437F Senior Seminar in Mathematics.**

Study of a major topic through literature, student presentations and group discussions, with an emphasis on student presentations of student-generated results. Choice of topic to be determined by the department in consultation with its senior concentrators. The Department.

[Fall 2006 08](#) (Boutin D)

#### **[437-01] Senior Seminar in Algebra.**

Explorations in finite group theory through the generation of counter-examples of minimal order. Students produce and publish a book of their results. Prerequisite, 325. Maximum enrollment, 12.

#### **[437-03F] Senior Seminar in Mathematical Modeling.**

The description of biological, physical and social phenomena using the language of mathematics. Focuses on the construction of software-based mathematical models and on the analysis and critique of such models. Prerequisite, Math 235 and 253, or consent of the instructor. Maximum enrollment, 12.

#### **437-04F Senior Seminar in Statistics.**

A continuation of studies in mathematical statistics and the analysis of data. Topics include maximum likelihood estimation, regression, analysis of variance and design of experiments. Prerequisite, 251 or 351, and 253 or 352. Maximum enrollment, 12. T Kelly.

#### **437-05 Senior Seminar in Topology.**

Students jointly produce a textbook based on an outline provided. Topics include topological spaces, continuity of maps and homeomorphism. Spaces are described as connected and Hausdorff. The fundamental group is computed and used to classify various spaces. Prerequisite, Math 314W or Math 325W. Maximum enrollment, 12. Bedient.

#### **437-08F Senior Seminar in Graph Symmetries.**

Focuses on symmetries of simple and directed graphs. Graphs studied include the integer lattice, Kneser graphs, hypercubes, Cayley graphs. Given an outline containing definitions, theorems, and conjectures, students find examples, proofs and counterexamples, and create a course text with their results. No prior knowledge of graph theory is needed. Prerequisite, 325. Maximum enrollment, 12. Boutin.

#### **[437-09] Senior Seminar in Philosophical Foundations of Mathematics.**

The first half of this seminar focuses on the set theoretical foundations of mathematics, including ordered sets, ordinal and cardinal numbers, and the classic set paradoxes. Students will be given definitions for which they must find examples and theorems for which they must find proofs. Readings includes classic papers in the philosophy of mathematics by such authors as Bertrand Russell, Kurt Gödel, David Hilbert, A. J. Ayer and Henri Poincaré. Final paper required. Prerequisite, 314. Maximum enrollment, 12.

#### **437-10F Senior Seminar in the History of Mathematics.**

Survey of the history of mathematics through the nineteenth century, including the mathematics of ancient civilizations and the roots of fundamental concepts. (Oral Presentations.) Prerequisite, 224. Maximum enrollment, 12. Redfield.

#### **437-11F Senior Seminar in Dynamics.**

Various topics from discrete dynamics are explored by working through a series of exploratory modules. Students work in teams and present their findings to the class. Topics include fixed points and their classifications, cycles and their classifications, fractal sets, sensitive dependence and chaos, symbolic dynamics and Sharkovskii's periodic point theorem. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Math 314W. Maximum enrollment, 12. LeMasurier.

#### **437-12F Senior Seminar in Applied Statistics.**

An exploration of the analysis of data using techniques from Math 253 and beyond, with particular emphasis on regression and the general linear model. Students will be expected to do some independent explorations. Prerequisites, Math 224, Math 253, or permission of the instructor. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 224, Math 253, or permission of the instructor. Maximum enrollment, 12. Knop.

# Medieval and Renaissance Studies

## Faculty

Katherine H. Terrell, *Director* (English)

Barbara Gold (Classics)

John Eldevik (History)

Lydia R. Hamessley (Music) S

Roberta L. Krueger, (French) (JYF-FS)

John C. McEnroe (Art History) S

Anjela Mescall (Comparative Literature) FS

Margaret Thickstun (English)

Nat Strout (English)

Maria Willstedt (Hispanic Studies)

The Medieval and Renaissance Studies Program offers an interdisciplinary minor consisting of five courses taken within at least three disciplines (Art History, Comparative Literature, English, French, Hispanic Studies, History, Music). One of the five courses must be a history course and two of the courses must be taken in the same department.

For complete information about the courses listed below, including prerequisites, enrollment limits and when a course is offered, consult the full descriptions under the appropriate departments.

## ART HISTORY

270 Visual Culture of the Middle Ages

282 The Renaissance: Reframing the Golden Age

## CLASSICS

390 Medieval Latin

## COMPARATIVE LITERATURE

211 Readings in World Literature I

228 From Different to Monstrous: Muslim (and Christian) Subversions and Coercions

284 From Harlot to Saint: Muslim Women, Christian Women and Other Women

289 Introduction to Arabic Literature

## ENGLISH

221 Introduction to Old English

222 Chaucer: Gender and Genre

225 Shakespeare

228 Milton

293 The Making of English

323 Other Worlds in Middle English Literature

327 English Renaissance Literature 1550-1660

328 English Renaissance Drama

329 When God Shakes a Kingdom

427 Shakespeare in Context

428 Muslims, Women, and Jews: Alterity and Identity in the Middle Ages

## FRENCH

403 In Her Own Voice: French Women Writers of the Middle Ages and the Renaissance

404 Legends of the Round Table

406 Comic Visions in French Literature from the Fabliau to Figaro

414 East Meets West: Cultural Encounters in Medieval French Literature

416 Saints and Sinners in Medieval French Literature

## HISPANIC STUDIES

300 Medieval Spanish Literature

HISTORY

- 145 Christianity to 1500
- 202 Late Antiquity and the Early Middle Ages
- 206 Medieval Europe
- 207 Europe and the Mediterranean 1100-1500
- 295 The Crusades in Context
- 320 Power and Lordship in Medieval Europe
- 339 Asia and Europe 1200-1700

LATIN

- 390 Topics in Roman Society and Culture: Medieval Latin

MEDIEVAL AND RENAISSANCE STUDIES

- 223 Gender and Violence in the Middle Ages

MUSIC

- 251 Music in Europe Before 1600

RELIGIOUS STUDIES

- 145 Christianity to 1500

**223S Gender and Violence in the Middle Ages.**

This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. (Oral Presentations.) Prerequisite, One 100-level course in literature or history, or AP 4 or 5 in English or history. (Same as English 223 and History 223). (Same as English and Creative Writing 223 and History 223.) Maximum enrollment, 24. Katherine Terrell and John Eldevik.

# Middle East and Islamic World Studies

# Music

## Faculty

Lydia R. Hamessley, *Chair*  
Rebecca Bodenheimer  
Heather R. Buchman (S)  
Robert G. Hopkins  
G. Roberts Kolb  
Samuel F. Pellman  
Michael E. Woods

## *Special Appointments*

Rick Balestra  
Suzanne Beevers  
Stephen Best  
Janet Brown  
Paul Charbonneau  
Mike Cirmo  
Jon R. Garland  
Linda Greene  
Eric Gustafson  
Jim Johns  
Lauralyn Kolb  
Allan Kolsky  
Ursula Kwasnicka  
Raymond W. Larzelere  
Rick Montalbano  
Colleen R. Pellman  
Vladimir Pritsker  
Darryl Pugh  
Gregory Quick  
John Raschella  
Monk Rowe  
Patricia Sharpe  
Jesse Sprole  
Jeff Stockham  
Sar-Shalom Strong  
Ubaldo Valli  
Jon Fredric West

A concentration in music comprises 11 courses: 209, 251, 252, 253, 254 or 259, 280 and 281 (half-credit courses), 309, 350, 351, the Senior Project (452), and one course credit in performance (from among courses in solo performance and/or group performance). A more complete description of the Senior Project is available from the department. Prerequisite for 209: 109 or placement through department placement exam; prerequisites for 280 and 281: 180 and 181 respectively. Concentrators are also expected to participate in department ensembles in each semester. Students contemplating graduate work in music should consult with a member of the department at an early date. Department honors can be earned by students who have at least a 90 average in their coursework that counts toward the concentration as well as through distinguished achievement in Mus 550-551 (Honors Senior Project I-II).

A minor in music comprises five courses: 209, two courses from among 251, 252, 253, and 254 or 259; one course credit in performance (from among courses in solo performance and/or group performance); and one other full-credit course except 109.

Music 104, 154, and 160 are open to juniors; 109 is open to both juniors and seniors. Juniors and seniors without prior courses in the department may enroll in 258 and 420.

## Courses in Literature and History of Music

### 104F Masterpieces of Western Music.

A listening course based on the study of selected masterpieces of Western music in their historical context. Emphasis on listening skills and the evaluation of cultural and musical meanings. Includes instrumental and vocal works by Monteverdi, Handel, Mozart,

Beethoven, Verdi and Stravinsky. No ability to read music is assumed or required. Not open to seniors or students who have taken 258. (Writing-intensive.) Next offered 2012-13. Maximum enrollment, 20. Hopkins.

**[108] From Words to Song.**

An exploration of the relationship between words and music — of the many and different ways in which the meanings and emotions of the words have (and have not) been expressed through music in the last millennium. (Writing-intensive.) (Proseminar.) No previous knowledge of music required. Not open to seniors. Maximum enrollment, 16.

**[154] Music of the World's Peoples.**

A study of selected cultures around the world, including Native American music of North America, sub-Saharan African music, African-American music in the United States, Latin American music and the classical traditions of India, Indonesia and Japan. Consideration given to musical style and the role of music in these cultures. (Proseminar.) Not open to seniors. Maximum enrollment, 16.

**160F History of Jazz.**

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

**[208] Women in Music.**

A critical examination of popular and art music from women's perspectives in relation to race, class and sexuality. Topics include women as performers and composers, representations of women in music, musical criticism and cultural values that have affected women's participation in musical life. (Same as Women's Studies 208.)

**245S Music in American Film.**

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

**251F Music in Europe Before 1600.**

A study and analysis of major developments in style of Western music to 1600, including early music theory, the rise of notation and polyphony, the relationship between music and text, and problems of performance practice. Consideration of the influence of political, economic, technological and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 109. Maximum enrollment, 20. Hamessley.

**252S Music in Europe, 1600 to 1900.**

A study and analysis of major developments in style of Western music between 1600 and 1900, including the birth and development of opera, the growth of the concerto and symphony, the proliferation of program music and consideration of the varied audiences for whom composers of the Baroque, Classical and Romantic periods were writing. Consideration of the influence of political, economic, technological and cultural environments upon the development of musical styles. (Proseminar.) Prerequisite, 109. Maximum enrollment, 16. Hopkins.

[Spring 2006 01](#) (Hopkins R)

**253S Music in Europe and America Since 1900.**

A study and analysis of major developments in style of Western music since 1900, in particular the dissolution of tonality in the first decades of the century, the alternatives to traditional tonality that developed subsequently and the proliferation of styles in more recent years. Consideration of the influence of political, economic, technological and cultural environments on these developments. (Proseminar.) Prerequisite, 109. Maximum enrollment, 16. Buchman.

[Fall 2006 01](#) (Buchman H)

**[254] Studies in World Music.**

Examination of selected non-Western music cultures with primary emphasis on West African drumming and Javanese gamelan traditions. Focus on musical procedures as well as cultural uses of the music and corollary arts. Includes hands-on performance in the traditions studied. (Proseminar.) Prerequisite, 115, 154, or consent of instructor. Offered every other year. Maximum enrollment, 16.

**[258] Opera.**

Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *The Marriage of Figaro*, *Otello*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in music or two in literature, or one in each field, or consent of instructors. (Same as Comparative Literature 258.) Next offered 2012-13. Maximum enrollment, 24.

**259S Studies in Jazz.**

A study of the life, times and music of selected jazz musicians from 1950 to the present. Emphasis on the range of jazz styles from

that era including funky, fusion and free jazz. Prerequisite, 160 or consent of instructor. Next offered 2012-13. (Same as Africana Studies 259.) Woods.

### **[262] African-American Popular Music.**

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

### **420S Seminar: American Folk Revivals.**

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

[Spring 2010.01](#) (Hamesley L, Kodat C)

## **Courses in Performance**

### **125F,S Applied Music.**

The study of music through lessons in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Half-hour tutorial for one-quarter credit. Based on evaluation of Satisfactory/Unsatisfactory. Prerequisite, consent of instructor. Students may repeat courses for credit in Applied Music to a maximum of four semesters of study in any given instrument with the consent of the instructor. Following successful completion of four semesters of Applied Music, the student must advance to Solo Performance for further study for credit. The Department.

### **126F,S Applied Music.**

The study of music through lessons in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Hour tutorial for one-half credit. Based on evaluation of Satisfactory/Unsatisfactory. Prerequisite, consent of instructor. Students may repeat courses for credit in Applied Music to a maximum of four semesters of study in any given instrument with the consent of the instructor. Following successful completion of four semesters of Applied Music, the student must advance to Solo Performance for further study for credit. The Department.

### **141-142F,S Group Performance.**

The study of music through performance in one or more of the following: Orchestra (Buchman), Brass Lab (Buchman), Woodwind Lab (Buchman), College Choir (G. Kolb), Masterworks Chorale (G. Kolb), Jazz Ensemble (Woods) and Jazz Improvisation (Woods). Prerequisite, consent of instructor. (Masterworks Chorale is graded S/U and is open to seniors by audition only. Jazz Improvisation is graded S/U.). One-quarter course credit each semester. May be repeated. Students may count up to four credits from among 141, 142, 241 and 242 toward graduation. The Department.

### **[216S] Conducting.**

The elements of conducting, including baton technique, aural perception, rehearsal techniques and score study (both instrumental and choral). Prerequisite, any 200-level full-credit music course. Concurrent participation in a college ensemble required. Offered every other year; next offered Spring 2013..

### **225F,S Solo Performance.**

The study of music through lessons and performance in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Half-hour tutorial for one-half credit. Students must participate in at least one public performance per semester as specified in the *Music Department Handbook*. Prerequisite, consent of instructor. Successful completion of, or placement out of, Music 109 must occur within three semesters of Solo Performance study. May be repeated for credit. A fee is charged. The Department.

### **226F,S Solo Performance.**

The study of music through lessons and performance in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Hour tutorial for one-half credit. Students must participate in at least one public performance per semester as specified in the *Music Department Handbook*. Prerequisite, consent of instructor. Successful completion of, or placement out of, Music 109 must occur within three semesters of Solo Performance study. May be repeated for credit. A fee is charged. The Department.

### **241-242F,S Advanced Group Performance.**

The study of music through chamber performance in one or more of the following: Instrumental Chamber Ensembles (Buchman), College Hill Singers (G. Kolb), Jazz Combo (Woods). Co-requisite, concurrent registration in the corresponding Group Performance ensemble required; i.e., Orchestra, College Choir or Jazz Ensemble respectively, and consent of instructor.



One-quarter course credit each semester. May be repeated. Students may count up to four credits from among 141, 142, 241 and 242 toward graduation. The Department.

### **326F,S Advanced Solo Performance.**

The study of music through lessons and performance in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Hour tutorial for one-half credit required for and open only to students who are preparing half or full recitals approved by the Music Department. Prerequisite, successful completion of at least two semesters of Solo Performance, 109 and consent of instructor. Students may only enroll in Advanced Solo Performance upon completion of or co-registration in 209 or one course in literature and history of music at the 200 level. May be repeated for credit. A fee is charged. The Department.

## **Courses in Theory and Composition**

### **109F,S Theories of Music: Fundamentals.**

Intensive training in the fundamentals of music, with an emphasis on the study of melodic structures, harmonic intervals and chords, rhythm and meter, and basic musical forms. Regular written assignments, including computer assignments aimed to develop musicianship skills. (Quantitative and Symbolic Reasoning.) Prerequisite, Fall: the ability to read music in one clef; spring: Mus 125, 126, 225, 226, 141, or 142 and ability to read music in at least one clef. Prospective music concentrators are strongly urged to register concurrently in 180 and 181. May not be counted toward the minor. Hopkins (fall); S Pellman (spring).

[Fall 2006 01](#) (Hopkins R)

### **180F Basic Aural Skills.**

Introduction to aural understanding through sight-singing, dictation and the rudiments of music notation. Diatonic major scales and keys, diatonic intervals, diatonic melodies, tonic and dominant arpeggiation, an introduction to minor scales and keys, cadences, rhythms in simple and compound meters. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, concurrent or previous registration in 109 or consent of instructor. Hamessley.

### **181F,S Basic Keyboard Skills.**

Introduction to keyboard skills including note identification, intervals, major and minor scales, triad identification, 7th chords, simple chord progressions and basic sight-reading. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, concurrent or previous registration in 109 or consent of instructor. Not open to seniors. Best.

### **209F Theories of Music: Counterpoint and Harmony.**

A study of counterpoint, voice-leading, harmonic progressions and chromatic harmony. Consideration of common processes in music and how they are perceived. Concurrent registration in Keyboard Skills (181 or 281) is highly recommended for prospective music concentrators. (Quantitative and Symbolic Reasoning.) Prerequisite, 109 and 180 (may be taken concurrently). Hopkins.

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

### **213F Jazz Arranging.**

The theoretical designs used in combo, big band and third-stream writing. Coverage of jazz scales, chords, voicings, ranges and tonal properties. Students are expected to compose and copy the parts to three compositions, one of which will be read and recorded. Prerequisite, 209. Woods.

### **[277] Music for Contemporary Media.**

Experience with the aesthetics and techniques of the modern recording studio, including the uses of sound synthesizers, digital samplers and MIDI. Creative projects using these techniques. Prerequisite, ability to read music in at least one clef. Three hours of class and three hours of studio. Maximum enrollment, 14.

### **280S Intermediate Aural Skills.**

A continuation of 180. Development of aural understanding through sight-singing and dictation. Tonic and dominant arpeggiation in inversion, diatonic melodies with simple modulation, further work in minor keys, introduction to alto and tenor clefs, chromatic intervals, harmonic progressions, rhythms in mixed meters, modal scales. May be repeated for credit with the consent of instructor. One-half course credit. Prerequisite, 180 and consent of instructor. Buchman.

### **281F,S Intermediate Keyboard Skills.**

A continuation of 181. Four-part chord progression reading, alto and tenor clef, melodic transposition, introduction to figured harmony, chord progressions, intermediate sight-reading. One-half course credit. May be repeated for credit. Prerequisite, 181 and consent of instructor. Best.

### **309S Theories of Music: Musical Forms.**

Analytical techniques and analysis of common musical forms from many traditions, including European classical, popular, jazz and other music from around the world. Consideration of common structures in music and how they are perceived. Concurrent registration in Keyboard Skills (181 or 281) is highly recommended for prospective music concentrators. Prerequisite, 209 and 280 (may be taken concurrently). Hopkins.

### **315F Songwriters' Workshop.**

Students will study the creation of songs, with attention to melody writing, harmonization, lyric writing, song forms, style, instrumentation and arranging. Students, working alone or in pairs, will be required to write or revise a song to present to the class for critique. (Oral Presentations.) Prerequisite, Music 109 or 277. One-quarter course credit. Maximum enrollment, 12. Kinkel.

**[368] Seminar in Musical Composition.**

Contemporary techniques of musical composition, including notational practices and score preparation. Emphasis on developing the ability to structure musical ideas in a series of short pieces in a variety of media, culminating in the presentation of selected works in a studio recital. Prerequisite, 209. (Offered in alternate years.) Maximum enrollment, 12.

**[369] Advanced Musical Composition.**

A continuation of 368. Students work on individual projects involving more extended musical forms. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, 368. Maximum enrollment, 3.

**377F Electronic Arts Workshop.**

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

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

**380F,S Advanced Aural Skills.**

A continuation of 280. Development of aural understanding through sight-singing and dictation. More extensive modulation of melodies and harmonic progressions, aural analysis of small binary forms, further work in alto and tenor clefs. One-half course credit. May be repeated for credit. Prerequisite, 280 and consent of instructor. Hamessley.

**381F,S Advanced Keyboard Skills.**

A continuation of 281. May include continued work in alto and tenor clef, reading open scores, more advanced figured harmony and advanced sight-reading. One-half course credit. May be repeated for credit. Prerequisite, 281 and consent of instructor. Best.

**Third-year Seminars and the Senior Project**

**350F Topics in Music.**

In-depth consideration of topics in music theory, history, composition and performance. Topics for 2012: Orchestration and Score Study; Music and Film; and CSound Applications. (Oral Presentations.) Prerequisite, 309 (formerly 210) and one additional full-credit music course at the 200 level. Buchman, Hamessley, S Pellman.

**351S Topics in Music.**

In-depth consideration of topics in music theory, history, composition and performance. Topics for 2013: Editing Renaissance Music; Bernstein's "Candide"; and Jazz Greats. (Oral Presentations.) Prerequisite, 309 (formerly 210), 251, or consent of instructor. Hopkins, G Kolb, Woods.

**452S Senior Project.**

Supervised work on a specific topic chosen from among those offered by members of the department. Prerequisite, Music 350-351, or consent of department. Open to seniors only. The Department.

**550F Honors Senior Project I.**

Supervised work on a specific project based on proposal submitted to the department by the end of the student's junior year. Prerequisite, Consent of department. One-half credit. Open to seniors only. The Department.

**551S Honors Senior Project II.**

Completion of senior honors project. Prerequisite, Music 550 and consent of department. One-half credit. The Department.

# Neuroscience

## Faculty

Douglas A. Weldon (Psychology), *Director*  
Serena Butcher (Psychology)  
David A. Gapp (Biology)  
Herman K. Lehman (Biology)  
Jeremy I. Skipper (Psychology)  
Jonathan Vaughan (Psychology)

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. The concentration consists of 12 courses, which must include: Biology 101 and 102, or 115 and another biology course at the 200 level or above; Chemistry 120 or 125, and 190; Psychology 101, 201 and 205; a biology or psychology elective at the 200 level or above, or Chemistry 270; Neural Plasticity (330); Language, Action and Brain (347); Cellular Neurobiology (357); and the Senior Project. Program honors recognize the distinguished achievement of students who excel in their coursework in the concentration, including the Senior Project. Students considering graduate work in neuroscience are advised to take Chemistry 255, Mathematics 113-114, Computer Science 110-111 and Physics 100-105.

## 198F,S Collaborative Research in Psychology.

Students will work on a project with an instructor. Focus on laboratory data collection and analysis. Readings to illustrate hypotheses investigated in the laboratory. Prerequisite, Permission of the instructor. Four-five hours per week of lab work. Does not count toward concentration requirements. Based on evaluation of Satisfactory/Unsatisfactory. One quarter credit. Course may be repeated for credit. (Same as Psychology 198.) The Department.

## 201F,S Statistics and Research Methods in Psychology.

The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Instruction in research design and methodological issues. Students will complete five projects involving data collection, data analysis, and communication of findings in APA style. Use of the statistical computer program SPSS to analyze data. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 101. Not open to students who have taken 280. (Same as Psychology 201.) Borton and McKee (Fall); Pierce and Yee (Spring).

## 204F,S Human Neuropsychology.

Study of human brain function from the standpoint of experimental and clinical research in behavioral and cognitive neuroscience. Survey of research involving animals and humans, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of aphasia, agnosias, apraxias and disconnection syndromes. Prerequisite, 101. Not open to students who have completed Psych/Neuro 232. (Same as Psychology 204.) Vaughan, Weldon.

## 205F,S Introduction to Brain and Behavior.

Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psychobiological explanations of perception, learning, attention, motivation, emotion and behavior disorders. (Oral Presentations.) Prerequisite, 101 or Biology 102 or 115. (Same as Psychology 205.) The Department.

## 330S Neural Plasticity.

An analysis of the anatomical, physiological and chemical changes that occur in the nervous system as a function of experience and development. Laboratory work includes intracellular and extracellular recording from muscle cells and neurons. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 205 or Biology 102 or 115. (Same as Psychology 330 and Biology 330.) Maximum enrollment, 18. Weldon.

## 347F Language, Action and Brain.

Study of the social cognitive neuroscience of language, with emphasis on how the brain processes verbal and non-verbal information for the purpose of communication. Analysis of neuroimaging data related to real-world language use. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 201, and either 205 or 232. (Same as Psychology 347.) Maximum enrollment, 20. Skipper.

## [352] Psychopharmacology.

A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction and the implications of drug effects for neurochemical theories of behavior. (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 242. (Same as Psychology 352.)

## 357F Cellular Neurobiology.

A study of the fundamental functions of eukaryotic cells. The interrelationships of cellular structure and function, the cell cycle, protein trafficking and cellular communication will be examined through the study of neurons, the basic unit of the nervous

system. Additional topics will include specialized activities of neurons. Three hours class and three hours of laboratory. Prerequisite, 101 and 102, 115, or consent of instructor. (Same as Biology 357.) Lehman.

**[366S] Social Brain.**

How the nervous system has adapted to the complex computational demands of social systems in primates and other social species. Focus on how the brain implements social behavior, and how social processes, in turn, affect biological systems. Topics selected from language; self and other perception; theory of mind; empathy; decision making; meta-cognition; social and emotional cognition; interpersonal and group interaction; loneliness; and the social deficits of autism. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Psych/Neuro 201, and either 205 or 232. (Same as Psychology 366.)

**[370] Cognitive Neuroscience.**

Study of brain processes involved in cognition with a focus on current research designs and techniques. Class discussions will focus on journal articles reporting studies on sensory, motor, affective, executive and memory systems. Laboratory exercises will include analysis of data from brain scan, electroencephalographic and neuronal recording studies. (Oral Presentations.) Prerequisite, 280. (Same as Psychology 370.) Maximum enrollment, 20.

**500F-501S Senior Project.**

Supervised research on a specific problem in neuroscience based on proposals submitted to the faculty in the spring of the junior year. Open to senior concentrators. The Department.

# Oral Communication

## Faculty

Susan A. Mason, *Director*

James E. Helmer, *Coordinator*

Though not a concentration, courses in oral communication enable students to develop thinking and communication skills necessary for success in other Hamilton courses requiring intensive interaction, such as in Proseminars and the Senior Program. Through variable credit instruction in classrooms, labs and in the field, students experience a wide variety of innovative learning opportunities. Oral communication coursework provides regular academic credit toward graduation requirements. Unless otherwise noted by a concentration, oral communication credits may not be applied toward requirements for a student's concentration.

### **100F,S Oral Presentations: Principles and Practices.**

Abbreviated study of fundamental principles with emphasis on organization, development, and oral delivery. Designed for students who wish to increase confidence and overall effectiveness in making oral presentations. Videotaping. Open by academic referral or consent of instructor. Repeatable for credit with permission of director. (Oral Presentations.) One-quarter course credit. Maximum enrollment, 18. Helmer and Mason.

[Fall 2006 02](#) (Helmer J)

### **210F,S The Rhetorical Act.**

Study and application of rhetorical principles and concepts that guide the creation and delivery of effective public speeches. Students create, deliver, and critique speeches, demonstrating their understanding of structural, substantive, and aesthetic components of oral discourse and how these elements are adapted to different purposes and audiences. (Oral Presentations.) Maximum enrollment, 18. J Helmer.

# Philosophy

## Faculty

A. Todd Franklin, *Chair*  
Katheryn Doran  
Marianne Janack  
Russell Marcus (FS)  
Martin Shuster  
Robert L. Simon  
Richard W. Werner

The concentration in philosophy consists of 10 courses:

1. 201, 203, 355 and 550.
2. one logic course: either 100, 200 or 240.
3. three additional courses at or above the 400 level, none of which may be cross-listed from outside the department.
4. two electives in philosophy with no more than one of them at the 100 level and no more than one of them cross-listed from outside the department.

Concentrators must take at least one 400-level course from epistemology, metaphysics or philosophy of science, and another from the history of philosophy, ethics or aesthetics. Courses cross-listed from outside the department will not be counted toward the concentration without approval of the department.

Concentrators normally complete 201, 203 and the logic requirement (either 100, 200 or 240) by the end of their sophomore year. Concentrators normally complete 355 by the end of the junior year.

Senior concentrators complete the Senior Seminar (550) in the fall of the senior year. Each student in 550 will complete a senior writing project. Concentrators planning to do theses (551) in the spring will also work on thesis proposals. Students will be admitted to Senior Thesis (551) only if a formal thesis proposal submitted in the fall is approved by the department. Candidates for honors must have a cumulative average of at least 3.5 (90) in their philosophy courses, have had their 551 proposals accepted by the department, and submit and successfully defend orally the 551 thesis during the spring semester of their senior year.

Starting with the class of 2013, candidates for honors must have an average of at least 3.67 in 9 of their philosophy courses, have earned an A on their senior project, and submit and successfully defend orally a final version of their senior project during the spring semester of their senior year.

A minor in philosophy can be of two kinds: standard (five courses consisting of one course from among 100, 200 or 240; 201, 203 and two other courses); or correlative (five courses in philosophy correlative to the field of concentration and approved by the department).

First-year students, sophomores and juniors may enroll in 200, 201 or 203 with no prerequisites.

## 100F Critical Thinking.

An introduction to informal methods of evaluating claims and arguments in everyday life. Emphasis on the recognition of bad reasoning, nonrational persuasion, and the evaluation of explanations and arguments. Includes lecture, discussion and small group interaction. (Writing-intensive.) Open to first-year students only. Maximum enrollment, 20. Doran.

## 110F Introduction to Philosophy.

An introductory examination of a number of perennial philosophical questions and their treatments by both classical thinkers and more contemporary philosophers. Topics to be discussed may include the existence of God, the possibility of knowledge, the problem of induction, identity and material constitution, the nature of mind, the nature of the good, and the relationship between the individual and the state. (Writing-intensive.) (Oral Presentations.) Section 01 Open to first-year students only. Section 02 Open to all students. Maximum enrollment, 20. Shuster.

## 111F Contemporary Moral Issues.

Introduction to moral reasoning. Discussion of contemporary moral problems, such as racism, environmental ethics, euthanasia, abortion, terrorism and war. Explores issues especially prominent for college students, including gender and sexuality, and political correctness. Extensive use of films outside of class. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Proseminar. Open to first-year students only. Maximum enrollment, 16. Werner.

## [112] Telling Right from Wrong.

Philosophical inquiry into whether or not any of our moral beliefs can be justified and intensive examination of specific moral theories, including theories of justice, equality and rights. (Writing-intensive.) (Proseminar.) Open only to first-years. Maximum enrollment, 16.

## 115F Existentialism.

An introduction to various theories and expressions of 19th- and 20th-century existential thought. Readings include works by Kierkegaard, Nietzsche, Sartre, Camus, deBeauvoir, Wright. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Section 1

open to first-year students; section 2 open to sophomores and juniors. Maximum enrollment, 16. Franklin.

**117F,S Introduction to Political Theory.**

Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality, justice and community. (Proseminar and writing-intensive in the Spring.) Open to juniors and seniors with consent of instructor only. (Same as Government 117.) Cannavo (Fall); Martin (Spring).

[Fall 2005 01](#) (Tampio N)

[Fall 2007 03](#) (Tampio N)

[Spring 2007 03](#) (Cannavo P)

[Spring 2007 04](#) (Cannavo P)

**[118] Philosophy of Humor.**

We all like to laugh -- but why do we do it? This class will philosophically explore various theories of humor and take up a number of issues (social, political, or otherwise) concerning various uses and misuses of humor.

**120S Philosophical Perspectives on the Self.**

What is a self? Does each person have one? Does each person have only one? How is the self related to the soul? Is it unchanging or in constant flux? What is the relationship between the self and the body? Examination of personal identity, the self and the soul as these topics are addressed in traditional philosophical texts, literature and neuropsychology. (Oral Presentations.) (Proseminar.) Open to first years and sophomores. Maximum enrollment, 16. Janack.

[Fall 2009 02](#) (Janack M)

**200F Critical Reasoning.**

Practical, hands-on work on recognizing and constructing clear arguments from and in everyday life. Emphasis on strengthening one's reasoning skills and putting them to constructive use in debate and writing. Not open to students who have taken 100 or 240. Doran.

**201F History of Ancient Western Philosophy.**

A study of the philosophical classics from early Greek times to the Renaissance. Emphasis on Plato and Aristotle. Section 01 is lecture only. Other sections are writing intensive (limit 20; with an addition weekly discussion session). (Same as Classics 201.) Werner.

**203S History of Modern Western Philosophy.**

A study of the philosophical classics from Descartes to Kant. (Oral Presentations.) Prerequisite, one course in philosophy. Pereplyotchik.

**[204] Philosophy as/and/of literature.**

While Plato famously criticized the poets, his own works are often best read, not as straightforward presentations of philosophical ideas or arguments, but as ironic texts that use rhetorical devices to show, rather than tell, his claims. Examines philosophy's relationship to the literary and questions about interpretation, truth and argument, as well as the rhetorical aspects of philosophical texts. Includes traditional philosophical works, novels, poetry and drama.

**[208] Language Revolution.**

Twentieth-century and contemporary philosophers often focus on the role of language in philosophical questions, whether to clear up mistaken or misleading uses of language or for its own sake. This survey course will look at the most important philosophers of language and how they approach questions of reference, meaning, and linguistic ontology, including Frege, Russell, Tarski, Quine, Putnam, Kripke, and Chomsky. (Oral Presentations.) Prerequisite, One courses in philosophy or consent of instructor.

**[209] Human Nature, Gender, and Identity.**

An introductory survey of philosophical approaches to feminism. Examines the historical progression of feminist philosophical thought, as well as some of the debates that animate contemporary feminist theory. Will address the general question of feminism's relationship to, and tensions with, philosophical thought. Prerequisite, one course in philosophy or women's studies or consent of instructor.

**222F Race, Gender and Culture.**

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

**235S Environmental Ethics.**

Examines the appropriate relation of humans to the environment. Specific topics include ways of conceptualizing nature; the ethical and social sources of the environmental crisis; our moral duties to non-human organisms; and the ethical dimensions of the human population explosion. The goal is to help students arrive at their own reasoned views on these subjects and to think about the consequences of everyday actions, both personal and political. Preference given to environmental studies majors and minors, starting with seniors. Doran.

### **240S Symbolic Logic.**

A study of formal systems of reasoning and argument evaluation. (Quantitative and Symbolic Reasoning.) Pereplyotchik.

[Fall 2008 01](#) (Marcus R)

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

### **242S The Black Self: Identity and Consciousness.**

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

### **281S Philosophy as Spiritual Quest.**

Exploration of the spiritual power attributed to philosophy by religious philosophers from classical Greece to modern times through readings from Greek, Jewish, Islamic and/or Christian philosophical works. (Writing-intensive.) (Oral Presentations.) Prerequisite, One course in philosophy and/or religious studies. (Same as Religious Studies 281.) Maximum enrollment, 20. Ravven.

### **301S The Philosophy of History.**

An examination of such enduring issues as causation, general laws, fact and explanation, objectivity, pattern and meaning, uniqueness and the role of the individual. Readings from classic and contemporary texts, with emphasis on the practical, historiographical implications of philosophical theories. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in philosophy. (Same as History 301.) Maximum enrollment, 20. A Kelly.

[Fall 2007 01](#) (Kelly A)

### **[309] Seminar: Only a God Can Save Us Now: The Experience of Modernity.**

In speaking of us as modern agents, Martin Heidegger once remarked that "only a god can save us now." This course will attempt to contextualize and understand Heidegger's statement in a continuing discussion about modernity. We will examine what it means to be modern and to understand ourselves as modern agents. Particular attention will be directed towards making sense of what is distinctive about modernity or being modern, especially in distinction to other periods (e.g. ancient or "post-"modern). Some of the figures studied will include Arendt, Foucault, Kant, Hegel, Heidegger, and others. Prerequisite, One course in philosophy or consent of Instructor. Maximum enrollment, 12.

### **310S Philosophy of Science.**

Focus on the philosophical analysis of scientific knowledge, scientific method and the practice of science. Readings include classic texts in the philosophy of science as well as contemporary discussions of science as a social product and critiques of the notion of scientific objectivity. Prerequisite, one course in philosophy or consent of instructor. Not open to students who have taken 415. Pereplyotchik.

### **[317] Seminar: Ethics after Auschwitz.**

An exploration of the work of philosophers who attempt to respond to the Nazi genocide. Issues of concern include the possibility and nature of philosophical claims about genocide, as well as questions concerning whether or not the Nazi genocide raises distinct issues for ethics. Figures studied will include philosophers such as Hannah Arendt, Emmanuel Lévinas, Theodor Adorno and others. Prerequisite, one course in philosophy. Maximum enrollment, 12.

### **323S Philosophical Issues in Sport.**

An examination of conceptual and ethical issues that concern sport, including the nature of play, games and sport, the moral evaluation of athletic competition, the nature of gender equity in sport, the ethics of chemical and genetic enhancement of athletes, and problems of intercollegiate athletics. Readings will explore theories of sport, the intersection of sport, law and education, sport and culture, and criticisms of various sporting practices. Prerequisite, Two courses in philosophy or senior standing. Simon.

### **[324] Seminar: Philosophy of Film and Television.**

Film and television are significant contemporary art forms, yet they have received little attention from philosophers. Even worse, when philosophers do turn to film, they see it as a means of illustrating already established philosophical ideas or problems (e.g. The Matrix as illustrating certain problems of knowledge). We will abandon the idea of defining a philosophical object in advance, and will instead see to what extent film and television raise distinct philosophical claims and problems. In particular, we'll ask what such visual art forms suggest for understanding the idea of America. Prerequisite, Two course in Philosophy or consent of Instructor. Occasional screenings may be scheduled outside of class time. Maximum enrollment, 12.

### **[337] Seminar: Confucian Traditions.**

Examination of Confucian thought and ritual practice from classical times to the early 20th century. Emphasis on reading philosophical and ritual texts in translation in order to understand the various ways that Confucians understood their place in Chinese society. (Writing-intensive.) (Oral Presentations.) Prerequisite, relevant coursework in history, Asian studies or religious studies, or consent of instructor. (Same as History 337.) Maximum enrollment, 20.

### **351S The Theory and Practice of Nonviolence.**

Critical inquiry into the morality of war and peace with emphasis on the ethics of killing in war. Consideration of the ethics of violence and the alternative of nonviolence both as a tactic and as a way of life. Historical and contemporary readings. Extensive use of films outside of class. (Oral Presentations.) Prerequisite, One courses in philosophy or consent of instructor. Open to



sophomores, juniors and seniors. Werner.

**[352] Advanced Topics in Political Philosophy.**

A limited enrollment course that closely examines a topic or group of topics highlighting the scholarly expertise of the Alan McCullough Jr. Distinguished Visiting Professor of Philosophy. Prerequisite, two courses in philosophy or consent of instructor. Maximum enrollment, 20.

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

**355F Contemporary Philosophy.**

Survey of some central questions in contemporary analytic philosophy and their 20th-century origins. Among the questions we may explore are: What is the relation of language to the world? How are we to understand truth? Does philosophy have its own method, or is it an extension of science? What is the nature of consciousness? What are the limits of philosophy? (Writing-intensive.) Prerequisite, 203 or consent of instructor. Open to sophomores, juniors and seniors. Maximum enrollment, 20. Pereplyotchik.

**[362] Genealogical Praxis.**

A close examination of genealogical critique and its historical deployment as a means of existential liberation and cultural transformation. Genealogists studied include Nietzsche, Douglass, DuBois, Fanon, Foucault and Baldwin. Prerequisite, two courses in philosophy or Africana studies, or consent of instructor.

**[371] Ethics of Professions and Practices.**

Examination of ethical issues arising in the professions, in institutions and in human practices. Study of selected ethical problems in law, medicine, education and sport. Previously, the course focused on ethical issues in sport and ethical issues in higher education. Prerequisite, one course in philosophy. Open to juniors and seniors only.

**[380] Philosophy of Law.**

Inquiry into the nature of law, the authority of law, the character of judicial reasoning and other selected problems in jurisprudence, with particular attention to the relationship of legality to morality and justifiability of judicial reasoning. Prerequisite, two courses in philosophy or senior standing.

**[405] Seminar in Metaphysics: Knowledge, Truth, and Mathematics.**

A survey of the philosophical questions that arise from considering historical and contemporary approaches to explaining our knowledge of mathematics. Do we have a priori knowledge of necessary truths? Is our knowledge of mathematics empirical? Perhaps we do not really have mathematical knowledge. (Oral Presentations.) Prerequisite, 201, 203, 355 or consent of instructor. Maximum enrollment, 12.

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

**[410] Seminar in the History of Philosophy: American Philosophy.**

Historical debates over the metaphysics and ethics of personhood with an examination of some early American texts by Bradstreet and Lincoln, and Emerson and Thoreau's Transcendentalism. Emphasis on classical Pragmatist metaphysics and epistemology through the work of Peirce, James and Dewey, with attention to their neo-Pragmatist legacies in contemporary American philosophy. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

**[415] Seminar in the Philosophy of Science: Objectivity and Rationality.**

Is objectivity possible? If it is, is it an epistemic value worth pursuing? How does objectivity relate to the metaphysics of experience and to our ideals of rationality? How does objectivity relate to truth? Readings will draw from traditional philosophers of science, historians and sociologists of science, feminist philosophers of science and other writings in science studies. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

[Fall 2007 01](#) (Janack M)

**426F Seminar: Hannah Arendt.**

Arendt's thought, while gaining popularity in poli-sci and Jewish studies, remains neglected in philosophy. As a corrective, this course is a close examination of Arendt's philosophical thought, especially her philosophy of action, political and ethical philosophy, philosophy of history, and her relationship to the philosophical and extra-philosophical world. At the end of the course we will consider Arendt's thought in relation contemporary events. Prerequisite, Two courses in philosophy or permission from professor. Maximum enrollment, 12. Martin Shuster.

**[427] Seminar: Intuitions and Philosophy.**

Explores the role of intuition in our reasoning in epistemology, philosophy of mind, mathematics and moral philosophy, and perhaps other areas. We will consider arguments in favor of using intuitions in philosophy, as well as work on the fallibility of intuition, and the recent movement known as experimental philosophy. (Oral Presentations.) Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

**[430] Seminar in Epistemology: The Problem of Knowledge.**

Inquiry into whether it is possible to reject skepticism without resorting to dogmatism. Special emphasis on the connection (or tension) between everyday reflection and philosophical theory. Historical and contemporary readings. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

#### **434S Kant's Critique of Judgment.**

The 20th century philosopher, Martin Heidegger once said that, "so far, Kant's *Critique of Judgment* has been effective only through misunderstandings." This course will offer a close reading of Kant's 3rd and final critique, the *Critique of Judgment*. In many regards, it is the culmination of Kant's thinking and brings to a conclusion his critical philosophy. Topics of discussion will include aesthetics and beauty, the nature of judgment, morality, teleology and living organisms, and freedom and God. Prior experience with Kant helpful, but not necessary. Prerequisite, 2 philosophy courses, recommended: modern philosophy, or permission of instructor. Maximum enrollment, 12. Martin Shuster.

#### **438S Seminar: Philosophy of Psychology.**

Many of the ideas in contemporary psychology derive from long-standing philosophical positions, and philosophers have increasingly drawn on the results from cognitive science to ground their claims and theories. Some philosophers even engage in experimental research, in addition to interpretation and criticism of such research. We will examine the interface between philosophy and psychology. Topics include: the mind-body problem; introspection and self-knowledge; behaviorist psychology; the computational theory of mind; evolutionary psychology; consciousness and subjectivity. Prerequisite, Three courses in philosophy, or permission of instructor. Maximum enrollment, 12. Pereplyotchik.

#### **440F Seminar in the Philosophy of Science: Mind and Body.**

An examination of literature in philosophy of mind. Focus on questions and issues such as: What is the mind? How is it related to the body? What is its role in personal identity? How do theories of mind relate to our understanding of affective and cognitive phenomena such as the emotions, will and reason? Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12. Janack.

#### **447S Seminar in Ethics: Happiness.**

Investigation of philosophical theories of happiness beginning with the ancient Greeks and ending with contemporary positive psychology. Examination of recent literature from experimental ethics concerning the nature and source of happiness. Comparison of various traditions and methodologies. Examination of recent literature from experimental ethics concerning the nature and source of happiness. Prerequisite, 201 and one other course in philosophy or consent of instructor. Maximum enrollment, 12. Werner.

#### **[448] Seminar in Ethics: Naturalisms.**

If science offers the best explanation of the world, what follows about ethics and meaning? Is the world merely the sum of its facts? Can the scientific worldview make sense of the mental? Of the modal? Of the mathematical? Of meaning? Are all of our actions determined? Are things good merely because we desire them or do we desire them because they are good? Is the naturalistic fallacy a fallacy? Is the fact/value dichotomy a false dichotomy? Is ethics merely the result of biological and social evolution? Can experimental ethics inform or replace philosophical ethics? Prerequisite, Two courses in Philosophy or consent of Instructor. Maximum enrollment, 12.

#### **[450] Seminar in Ethics: Ethical Theory.**

An investigation of recent ethical theory, focusing on theories of justification in ethics, and issues of realism and relativism in ethics. (Writing-intensive.) Prerequisite, 201, 203, 355 or consent of instructor. Maximum enrollment, 12.

#### **460F Seminar in Ethics: Contemporary Theories of Justice.**

Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. Emphasis on Rawl's theory of liberal justice and its critics. Prerequisite, two courses in philosophy or consent of instructor. Open to juniors and seniors. Not open to students who are taking 320. Maximum enrollment, 12. Simon.

[Spring 2004 01](#) (Simon R)

#### **463S Seminar in Metaphysics: Nietzsche.**

A close examination of Nietzsche's philosophical corpus that focuses on his conception of the good life as it emerges within the context of the critical and positive aspects of his philosophy. Topics include the existential significance of narrative, the nature of knowledge and the philosophical import of Nietzsche's critical condemnations of metaphysics, religion and morality. Prerequisite, Three courses in philosophy or consent of instructor. Open to juniors and seniors. Maximum enrollment, 12. Franklin.

#### **550F Senior Seminar.**

Advanced work aimed at completing a clear, focused, powerful piece of philosophical writing. To that end each member of the seminar will work to 1) identify a philosophical problem, 2) frame that problem as a question to which he or she can propose an answer, 3) turn that answer into a thesis supported with argument and defended against objections, and 4) present that argument to the seminar and support it in a public oral defense. Maximum enrollment, 12. The Department.

#### **551S Senior Thesis.**

Extensive practice in writing and evaluating writing on philosophical topics, culminating in completion of a senior thesis. Prerequisite, 550. Maximum enrollment, 12. The Department.

# Physical Education

## Faculty

Jonathan T. Hind, *Director*  
Tobin Anderson  
Scott M. Barnard  
Norm Bazin  
T. J. Davis  
Kerri A. Fagan  
Colette Gilligan  
Erin C. Glaser  
Brett C. Hull  
Ellen Hull  
James C. King III  
Patricia Kloidt  
Brendon Knight  
Sean A. Mackin  
Gillian E. McDonald  
Perry Nizzi  
Melissa L. Patterson  
William J. Spicer  
Stephen P. Stetson  
Eric S. Summers  
David W. Thompson  
Michael A. Tracy

## Coaches

Tim Byrnes  
Sally Cockburn  
Preston Denby  
Al Highducheck  
Gillian McDonald  
Kathy Wilmot

All enrolled students are required to participate in a physical education program for individual development. This "lifetime carryover" program is based on the theory that it is as important to develop a healthy body and a love of sports as it is to provide scope for the skilled athlete.

There is a five-part requirement that includes:

- 1) A physical fitness test (a course is offered for those who do not pass);
- 2) A swim test (beginning swimming is offered for those who do not pass);
- 3 and 4) Two lifetime activity classes;
- 5) one unit of the following: intercollegiate athletics, wellness seminar, lifetime activity class.

Lifetime activity classes include the following: aerobics, badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, scuba, skating, squash, swimming, tennis, toning and volleyball.

Upon passing the physical fitness and swimming tests and successfully completing the three other parts of the requirement, a student shall have completed the physical education requirement. Activities may not be repeated for credit nor may a student be given intercollegiate credit and also receive credit for a similar class (i.e., a hockey player may not receive credit for ice skating).

Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the requirement by the end of four semesters in residence and may not study abroad or away without completing it. Students with physical disabilities may enter an individual program approved by the director of physical education.

# Physics

## Faculty

Gordon Jones, *chair*  
Brian Collett  
Natalia V. Connolly  
Seth A. Major  
Peter J. Millet  
Ann J. Silversmith

A concentration in physics consists of 10 courses: 190, 195, 290, 295, 390, 550 and four other courses chosen in consultation with an advisor who is a member of the physics faculty. Normally at least one of the electives will be selected from physics courses at the 300-level or above. Students who wish to prepare for graduate school in physics or engineering should choose electives from physics courses at the 300-level and above. Students with other interests may, in consultation with their advisor, select up to two electives from other science departments. Such courses should support interdisciplinary interests or career goals. Normally 390 is taken in the spring semester of the junior year in preparation for the research project undertaken in 550. Honors in physics requires outstanding work in the senior research project.

In the first year, prospective concentrators should take 190 and 195, and differential and integral calculus (Mathematics 113 and 114). If the Mathematics Department grants advanced placement, the student may wish to take vector calculus (Mathematics 215), linear algebra (Mathematics 224), or differential equations (Mathematics 235). Physics 290 and 295 should be taken in the second year; Physics 245 is strongly recommended for the second year as well. Other options should be discussed with a member of the physics faculty. Students who wish to major in physics but who have taken either 100-105 or 200-205, or who wish to begin the major belatedly should consult with the department chair. Students with advanced placement in physics should consult with a member of the department before registering for a physics class.

A minor in physics consists of five courses: 190, 195, 290 or 295, and two other physics courses. Alternatively, one can complete the minor with 100-105 or 200-205, plus three other physics courses, of which one must be at the 200 level or above. A minor in astronomy consists of five courses: a 2-course introductory sequence (190-195, 100-105, or 200-205), 290, 160 and either 330 or an independent study in astronomy. A student who majors in physics may not minor in astronomy.

Students interested in the 3-2, 3-1-1-1, or 4-2 engineering programs affiliating Hamilton with engineering schools should take 190, 195, and calculus (or linear algebra if mathematics placement so warrants) in their first year. There are many possible options in engineering programs, and because of their complexity beyond the first year, interested students should consult the engineering advisor, Professor Millet. This is also the case for those who have taken 100-105 or 200-205 and have then become interested in engineering.

Juniors or seniors without prior courses in the department may enroll in 100, 120, 135, 160, 200 and 245.

## 100F Survey of Physics I.

The first semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of physics. Topics include mechanics, fluids and thermodynamics. Emphasis on applications of physics in medicine and in other sciences. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, knowledge of algebra and trigonometry. Collett, Major, Millet, Schreve, Silversmith.

## 105S Survey of Physics II.

The second semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of physics. Topics include electricity and magnetism, optics, atomic physics and nuclear physics. Emphasis on applications of physics in medicine and in other sciences. (Quantitative and Symbolic Reasoning.) Prerequisite, 100 or 190. Three hours of class and three hours of laboratory. Knowledge of algebra and trigonometry required. Silversmith, Connolly, Schreve.

## 120S How Things Work.

A few basic physics principles can explain many common devices such as car engines, TVs, refrigerators, airplanes and eyeglasses, and some not-so-common devices such as atomic bombs and lasers. This course qualitatively teaches basic physics concepts with the aim of demystifying technology. A conceptual introduction to physics where all the examples come from your experience. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 45. G Jones.

## [135] Spacetime and the Quantum World.

A study of two fundamental developments in modern physics — quantum theory and relativity. Drawing on the quantum mechanics of spin and spacetime diagrams, we gain an overview of some of the more thought-provoking aspects of contemporary physics. Breaking from tradition, this is not a historical survey but instead focuses on the fundamental nature of these two developments, as well as the role of observation in modern physical theory. (Quantitative and Symbolic Reasoning.) Comfort with simple algebra and geometry helpful.

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

[Fall 2010 01](#) (Major S)

#### **[140] Light and the Laser.**

Introduction to the fundamental properties of light, including wave behavior, reflection, refraction, color, polarization and the optical processes of absorption and emission. Emphasis on developing an understanding of the laser – how it works and why it is different from conventional light sources. (Quantitative and Symbolic Reasoning.) Prerequisite, familiarity with pre-calculus mathematics. Three hours of class plus some laboratory work. Maximum enrollment, 20.

#### **160S Introduction to Astronomy.**

A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Observational deduction of properties of stars. Stellar evolution and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. (Quantitative and Symbolic Reasoning.) Three hours of class. Connolly.

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

[Fall 2007 02](#) (Millet P)

#### **190F The Mechanical Universe.**

The first semester of a sequence of physics courses for students interested in physical sciences, math or engineering. Normally the first course for students who plan to major or minor in physics. Introduction to principles governing the motion of a particle and of systems of particles. Kinematics and dynamics; energy, linear momentum, angular momentum and conservation laws. Introduction to the laws of special relativity. (Quantitative and Symbolic Reasoning.) Prerequisite, Mathematics 113 (may be taken concurrently). Three hours of class and three hours of laboratory. Jones, Schreve.

#### **195S Waves and Fields.**

The physics of oscillations, waves and fields. Topics include simple harmonic motion, fluids, sound, electric and magnetic fields, light, optics and interference phenomena. Emphasizes the use of calculus as a tool to describe and analyze the physical world. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 190 or 200 and Mathematics 114 (may be taken concurrently). Collett, Millet, Silversmith.

[Spring 2006 02](#) (Major S, Millet P)

[Spring 2009 01](#) (Major S, Silversmith A)

[Spring 2009 02](#) (Major S)

#### **200F Physics I.**

The first semester of a year-long calculus-based sequence (200-205) for scientists and pre-med students who require a year of physics. Topics include Newtonian mechanics, conservation laws, fluids, kinetic theory and thermodynamics. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Mathematics 114 or equivalent. Not open to students who have taken 100 or 190. Millet, Major, Schreve, Silversmith.

#### **205S Physics II.**

The second semester of a year-long sequence (200-205) for pre-med students and other scientists who require a year of physics. Topics include electricity and magnetism, optics, relativity, atomic physics and nuclear physics. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Physics 200; Math 113. Silversmith.

#### **245S Electronics and Computers.**

Hands-on introduction to the concepts and devices of electronics. Study of analog and digital circuits, computer architecture, assembler programming and computer interfacing. (Quantitative and Symbolic Reasoning.) (Proseminar.) Six hours of laboratory. Maximum enrollment, 16. Collett.

#### **290F Quantum Physics.**

Wave-particle duality, the nuclear atom, the development of Schrödinger's wave mechanics and the quantum theory of atoms. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 195 or 105 or 205, and Mathematics 114. Silversmith.

#### **295S Electromagnetism.**

Introduction to the mathematical description of the electric and magnetic fields, their sources and their interactions with matter. Exploration of Maxwell's laws with emphasis on the relationship between the physics and the mathematics needed to describe it. Three hours of class. Prerequisite, 290. Normally taken concurrently with 245. Connolly.

[Spring 2009 01](#) (Millet P)

#### **298F,S Physics Research.**

Independent work on a research project under supervision of a faculty member. Prerequisite, Consent of instructor. May be repeated for credit, but not counted toward concentration requirements. Students may count up to a total of one credit of Physics Research toward graduation. One-quarter, one-half, or one credit per semester. Credit/No Credit only. The Department.

#### **[320S] Topics in Mathematical Physics.**

A study of mathematical methods and their use in investigating physical systems. Topics may include vector calculus, ordinary differential equations, special functions, partial differential equations, Fourier series, calculus of complex functions, numerical methods, tensor analysis, groups and other topics of current theoretical interest. (Quantitative and Symbolic Reasoning.)

Prerequisite, Mathematics 224 or consent of instructor.

[Spring 2003 01](#) (Major S)

[Spring 2009 01](#) (Major S)

### **325S General Relativity.**

A study of the physics of space-time geometry including Einstein's special and general theories of relativity with applications to black holes and cosmology. Prerequisite, Physics 290, Mathematics 215, or permission of the instructor. (Quantitative and Symbolic Reasoning.) Seth Major.

### **[330] Topics in Astrophysics.**

Topics may include fundamentals of stellar structure and evolution, the black hole and the curvature of space-time, the structure of galaxies and galactic dynamics, theories of the structure and evolution of the universe. (Quantitative and Symbolic Reasoning.)

Prerequisite, 290 or 295.

### **[340S] Topics in Quantum Physics.**

Exploration of topics in contemporary physics using the tools of quantum mechanics developed in 290. Topics may include multi-electron atoms, molecules, solid state physics, lasers and quantum optics, nuclear physics, nuclear magnetic resonance, surface physics and particle physics. (Quantitative and Symbolic Reasoning.) Prerequisite, 290.

### **350F Classical Mechanics.**

Principles of classical mechanics, including oscillations, nonlinear dynamics, dynamics of systems of particles, non-inertial reference frames, Hamilton and Lagrangian mechanics, celestial mechanics, rigid body motion and coupled oscillations.

(Quantitative and Symbolic Reasoning.) Prerequisite, 295 or consent of instructor. Major.

[Fall 2010 01](#) (Major S)

### **[360F] Scientific Computing in Fortran.**

Study of the computational methods for solving advanced problems in the physical sciences using Fortran in a Unix environment.

Projects may include data fitting, solution of systems of ordinary differential equations and solutions of partial differential equations. Prerequisite, knowledge of a programming language and 295 or Mathematics 235 or consent of instructor.

### **370F Thermodynamics and Statistical Physics.**

Properties of large-scale systems in terms of a statistical treatment of the motions, interactions and energy levels of particles. Basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Application to various physical systems. (Quantitative and Symbolic Reasoning.) Prerequisite, 290. Millet.

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

### **375S Condensed Matter and Statistical Physics.**

Using the tools developed in 370, we examine topics such as the physics of semiconductors, metals and insulators, the p-n junction, phase transitions and ferromagnetic materials. Prerequisite, 370. Millet.

[Spring 2009 01](#) (Millet P)

### **390S Research Seminar.**

A series of research projects stressing the integration of theory and experiment. Emphasis on scientific writing, formal oral presentations, use of the current physics literature. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 290. Maximum enrollment, 20. Collett.

[Spring 2006 01](#) (Silversmith A)

### **450S Quantum Theory Seminar.**

An exploration of the mathematical tools and foundations of quantum mechanics. Topics include angular momentum, spin, measurement, bound states and perturbation theory. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 290 and 350. Maximum enrollment, 12. Major.

[Spring 2008 01](#) (Major S)

### **[460S] Vibrations and Waves.**

Topics drawn from mechanics, hydrodynamics, electrodynamics, acoustics and optics. Prerequisite, 295 and 350.

### **[470S] Spacetime Geometry.**

A study of special relativity, 4-vector form of electromagnetism and Einstein's general theory of relativity applications such as gravitational waves, black holes, cosmology, and gravitational lenses. Prerequisite, 295 and 320 or 350.

### **480F Electromagnetic Theory.**

Intensive study of Maxwell's equations in both differential and integral form; electrostatics and electro-dynamics; special relativity; and the transformation of electromagnetic fields. Introduction to electromagnetic waves and dielectric and magnetic

materials. (Quantitative and Symbolic Reasoning.) Prerequisite, 295 or consent of instructor. Collett.

**550F,S Senior Research Project.**

Independent research in collaboration with faculty supervisor. Students will give a series of formal oral presentations about their research and will write a comprehensive thesis. (Oral Presentations.) Open to senior concentrators or to others with consent of instructor. The Department.

**551S Senior Research.**

Research carried out in collaboration with a faculty member. Includes written and oral presentation. Prerequisite, 550. Silversmith.

# Psychology

## Faculty

Gregory R. Pierce, *Chair*

Jennifer L. S. Borton

Jean E. Burr

Serena Butcher (S)

Michael J. Frederick

Tara E. McKee (F)

Jeremy I. Skipper

Douglas A. Weldon

Penny L. Yee

Jonathan Vaughan

## Special Appointments

Jean Morris

David Walden

A concentration in psychology consists of nine courses: 101, 201, either 205 or 232, one laboratory course numbered between 310 and 329, and five additional courses at the 300 level or above, including the Senior Project. Students should plan to complete their lab requirement by the end of their junior year. Departmental honors in psychology recognize the distinguished achievement of students who excel in their coursework in the concentration. The Senior Project involves an extensive research and theoretical inquiry, culminating in a written thesis and an oral presentation. The project can be completed in one or two semesters; therefore, concentrators must enroll in 500 and/or 501 during their senior year.

A minor in general psychology consists of five courses: 101; 201; either 205 or 232, one laboratory course numbered between 310 and 329, and one other course.

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. See the description under Neuroscience.

### **101F,S Introductory Psychology.**

An introduction to the science of human behavior. Topics include the nervous system, perception, learning, motivation, cognitive and social development, personality, individual differences, social behavior and psychopathology. In class laboratory exercises to emphasize the use of research methods and data to describe and examine behavior. (Quantitative and Symbolic Reasoning.) The Department.

### **198F,S Collaborative Research in Psychology.**

Students will work on a project with an instructor. Focus on laboratory data collection and analysis. Readings to illustrate hypotheses investigated in the laboratory. Prerequisite, Permission of the instructor. Four-five hours per week of lab work. Does not count toward concentration requirements. Based on evaluation of Satisfactory/Unsatisfactory. One quarter credit. Course may be repeated for credit. (Same as Neuroscience 198.) The Department.

### **201F,S Statistics and Research Methods in Psychology.**

The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Instruction in research design and methodological issues. Students will complete five projects involving data collection, data analysis, and communication of findings in APA style. Use of the statistical computer program SPSS to analyze data. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 101. Not open to students who have taken 280. (Same as Neuroscience 201.) Borton and McKee (Fall); Pierce and Yee (Spring).

### **204F,S Human Neuropsychology.**

Study of human brain function from the standpoint of experimental and clinical research in behavioral and cognitive neuroscience. Survey of research involving animals and humans, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of aphasia, agnosias, apraxias and disconnection syndromes. Prerequisite, 101. Not open to students who have completed Psych/Neuro 232. (Same as Neuroscience 204.) Vaughan, Weldon.

### **205F,S Introduction to Brain and Behavior.**

Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psychobiological explanations of perception, learning, attention, motivation, emotion and behavior disorders. (Oral Presentations.) Prerequisite, 101 or Biology 102 or 115. (Same as Neuroscience 205.) The Department.

### **[215-01] Topics in Psychology - The Psychology of Prejudice.**

Interdisciplinary examination of stereotyping, prejudice and discrimination based on race/ethnicity, gender, sexual orientation, and



other group memberships. Readings will include classic and contemporary work in psychology as well as depictions of prejudice in literature and historical accounts. Prerequisite, 101. Course may not be counted toward the psychology or neuroscience concentration, or the minor.

**215-02F Topics in Psychology - Psychology and Detective Fiction.**

Human behavior, as depicted in detective fiction, will be explored in the context of contemporary psychological theory and research. A historical perspective is adopted that explores popular detective fiction genres over the past 150 years as well as corresponding changes in our understanding of psychological processes. Particular emphasis will be placed on issues related to the structure and development of personality and its impact on behavior. Prerequisite, 101. Course may not be counted toward the psychology or neuroscience concentration, or the minor. Pierce.

**215-03F Topics in Psychology - Psychology of the Future.**

The study of the origins and development of individuals' visions of the future and the psychological processes that are at the heart of these predictions. An historical and critical survey of important texts in the field of speculative fiction and readings from the literature of scientific psychology reporting empirical studies of a broad range of basic and applied research on psychological processes. Topics include learning theory, obedience to authority, personality development and person by situation interactions. Prerequisite, Psychology 101. Course may not be counted toward the psychology or neuroscience concentration, or the minor. Pierce.

**[219F] Psychology of Women.**

This course will discuss topics in the psychology of women, including historical developments in the study of the psychology of women, feminist methodologies, meta-analyses, insights into women's psychology at stages from conception to senior years, gender stereotypes, women's health and mental health, friendships and romantic relationships, and victimization and career development. Prerequisite, A course in Women's Studies and/or Intro to Psychology. Course does not count toward the psychology or neuroscience concentration or minor (Same as Women's Studies 219.)

**[298] The Programming Language Matlab.**

Development of expertise in the programming language Matlab. Emphasis on learning techniques and solving problems in the sciences and social sciences that are naturally suited to Matlab, such as the manipulation, transformation and display of large data sets, interactive graphics, computational modeling and user-interface design. Prerequisite, two courses in psychology or permission of instructor. Evaluated Satisfactory/Unsatisfactory. One-quarter course credit. May not be counted toward the concentration. Maximum enrollment, 10.

**[310] Attention and Performance.**

The selection and transformation of information from sensation and memory as they affect perception, learning, cognition and motor performance. Laboratory exercises and experiments selected from these and related areas. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 280/201. Three hours of class and three hours of laboratory. Maximum enrollment, 20.

**311F The Self in Social Psychology.**

Theoretical and methodological understanding of the study of the self in social psychology. Topics include organization of self-concept and its effect on information processing; self-awareness; self-esteem maintenance processes; cultural influences; stigmas; and self-regulation. Class time devoted to discussion of research articles. Laboratory component involves conducting two research projects. Data collection, statistical analysis, papers based on findings, oral and poster presentations. Three hours of class and two hours of laboratory. (Writing-intensive.) (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 337 or 361. Maximum enrollment, 20. Borton.

**313F Visual Perception.**

An examination of theoretical and methodological issues in examining visual perception. Focus on understanding how the visual world is constructed from simple features into complex objects. Topics will include perceptual organization, visual attention, object recognition, face perception and consciousness. Current literature about these topics and ongoing debates in vision science research. Laboratory component will involve generating original empirical projects. Three hours of class and three hours of laboratory. (Writing-intensive.) (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 333. Maximum enrollment, 20. Butcher.

**314S Individual Differences.**

Analysis of complex psychological processes (e.g., the structure of personality, associations between the quality of family relationships and stability and change in personality across time) using data from several ongoing research programs in the Psychology Department, including the Hamilton Longitudinal Study of Families. Emphasis on commonly encountered problems and methods for addressing them using a variety of statistical analyses. Use of statistical computer programs to analyze data. Six hours of class and laboratory. Prerequisite, 280/201. Not open to students who have taken 305. Maximum enrollment, 20. Pierce.

**315S Cognitive Psychology.**

Theoretical and methodological aspects of basic mental processes in attention, perception, memory, language and problem-solving. Emphasis on development of original empirical projects. Three hours of class and three hours of laboratory. (Writing-intensive.) Prerequisite, 280/201. Maximum enrollment, 20. Yee.

**[319] Social Cognition.**

An examination of cognitive processes involved in how we think about ourselves, other people and social groups. Special

emphasis will be placed on the influence and measurement of unconscious cognitive processes. Topics include stereotyping, attitudes, knowledge of self, affect and control. Students will design and conduct original research projects related to topics discussed in class. Three hours of class and three hours of laboratory. (Writing-intensive.) (Oral Presentations.) Prerequisite, 280/201. Maximum enrollment, 20.

**[325] Applied Developmental Psychology.**

Focuses on how basic developmental science can be applied to the "real world" to further the well-being of children, youth and families. Topics will include distinctions between basic and applied research methods, obesity, childcare, schools, adolescents being tried as adults in court and the influence of media (including TV, videogames and computers) on development. Laboratory component will include several projects conducted in an applied setting. Three hours of class and three hours of lab. (Writing-intensive.) (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 365. Maximum enrollment, 20.

**330S Neural Plasticity.**

An analysis of the anatomical, physiological and chemical changes that occur in the nervous system as a function of experience and development. Laboratory work includes intracellular and extracellular recording from muscle cells and neurons. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 205 or Biology 102 or 115. (Same as Neuroscience 330 and Biology 330.) Maximum enrollment, 18. Weldon.

**340S Practical Aspects of Learning and Cognition.**

Basic principles that govern the interaction of animals and humans with the environment, with emphasis on applied topics. These include Pavlovian and instrumental conditioning, schedules of reinforcement, and applications with children with special needs. Recommended for students who may be considering clinical applications that use applied behavior analysis, such as Hamilton's Cooperative Educational Program with the New England Center for Children. Emphasis on research methods. (Writing-intensive.) Prerequisite, 280/201. Three hours of class and two hours of laboratory for the first half of the course. Not open to students who have taken 250. Maximum enrollment, 18. Vaughan.

**343F Evolution and Human Behavior.**

Examines the evolutionary history of humans and the extent to which it affects current behavior. In addition to surveying the field of evolutionary psychology, this course explores the history of Homo sapiens by drawing from findings in anthropology. Topics include the mechanisms of evolution, archaeological and fossil evidence, primate behavior, human mating behavior, altruism and evolutionary medicine. Prerequisite, 280/201. Not open to students who have taken 236. (Same as Anthropology 343.) Frederick.

**[346F] Psychology of Reading and Language.**

Research-focused on topics in the study of reading and language with an emphasis on the role of memory in perception and comprehension and in language production at the word, sentence and discourse levels. Requires interpretation of original journal articles and participation in laboratory exercises. Prerequisite, 280/201. Not open to students who have taken 290.

**347F Language, Action and Brain.**

Study of the social cognitive neuroscience of language, with emphasis on how the brain processes verbal and non-verbal information for the purpose of communication. Analysis of neuroimaging data related to real-world language use. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 201, and either 205 or 232. (Same as Neuroscience 347.) Maximum enrollment, 20. Skipper.

**351F Child Development.**

An introduction to the science of child behavior and the principles of child growth and development from conception to early adulthood. Focuses on integrating the physical, cognitive, social and emotional domains of development. Includes an experiential component whereby students will work with children or adolescents in an applied setting (e.g., child care center or school). (Oral Presentations.) Prerequisite, 280/201. Burr.

**[352] Psychopharmacology.**

A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction and the implications of drug effects for neurochemical theories of behavior. (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 242. (Same as Neuroscience 352.)

**[353F] Adult Psychopathology.**

Introduction to the study of mental disorders in adults, including historical and cultural perspectives. Focus on classification, diagnostic assessment, etiology, treatment and evaluation of treatment efficacy for the major disorders including affective, thought, substance and eating disorders. Research methods in clinical psychology emphasized. (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 223.

**354S Counseling Psychology.**

An overview of the theoretical orientations, treatment approaches and empirical literature in the field of counseling psychology. Examines the mechanisms by which counseling interventions facilitate personal and interpersonal functioning with a focus on emotional, social, educational, vocational and developmental concerns. Prerequisite, 280/201. Not open to students who have taken 234. Walden.

**[355] Sensation and Perception.**

An introduction to the human sensory and perceptual apparatus. Includes a consideration of anatomy, neurophysiological

mechanisms and the psychological experiences associated with these processes. Covers visual, auditory, gustatory, olfactory, tactile and proprioceptive senses. Prerequisite, 280/201. Not open to students who have taken 225.

**356S Social Psychology.**

The study of the influence of social contexts on thoughts, feelings and behavior. Topics include social cognition, stereotyping and prejudice, self-esteem maintenance, attitudes and persuasion, helping behavior and aggression. Emphasis on experimental research methodology. (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 216. Borton.

**[357] Human Memory and Cognition.**

Theoretical and empirical research aimed at understanding the creation and structure of memories. Topics include the study of autobiographical memories, unconscious memories, factors contributing to forgetting, the organization of memories, the role of emotion in memory and neurological bases of memories. Prerequisite, 280/201. Not open to students who have taken 247.

**358S Educational Psychology.**

The application of psychological theory and research to teaching and learning in educational settings. Draws on theories from a variety of disciplines including social, cognitive and developmental psychology. Topics will include learning, instruction, intelligence, creativity, motivation, communication, cultural influences, developmentally appropriate practice and assessment. Emphasis on empirical evidence from psychology and education. Prerequisite, 280/201. Burr.

**[360] Clinical Assessment.**

In-depth study of assessment methodologies used in clinical psychology research and practice. Emphasis on design issues, data analysis issues, scale construction, interviewing, testing, self-report and observation. (Oral Presentations.) Prerequisite, 280/201.

**[361S] The Social Psychological Study of the Self.**

Theoretical and methodological understanding of the study of the self in social psychology. Topics include organization of self-concept and its effect on information processing, self-awareness, self-esteem maintenance processes, cultural influences, stigmas and self-regulation. (Oral Presentations.) Prerequisite, 280/201. Not open to students who have taken 311 or 337.

**[364] Personality Psychology.**

Review of personality theories with an emphasis on contemporary approaches. Topics include life stress, social support and coping. Emphasis on research methodology and practical applications of the results. Students will design and conduct research projects that contribute to subfields discussed in class. Prerequisite, 280/201. Not open to students who have taken 214 or 338.

**[366S] Social Brain.**

How the nervous system has adapted to the complex computational demands of social systems in primates and other social species. Focus on how the brain implements social behavior, and how social processes, in turn, affect biological systems. Topics selected from language; self and other perception; theory of mind; empathy; decision making; meta-cognition; social and emotional cognition; interpersonal and group interaction; loneliness; and the social deficits of autism. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Psych/Neuro 201, and either 205 or 232. (Same as Neuroscience 366.)

**[368F] Evolutionary Psychology Laboratory.**

Explores the theoretical foundations of evolutionary psychology, the empirical support for its theories, the criticisms and competing explanations, and the accurate and inaccurate representations of evolutionary psychology in the lay press. Class time will be devoted to discussion of research articles. Laboratory component involves conducting two research projects. Data collection, statistical analysis, papers based on findings, oral and poster presentations. (Oral Presentations.) Prerequisite, 280. Maximum enrollment, 20.

**[370] Cognitive Neuroscience.**

Study of brain processes involved in cognition with a focus on current research designs and techniques. Class discussions will focus on journal articles reporting studies on sensory, motor, affective, executive and memory systems. Laboratory exercises will include analysis of data from brain scan, electroencephalographic and neuronal recording studies. (Oral Presentations.) Prerequisite, 280. (Same as Neuroscience 370.) Maximum enrollment, 20.

**455F Field Study in Psychology.**

Seminar in psychological services combined with eight to 10 hours per week of field study in one of several cooperating local agencies and schools. Extensive written project addressing theoretical issues relevant to field work. Topics include methods in provision of psychological, educational and applied services, and methodological and ethical issues in psychotherapy, counseling and educational psychology. Prerequisite, three courses in psychology and departmental permission. Open to juniors and seniors. Maximum enrollment, 8. Morris.

**[498S] Behavioral Interventions in Applied Settings.**

Seminar on the theory and practice of applied behavior analysis combined with eight to 10 hours per week of field work in a school setting. Topics include measurement and observation techniques, empirically validated school interventions and single-subject experimental designs. Field work will include meetings with school personnel, weekly observations of students, and implementation and evaluation of behavioral interventions. Written summaries of research and field work, oral presentations to classmates, and oral presentations to school personnel required. Prerequisite, permission of the instructor. Prior experience with behavioral interventions helpful. Maximum enrollment, 6.

**500F-501SF,S Senior Project.**

Supervised research on a specific problem in psychology or neuroscience based on proposals submitted to the department by the end of a student's junior year. Open to senior concentrators. The Department.

## **New England Center for Children**

### **326N Principles of Behavior Analysis.**

Orients students to the concepts, processes and scientific principles of behavior on which the field of applied behavior analysis was founded. Topics of study will include the history and defining features of applied behavior analysis as well as the role of basic principles in producing socially meaningful behavior change (positive and negative reinforcement, punishment, discriminative control of behavior and motivating operations). Prerequisite, 280/201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

### **329N Behavioral Assessment for Children with Special Needs.**

An introduction to key concepts, methods and ethical considerations associated with behavioral assessment. Objectives will include teaching students to distinguish between idiographic and norm-referenced assessment approaches, to conduct pertinent behavioral assessments (preference assessments, functional assessments and skills assessments), and to incorporate assessment outcomes with treatment selection and design in accordance with contemporary best practices in the field of applied behavior analysis. Prerequisite, 280/201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

### **349N Autism and Related Disabilities.**

A foundation in etiological, diagnostic, ethical and treatment-related considerations affecting services for individuals with autism and other disabilities. Topics of study will include current data on causal variables, issues in early identification and a survey of evidence-based models of treatment, outcome evaluation, and effective systems support for individuals with pervasive developmental disabilities. Prerequisite, 280/201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

### **397N Methods of Evaluation.**

Equips students with skills needed to confirm the clinical efficacy of interventions by subjecting them to experimental evaluation using single-subject designs. Students will learn to develop valid and reliable systems for measuring behavior, to display data using popular and accessible graphing software, and to assess for orderly changes in behavior through visual inspection and interpretation of graphic data. Prerequisite, 280/201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

### **398N Evidence-based Teaching.**

Provides students with a comprehensive review of empirically supported behavioral teaching procedures for individuals with autism and related disabilities. Topics will focus on teaching skills in a variety of content areas such as language, social, and self-help. Procedures for teaching these include, match-to-sample discrimination training, task analysis, as well as prompting procedures including prompt fading and video modeling. Prerequisite, 280/201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

# Public Policy

## Faculty

Paul G. Wyckoff, *Director*

The Public Policy Program is administered through the departments of Economics, Government and Philosophy. A concentration in public policy consists of 12 courses: 251, 382 and the Senior Project; Economics 101 and 102; Government 116 and 230; and courses chosen from the following options:

two of the following ethics courses:

Philosophy 111 — Contemporary Moral Issues  
Philosophy 112 — Telling Right From Wrong  
Government/Philosophy 117 — Introduction to Political Theory  
Philosophy 225 — Biomedical Ethics and the Law  
Philosophy 235 — Environmental Ethics  
Philosophy 371 — Ethics of Professions and Practices  
Philosophy 380 — Philosophy of Law  
Philosophy 450 — Seminar in Ethics: Ethical Theory  
Philosophy 460 — Seminar in Ethics: Contemporary Theories of Justice

and one of the following “issue areas” courses:

Economics 316 — Globalization and Gender  
Economics 325 — Comparative Economic Systems  
Economics 331 — International Trade Theory and Policy  
Economics 340 — Economic Development  
Economics 346 — Monetary Policy  
Economics 350 — Economics of Poverty and Income Distribution  
Economics 355 — European Economic Integration  
Economics 360 — Health Economics  
Economics 380 — Environmental Economics  
Economics 440 — Public Economics  
Economics 461 — Applications of Labor Economics  
Economics 472 — International Finance  
Government 285 — Introduction to Environmental Politics  
Government 335 — The Criminal Justice System  
Sociology 258 — Poverty, Law and the Welfare State  
Sociology 313 — Seminar: Immigration & Identity  
Sociology 373 — Seminar on the Constitution and Social Policy

In addition, students must complete Mathematics 100 or 253, or score a 4 or 5 on the AP Statistics exam.

Students are strongly encouraged to take Economics 101 and Mathematics 100 (or 253) in their first year, and to take Government 230 and Public Policy 251 in their sophomore year. No student may declare a concentration in public policy without either completing or being enrolled in 251. Concentrators must complete the following courses by the end of the junior year: 382; Economics 102; Government 116 and 230; one of the required courses in ethics; and one of the “issue areas” courses listed above. The Senior Project may be completed in one semester (500) or two semesters (500-501). To qualify for honors in public policy, a student must submit a distinguished record in the concentration and perform with distinction in the Senior Project.

Credit from the Term in Washington Program may be substituted for up to two of the courses required for the concentration, with the approval of the program director. Students interested in pursuing graduate study in public policy or public administration are encouraged to take additional courses in economics, in substantive areas of public policy, and in mathematics and statistics.

A minor in public policy consists of 251, Economics 101 and 102, Government 230 and one of the required ethics courses above. If the student’s concentration is in economics, government or philosophy, these courses cannot count in both the student’s concentration and the minor. Instead, courses that are required for both the concentration and the minor will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the program director in consultation with the chair of the student’s concentration department. In addition to the required courses, there are many other courses in the College curriculum that will be of interest to public policy concentrators.

Students interested in the concentration should consult as early as possible with Professor Wyckoff.

**247F The Pursuit of Happiness.**

What is human happiness? What factors increase or decrease it? Why are some countries and cultures happier than others? How can government policies promote happiness? This course considers: -- the nature of happiness from the major philosophical traditions, --the cognitive biases that impede our ability to maximize happiness, --the empirical literature on subjective well-being from the fields of economics, political science, and psychology, --recent trends in capitalist societies and their effects on happiness, and --government policies that might improve human happiness. (Quantitative and Symbolic Reasoning.) Prerequisite, One course in statistics, from any discipline. (Same as Government 247.) Wyckoff.

**251F Introduction to Public Policy.**

The study of policy analysis using and comparing a variety of disciplinary and analytic traditions. Consideration of controversies over particular policies at the national and local level and the premises underlying them. Examination of methods and principles used in formulating and evaluating public policy. (Quantitative and Symbolic Reasoning.) Prerequisite, Economics 101. Open to seniors with consent of instructor. (Same as Economics 251 and Government 251.) Anechiarico.

**[314S] The Politics of Public Policy.**

Analysis of the values and choices central in the democratic policy-making process with a focus on political institutions, with an emphasis on presidential leadership and how complex systems of governance actually function. Also looks at ethical and global implications of policy making to trace some of the principle tensions in democratic public policy making. Utilizes several case studies that exam the political implications of policy decisions. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (Same as Government 314.) Maximum enrollment, 20.

**[332] Sustainable Urban Development.**

Recently, scholars and policy experts have stressed the importance of “sustainability” in addressing longstanding social and economic issues that have plagued American cities. For some, sustainability means “right-sizing” cities, controlling consumption and converting to green infrastructure. For others, it means developing durable economic and political institutions that can withstand exogenous shocks. Explores the broad theme of urban sustainability by requiring students to conduct original research projects on the topic. Prerequisite, one course in sociology or consent of instructor. (Same as Sociology 332.) Maximum enrollment, 12.

**382S Topics in Public Policy.**

The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and group problem-solving. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center. (Writing-intensive.) Prerequisite, 251. (Same as Government 382.) Maximum enrollment, 20. Milstein.

**500-501 Senior Project.**

A one- or two-semester senior project, culminating in a thesis. The Program.

# Religious Studies

## Faculty

Richard H. Seager, *Chair*

Erich Fox Tree

Stephenson Humphries-Brooks

Heidi M. Ravven

S. Brent Rodríguez Plate

Jay G. Williams (F, S)

Abhishek Amar

A concentration in Religious Studies consists of nine courses including a 100 entry-level course, a 400 level seminar in which the senior project is normally completed, and 290: Theories and Methods, all of which must be taught by faculty of the department. At the time the concentration is elected, the concentrator shall propose a carefully developed program of study including, if desired, study abroad, for the approval of the department. Honors are awarded on the basis of a cumulative average of at least 3.3 (88) achieved in courses approved for the concentration and the completion of 501 with a 3.5 (90) or better.

A minor consists of five courses, including at least one course at the 400 level, proposed by the student and approved by the department.

Some courses have prerequisites due to the technical nature of class material and others are reserved for juniors and seniors; however, the department is usually flexible within constraints of demand and class size, and permission is at the consent of the instructor.

## **[106F] Myths of Native America.**

For Native Americans, myths are important not just as sacred narratives tied to indigenous customs, but also as manipulative tales outsiders have used to control Native peoples. Students examine latent stereotypes and manifest lies about the Native cultures and peoples of the Americas, the devotional ideologies they represent, the political roles they play and indigenous responses they inspire. The course engages indigenous politics in North, Middle and South America through an unorthodox study of history, religion, science and popular culture. (Same as American Studies 106.)

## **107F Borderland Religion.**

An examination of expressions of religion and spiritual politics on and around the Mexican / US frontier. Topics include the Spanish conquest and expansion north; pre-Columbian and Catholic elements in Mexican and Mexican-American religion; folk healing; the ethos of New Mexico; and Chicano ideology and art. Some theoretical attention to boundaries, border crossing, and inner and outer frontiers. (Writing-intensive.) Maximum enrollment, 20. Seager.

## **[109F] Magic, Science, and Religion.**

Examines human ideas of the natural, the supernatural, and their relationship by focusing on the topics of magic/shamanism, science/rationalism, and religion/spirituality, employing interpretive, symbolic, structural and political-economic perspectives. Students will compare and analyze layered beliefs, practices and processes from a selection of "traditional" western and non-western societies, as well as social and symbolic linkages between them.

## **111F Ancient Jewish Wisdom: Introduction to the Bible.**

Exploration of major themes in the Jewish Bible (Old Testament). (Writing-intensive.) (Oral Presentations.) Maximum enrollment, 20. Ravven.

## **115F Parables.**

Cross-cultural comparison of the parable. Emphasis given to parable as a form of religious speech. Includes selections from Jesus, Zen masters, Borges and Galeano. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

[Fall 2008 01](#) (Humphries-Brooks S)

## **118S Religion and Environmentalism.**

Introduction to religious studies through contemporary spiritual ideas about and practices concerning nature and the environment. Topics may include New Age religion, ecofeminism and green ideals in visionary architecture and art. Special attention to eco-Hinduism, Aboriginal Dreamtime land management and green Buddhism. Seager.

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

[Fall 2008 01](#) (Seager R)

## **119S Death and Dying in Indian Religions.**

How does religion make sense of death? Can we conceptualize death? How has death been understood from cultural, social,

philosophical and medical perspectives? Along with these questions, this course will examine the variety of ways in which Indian religions approach death, dying, and death related issues. The course will primarily look at historical attitudes toward death, disposal of the dead/rituals, memorialization and remembrance through a study of religious literature and archaeological materials. A Amar.

**[122F] Encountering Hinduism: Sacrifice, Soul, and Image.**

This survey examines historical and current practices of Hinduism in a variety of social and religious contexts. It introduces students to essential beliefs, doctrines, institutions, and popular practices of Hinduism. Readings are drawn from the Vedas, Upanishads, Puranas, Epics and devotional poetry. Its multi-disciplinary approach draws upon literary, artist and performative sources including popular media and film. Not open to seniors.

**126F Native American Traditions.**

An introduction to the diverse Native American beliefs, practices, social organization, and systems of knowledge, exploring what distinguishes these indigenous traditions, their political importance for indigenous peoples, what they offer to global non-indigenous populations today, and how they challenge popular concepts of religion, science, nature, culture, modernity, and personhood. Course materials draw on voices, theories, and case studies from across the Americas. Fox Tree.

**127/227F Resistance and Rebirth in Mesoamerica.**

Explores the transformation of the Native cultures from the contact period to the present, introducing students to Mesoamerica and tracing the historical development of political systems, religious movements and social doctrines. Students will examine case studies of Indigenous resistance to colonialism and neocolonialism, from indigenous accommodation of Christianity, to the rise of modern pan-Indigenous activism. (Oral Presentations.) (Same as Anthropology 227.) Fox Tree.

**[128F] Peoples of the Book: Judaism, Christianity and Islam.**

Explores the historical, philosophical and aesthetic dimensions of the three Western monotheistic traditions: Judaism, Christianity and Islam. Continuity, adaptation and borrowing is stressed between the traditions. We examine a history of "The Book," including technological developments in printing and bookbinding, and how these material aspects influence beliefs and practices. (Writing-intensive.) Maximum enrollment, 20.

**143F The Sacred in South Asia.**

What constitutes the sacred in south Asia? Is it a person, place, river, hill, temple or nature/ecology? Where and how did the notion of sacrality emerge in South Asia? Is it linked exclusively to religious institutions or is it found in the daily lives of people? This course will examine these questions by exploring the multiple religious traditions of South Asia and examining their essential beliefs, doctrines, institutions, rituals and popular practices through a study of texts, material culture, films and ethnographic accounts. Abhishek Amar.

**144S Indian Buddhism.**

The course explores Indian Buddhism by studying essential beliefs, doctrines, institutions, and popular practices. The origins and establishment of Buddhism in ancient India, traditional interpretations of the Buddha's teachings (Dharma), growth and development of the Buddhist community (Sangha), Buddhist practices and transmission in different areas of South Asia, and the revival of Buddhism are among the topics. Participants engage with analysis and discussion of readings from secondary textbooks as well as original literary, epigraphic, and archaeological sources. (Writing-intensive.) (Same as History 144.) Maximum enrollment, 20. Abhishek Amar.

**[145S] World Films, World Faiths.**

Introduces the practices and beliefs of several major world religions (including Judaism, Christianity, Islam, Hinduism and Buddhism) through the medium of film. Exploring Japanese anime, Indonesia documentaries, videofilms from Ghana, Bollywood mythologicals, Jesus-films from Latin America, Korean-Buddhist films, contemporary fictional glimpses into Jewish life, and more, shows how religious people live and struggle and find joy, by using the audio-visual medium of film. Evening film screenings.

**150S Pop Culture/Pop Religion.**

Looking at graphic novels and comics, listening to music, watching television and playing video games can all lead us to understand religion. Religion may be about ancient texts and doctrines, but it is also reconceived in the present day through popular cultural texts. Alternates between popular culture artifacts and theories of religion, allowing students to rethink the religious underpinnings of much "secular" popular culture, but also to rethink the idea of religion as well. Rodriguez-Plate.

**189S Introduction to Arabic Literature: Texts and Contexts.**

An analysis of the emergence of Arabic literature from its mythological genesis in a cave of Mt. Hira' in the 7th century to high literary works produced in the thriving cities of Baghdad, Damascus and Córdoba from the 8th-12th centuries. We will then move to Arabic texts transcribed from oral works told in markets, homes and make-shift mosques in and around the Mediterranean in the 16th century. We will conclude our survey with a select group of contemporary novels produced by writers in Egypt, Palestine and Morocco. (Writing-intensive.) (Same as Comparative Literature 189.) Maximum enrollment, 20. A Mescall.

**200/300F Modern Jewish Thought: Politics and Religion.**

Examination of the rise of pluralism and democracy as Jews became full citizens of the modern Western state. (Writing-intensive.) Maximum enrollment, 20. Ravven.

**203S The Politics of the Bible.**



Close reading of selections from the Bible (Old Testament) that address the nature of political leadership, of the political community, of justice and the best form of government. Comparison with works from other cultures that focus on justice, the political life, or offer biographies of political leaders. (Writing-intensive.) (Oral Presentations.) Not open to students who have taken RELST 242W: Rise and Fall of David. Maximum enrollment, 20. Ravven.

**[207F] Political Economy of Religion in Mesoamerica.**

Explores the cultures and spiritual traditions of Mexico and Central America in relation to changing political economic systems since ancient times. By critically examining scholarly studies of the region alongside literary, artistic, cinematic and popular images, students will analyze how religion has helped to maintain and transform social order and power through the precolonial, colonial, independence and modern periods. Special attention to the Maya Area. (Writing-intensive.) Maximum enrollment, 20.

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

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

**211F Readings in World Literature I.**

Exploring the space and time continuum from 3,000 B.C. to 1700 A.D, this course will examine narrative, poetry and drama from Europe, the Near and Far East. Beginning with cave drawings and Babylonian myths of creation, we will question the ways that women and men have recorded the story of humankind through relationship with one another and the divine across linguistic, literary, political, and spiritual divides. Special attention to marginality, violence, innovation and damnation in Plato, the Qur'an, Augustine, Ibn 'Arabi, Ibn Hazm, Dante, Rojas, Cervantes and Sor Juana, among others. (Writing-intensive.) (Same as Comparative Literature 211.) Maximum enrollment, 20. A Mescall.

**215S Religion in Film.**

Study of the religious in film. Focus on the relationship between myth-making in film and post-modern culture. Humphries-Brooks.

**223S Cursing and Taboo Language.**

Cussing and cursing are tools of boundary-making, play, performance, power, protest, and alarm. This course analyzes taboo language ranging from profane slurs, duels, and slip-ups, to the insidious mocking of language itself. Students do ethnographic fieldwork to test social rules and theories, while writing unconventional essays about cultural values, linguistic histories and psycho-social processes shaping "bad language." (Writing-intensive.) (Same as Anthropology 223.) Maximum enrollment, 20. Fox Tree.

**225F Buddhist Worlds in the USA.**

Introduction to the Buddhist religion with primary focus on different forms of Buddhism in U.S. history and on the contemporary scene. Attention to Buddhist spirituality in both the Euro-American and Asian immigrant communities. Seager.

**228S From Different to Monstrous: Muslim (and Christian) Subversions and Coercions.**

The Iberian Peninsula (now home to Spain and Portugal) was the site of over 700 years of medieval Jewish, Muslim and Christian exchanges. A look into this textual space of Iberian difference after it was officially labeled as dark, evil and monstrous by the Renaissance Catholic Church State. A consideration of marginal Muslim writers like Ibrahim de Bolfad, Muhammad Rabadan and al-Wahrani exposes so-called proponents of Catholic orthodoxy like Don Quijote de la Mancha — not as enemies, but as fellow skeptics of the Monarchy's attempts to extinguish difference. (Writing-intensive.) Prerequisite, one course in literature. (Same as Comparative Literature 228.) Maximum enrollment, 20. A Mescall.

**229S Blood and Submission in Native America.**

Explores the relationship of conquest and empire in Native American religions. Deals primarily with mythology and cultural history of pre-contact and early colonial Mesoamerica, interpreting precolumbian art, indigenous texts, and indigenous and western historiography. Topics include ancient iconography and writing systems; representation and use of mythology; political organization; religious violence; war and conquest; early Christian missionary activities; & initial Native responses. Spanish speakers are encouraged to enroll. Counts toward Latin American Studies. Prerequisite, Not open to students who have taken Religious Studies 113. (Same as Anthropology 229 and Art History 229.) Fox Tree.

**[231/431S] Rabbis, Mystics, and Philosophers.**

Exploration of Jewish life and of Jewish philosophical, religious and political thought. (Oral Presentations.) Prerequisite, for 431, at least two courses in religious studies or philosophy. No prerequisites for 231. Maximum enrollment, 12.

**237F Sensual Religion: Seeing Gods, Hearing Drums, Touching Stones, Dancing Bodies.**

Playing drums, performing stories, touching stones, creating wildly colorful altars, dancing, eating and drinking special substances, are all basic religious activities. Religions are deeply, stubbornly physical and sensual. This class aims to re-imagine approaches to religion by grounding them in physical encounters between human bodies and sensual objects. Examples will range across Buddhist, Hindu, Muslim, Christian, and Jewish rituals and symbols, and readings will cross from art history to cultural anthropology to cognitive science, as well as religious studies. (Writing-intensive.) (Oral Presentations.) Maximum enrollment, 20. S Brent Rodriguez-Plate.

**240F Classical Mythology.**

An introduction to ancient mythology through readings from sources such as Gilgamesh, Egyptian mythology, Homer, Hesiod,

Greek tragedy, Herodotus, Livy, Ovid and contemporary mythmakers. Origins, creation myths, divinities and heroes, and mystery religions. (Same as Classics 240.) Thomas.

**242F The Rise and Fall of David.**

A literary reading of the biblical Book of Samuel as historical and political fiction. Comparison with other great works of literature on political themes. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Maximum enrollment, 16. Ravven.

**244S Hindus and Muslims in South Asia: Conflict and Coexistence.**

This course examines interaction, competition, conflicts and dialogues between Hinduism and Islam to study the process through which these traditions shaped the socio-religious and political landscape of South Asia. Themes include the emergence of new syncretic traditions, practices and rituals, kingship, conversion, communal conflict and riots, and modernity. The course problematizes understanding of these themes by combining secondary literature with primary (literary, epigraphic, and archaeological) sources and adopts an integrative approach. (Same as History 244.) Abhishek Amar.

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

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

**[255] Jesus in the East: The Spiritual Traditions of the Byzantine and Russian Orthodox Churches.**

An examination of the Byzantine Christian tradition, with focus on the practices of the Russian Church. Topics include sources of Eastern Orthodoxy, Patristics, the Ecumenical Councils, the Liturgy, the "Great Schism" and cult of the saints. Particular attention paid to Orthodox iconography and church architecture. No knowledge of Russian required. (Same as Russian Studies 255.)

**256F Islam and Modernity in South Asia.**

This course develops a nuanced understanding of Islam and its role in shaping socio-religious and political landscape of modern and pre-modern South Asia. Questioning misconceptions of Islam, it examines its mideast origins, Qura'n, theology, law, religious practices, Shi'i and Sufi traditions, expansion in South Asia, colonialism, and modernity. Readings include secondary, literary, architectural and archaeological sources. Not open to students who taken RELST 213: Islam and Modernity in South Asia (Same as History 256.) Abhishek Amar.

**257S The New Testament.**

A critical introduction to the literature and history of New Testament Christianity. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

**260/460S The Education of Desire.**

Close reading of Spinoza's great work, *The Ethics*. Attention to its original seventeenth century context, the many philosophical influences upon Spinoza including the Islamic and Jewish philosophical traditions, and also the recent re-discovery of Spinoza by contemporary neuroscientists. (Proseminar.) Prerequisite, one course in Religious Studies or Philosophy, or consent of instructor. Maximum enrollment, 16. H Ravven.

**281S Philosophy as Spiritual Quest.**

Exploration of the spiritual power attributed to philosophy by religious philosophers from classical Greece to modern times through readings from Greek, Jewish, Islamic and/or Christian philosophical works. (Writing-intensive.) (Oral Presentations.) Prerequisite, One course in philosophy and/or religious studies. (Same as Philosophy 281.) Maximum enrollment, 20. Ravven.

**284S From Harlot to Saint: Muslim Women, Christian Women and Other Women.**

How are women portrayed in Premodern texts? Did women speak through these texts or were they spoken for? Examines these questions and others as we explore Christian and Muslim textual representations of woman, her relationships with men and society, her spirituality and particularly her corporality from 11th- 17th centuries. From harlot to saint, from poetess to mystic and enlightened one, we will examine her textual roles as a reflection of her cultural roles in Al-Jahiz, Ibn Hazam, As-Sulamii, Nafzawii, Alfonso X, Cervantes, Calderón, Santa Teresa, Zayas and Sor Juana. (Same as Comparative Literature 284 and Women's Studies 284.) A Mescall.

**288F Sociology of Religion.**

Introduces the primary theories and concepts of the sociology of religion. In particular the course will emphasize how sociologists explain the organization and experience of lived religion largely in the context of North America. Topics include secularization and sacralization; the restructuring of American religion; religion and popular culture; gender, sexuality and power; race; ethnicity and immigration; and religion in the public sphere. (Writing-intensive.) (Same as Sociology 288.) Maximum enrollment, 20. Ellingson.

**[290F] Methods and Theories in the Study of Religion.**

Critically examines, through primary readings and case studies, representative methods from the history of the academic study of religion. Special attention to the theories that inform each method. (Writing-intensive.) Preference given to religious studies majors. Maximum enrollment, 20.

**295S The Crusades in Context.**

The quest by Latin Christians to recapture Jerusalem and the Holy Land from Muslims and maintain a presence in the Middle East over the course of the Middle Ages becomes the lens through which this course will examine a wide range of social, intellectual and religious developments in medieval the Mediterranean world. Our readings will include first-hand accounts of the Crusades

from Arab, Greek and Latin sources, imaginative travel literature, Romance epics, and other texts that shed light on the experience of Europe's encounter with the wider world during the Crusade era. (Same as History 295.) Eldevik.

**[297] Christianity in America, 1600-1890.**

Examination of Christianity in America from the era of European settlement to the end of the 19th century. Topics include encounters with Native American religions, revivalism, sectarianism, slavery and antislavery, religion and politics, theological developments, popular beliefs and practices, and the rise of unbelief. (Same as History 297.)

**[302F] Religion and the Five Senses.**

Readings from poets and physiologists, anthropologists and artists, as we investigate the ways the five senses help to define our relationship to the world, particularly religious worlds. Religion itself will be taken to be primarily a human experience based on material, sensual relations with things. Aside from the readings, audio-visual and other sensual resources. Prerequisite, one course in religious studies. Maximum enrollment, 12.

**[304F] Religion and Media.**

Investigates the role of various media in shaping religious traditions especially Christianity, Judaism, Islam and Hinduism. Beginning with studies of orality and literacy, we move into the impact of the printing press, then electronic media including Internet and video games. Prerequisite, one course in religious studies or consent of instructor. Maximum enrollment, 12.

**309S Seminar on Asian Temples in a Virtual World.**

Examination of Asian religious practices in ritual, bodily, and spatial contexts. Discussion of textual and visual sources on ritual interactions with gods; use and layout of temples and altars, including offerings, music, dance, representations of deities; meditation and internal alchemy. In addition to reading conventional textual sources, students will be instructed in digital historical methods to collect and analyze materials on the web. Writing assignments include short essays and a final research project of the student's design to be presented with text and images in digital form. (Writing-intensive.) Prerequisite, 100-level History course, course on Asian history or religion, or instructor's consent. (Same as History 309.) Maximum enrollment, 12. Wilson.

**[313F] Seminar Religion and Modern Art.**

Investigates the ways religious traditions have continued to influence the visual arts into the modern and postmodern periods. Topics range from the theosophical inclinations of Kandinsky and Mondrian to the mystical inclinations of abstract expressionism, from the "blasphemous" images of Ernst and Dix to the meditational video work of Gary Hill and Bill Viola. Media covered include painting, sculpture, video, architecture, and film. Recent exhibitions such as "Negotiating Rapture," "Traces du Sacre" and "The Third Mind" will be discussed. Prerequisite, one course in religious studies or art history. Includes mandatory two-day trip to NYC. (Same as Art History 313.) Maximum enrollment, 12.

**314/414S Altered States.**

Study of pursuits of higher consciousness in social and historical context. Focus on yoga moving from India to the West, secondary attention to Aztec sacrifice, Christian asceticism, and comparable phenomena. Projects consist of individual and collaborative research into a range of media resources for a website about the interpretation of altered states. Prerequisite, two courses in religion or consent of the instructor. Maximum enrollment, 12. Seager.

**[316/416S] Image, Style and Revolution.**

An exploration of image, style, and ideology in the formation of revolutionary consciousness with special attention to the idea of "cosmic race" in modern Mexico. Topics include the use of montage in Sergei Eisenstein's film *Que Viva Mexico*, the work of Mexico's great public muralists, the Aztec image, and utopian views of matriarchal indigenous society. Basic technological training will enable students to produce media projects focused on the interpretation of images in a social and historical context. Prerequisite, two courses in religion or consent of the instructor. Maximum enrollment, 12.

**317F Jesus and the Gospels.**

A comprehensive introduction to the four Gospels, with special emphasis on the nature of early Christian views of Jesus. (Writing-intensive.) Prerequisite, one course in religious studies. Maximum enrollment, 20. Humphries-Brooks.

**[318S] Biblical Rebels.**

Careful study of selected Jewish biblical writings (Old Testament) as political fiction with a focus on rebels. Attention to language, characterization and genre. Prerequisite, one course in religious studies or consent of instructor.

**[320] Environmentalism as Metaphor: Spirit, Nature and Civilization in Industrial and Post-Industrial America.**

The concept of environmentalism in contemporary American religion, scholarship, literature, ecology movements, and utopian and dystopian visions. Reading, research and oral and final written reports. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12.

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

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

**[350F] Native worlds in Native words.**

An examination of indigenous languages and worldviews from linguistic, cultural, literary, and religious perspectives, culminating

in a significant research project. Emphasis on Native languages and texts from the USA and Latin America, although student projects may examine other linguistic traditions. (Writing-intensive.) Prerequisite, One course in Religious Studies, Anthropology, or Latin American Studies, or consent of the instructor. To be cross-listed with Anthropology Maximum enrollment, 20.

**[355S] Hindu Scriptures.**

This course exposes students to the Hindu texts to develop a sense of their historical development, key Hindu ideas, and the complex and diverse ways of expressing religiosity. The course examines selected written, oral and performed texts of the Hindu tradition in a variety of social, historical and religious contexts. Readings include translations from a variety of Indian literary genres ranging from the Vedas, Upanishads and epics to devotional poetry and modern oral narratives. Art, music, dance, and films related to the texts will supplement the primary sources. (Same as History 355.)

**[356F] Topics in Indigenous Studies: Shamanism.**

Religious specialists' expertise rests as much in performance as in the recall and exegesis of esoteric sacred rituals, texts and doctrines. Yet what does successful performance entail, not only in terms of the scientific or supernatural efficacy of a ritual, but in terms of its artistry? Explores the role of ritual specialists as textual, verbal, visual, dramatic and technological artists by considering the work of indigenous shamans in Native traditions of the Americas, especially contemporary Maya "Daykeepers." Prerequisite, one course in religious studies, anthropology, Latin American studies or related fields, or consent of instructor. (Same as Anthropology 356.)

**375S Seminar: Religion, Art and Visual Culture.**

What do the visual arts tell us about religions in ways that written texts alone cannot? How do religious practices actually train religious people to see? Such questions will begin our examination of various media (including painting, calligraphy, architecture, film, and comics) in conjunction with various religious traditions (Christianity, Islam, Judaism, Hinduism, Buddhism). Prerequisite, One course in either art history or religious studies. Required weekend field trip to New York City. (Same as Art History 375.) Maximum enrollment, 12. Rodriguez-Plate.

**[394] Topics in American Religious History.**

Topic for Fall 2010: Church and State in America, 1600-1900. Survey of the relation between religion and politics in America from era of English colonization through the 19th century. Topics include colonial church establishments; Roger Williams; Revolution and disestablishment; Jefferson and the "wall of separation"; providentialism and nationalism; nativism and anti-Catholicism; and the limits of separation. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. (Same as History 394.) Maximum enrollment, 20.

**[396] Seminar: History of Gods.**

A comparative study of how gods have been conceived and venerated in early Mediterranean and Asian societies, principally Greece, Rome, India, China, Korea and Japan. Students read liturgical texts, hymns and myths to consider the variety of conceptions of gods and the range of ritual forms used to venerate them across the Euro-Asian continent. Draws from theoretical readings to consider such problems as polytheism and monotheism; myth and ritual; sacrifice; ritual performance; shamanism; cult; and devotion. (Writing-intensive.) Prerequisite, consent of instructor or relevant coursework in Asian studies, classics, history or religious studies. (Same as History 396.) Maximum enrollment, 16.

[Spring 2009 01](#) (Wilson T)

[Fall 2010 01](#) (Wilson T)

**[407F] Seminar in The Celluloid Savior.**

A seminar on the representation of Jesus in motion pictures. Prerequisite, two courses in religious studies and/or film or consent of instructor. Maximum enrollment, 12.

[Fall 2008 01](#) (Humphries-Brooks S)

**[412S] Seminar in Early Christianity.**

Exploration of topics in the routinization of Christianity from sect to religion during its foundational period. Attention to literature, history and the social dynamics of change. Prerequisite, two courses in religious studies or consent of instructor.

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

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

**[430F] Seminar in Early Christian Mysticism.**

Examination of earliest Christian mysticism as religious experience and social movement. Consideration of antecedents and selected later developments. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12.

**438F Violence and the Environment in Indigenous Film.**

This course examines the political relationship of violence against, over, and in the name of the environment in films about or by Native peoples of Latin America and North America. Students compare and analyze fiction-films and documentaries of different scales and origins to the historical, cultural, ideological, and political-ecological realities that those films present or conceal. Topics

discussed included environmental change, conflicts over resources, indigenous identity, and the representation of both Nature and Natives. Students must undertake a significant research project. Maximum enrollment, 12. Fox Tree.

**[483] Seminar in Sacred Space.**

Consideration of historical and contemporary spatial expressions of religion, art, architecture, religion and other cultural forms in the old Spanish borderlands region of northern Mexico and the United States, with particular attention to cross-cultural phenomena. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12.

**501F,S Honors Program.**

A project resulting in a substantial essay supervised by a member of the department. Prerequisite, consent of instructor. Open to qualified students. The Department.

**502F,S Honors Program.**

Continuation of the honors project resulting in a substantial essay supervised by a member of the department. Prerequisite, consent of instructor. Open to qualified students. The Department.

# Russian Studies

## Program Committee

John Bartle, *Director* (Russian)  
Shoshana Keller (History) (F)  
Sharon W. Rivera (Government) (F)  
Franklin A. Sciacca (Russian)

Russian Studies is an interdisciplinary program focusing on the language, literature, culture, historical development and politics of Russia. The concentration in Russian Studies consists of nine courses: the core courses Russian Studies 221, 222 and 370; five other courses from the list below; and the Senior Project (550), which must include use of Russian language sources. Completion of the Senior Project requires registration in 550. A copy of the description of the senior program is available in Christian A. Johnson 118. Study in Russia may be counted toward the concentration. Honors will be determined by excellence in coursework and the Senior Project. A minor in Russian studies consists of five courses from the list below. All 100-level courses are open to juniors and seniors.

The first-year Russian language course pays particular attention to the cultural context of the language. Emphasis is placed on the language of contemporary Russian media at the second-year level, followed by the opportunity to begin close reading of Russian literature in the original in 370. Near-native and heritage speakers are encouraged to enroll in any of the Russian Studies courses. The readings can be completed in Russian with permission of instructor. Study in Russia on a semester or year program is strongly recommended for those interested in Russian Studies.

## 100F Murder, Civil War, and Opera.

Ivan the Terrible murdered his heir, and left Russia to face economic collapse and mass hunger without a stable government. Then things got really bad. Did Boris Godunov murder Tsarevich Dmitri? Was the First False Dmitri for real? Only Pushkin knew for sure, but it took Modest Musorgsky to wrap it up in the greatest Russian opera of all time. This course will explore the relationships between history, art and national identity in Russia. (Writing-intensive.) (Same as History 100.) Maximum enrollment, 20. Shoshana Keller.

[Fall 2009 01](#) (Keller S)

## Courses in Translation

### [169] Dreams, Visions and Nightmares: Introduction to Russian Film.

Survey of Russian film from its beginnings through the Soviet period to the present. Introduction to the basic grammar, techniques and theories of filmmaking. Analysis of cinema as cultural artifact, as propaganda and as high (and low) art. Films include *Strike!*, *Brother*, *Little Vera*, *Burnt by the Sun*, *The Thief* and *The Return*. Afternoon and evening screenings. No knowledge of Russian required.

### 213F Politics in Russia.

Examination of the politics of Russia and other post-communist states after the collapse of communism in the former Soviet Union. Focuses on the Soviet legacy, the political and economic transformations of the Gorbachev and Yeltsin eras, and the consolidation of authoritarian rule under Vladimir Putin. Topics include the rise of nationalism and ethnic politics, the creation of political parties, the dilemmas of combining marketization and democratization, and the prospects for democracy in the region. Prerequisite, 112, 114, Russian Studies 100 or consent of the instructor. (Same as Government 213.) S Rivera.

### 221F Early Russian History From Rurik to Alexander II.

A survey of Russian history from Kievan Rus' to the Great Reforms of Alexander II. Emphasis on the development of Russia from scattered principalities to empire and the struggle for an identity between Europe and Asia. (Same as History 221.) Keller.

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

[Fall 2009 01](#) (Keller S)

[Fall 2011 01](#) (Keller S)

### 222S Modern Russian History: Serfs to Post-Soviets.

Russia from the 1861 emancipation of the serfs to the present. Study of revolution and continuity throughout the modern period, with an emphasis on the multi-national character of the Russian/Soviet state. (Same as History 222.) Keller.

[Spring 2006 01](#) (Keller S)

[Spring 2010 01](#) (Keller S)

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

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

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

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

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

**[255] Jesus in the East: The Spiritual Traditions of the Byzantine and Russian Orthodox Churches.**

An examination of the Byzantine Christian tradition, with focus on the practices of the Russian Church. Topics include sources of Eastern Orthodoxy, Patristics, the Ecumenical Councils, the Liturgy, the "Great Schism" and cult of the saints. Particular attention paid to Orthodox iconography and church architecture. No knowledge of Russian required. (Same as Religious Studies 255.)

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

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

**[295] Bloodsucking as Metaphor: Vampires, Werewolves and the Living-Dead in Myth, Literature and Film.**

Exploration of vampire and werewolf myths in Russia and Eastern Europe, the cult of ancestors in Slavic ritual, folk beliefs and rituals associated with the dead and the so-called "living-dead," and the tradition of "dying-reviving" gods. Transformation of the myths and folklore into the popular cult phenomenon of Dracula in West-European and American literature and film. Particular attention paid to bloodsucking and shape-shifting as political, sexual and medical metaphors. (Writing-intensive.) No knowledge of Russian required. Maximum enrollment, 20.

**[298] Russian Folklife, Ritual and Lore.**

An introduction to the folk literature and traditional culture of the Russians and Ukrainians. Investigation of life-cycle rituals, agrarian holidays, foodways, village life, folk religion and belief systems. Particular attention paid to the survival of pre-Christian cults and rituals of ancient Europe. No knowledge of Russian required.

**[345] The Soviet Union as a Multi-National State.**

The USSR claimed to be a revolutionary political form: a state based on the voluntary union of workers from over 100 different nationalities. The Bolsheviks intended to lead Russian peasants, Kyrgyz nomads and Chechen mountaineers together into the bright Communist future. What they actually achieved is another question. Explores the concepts of nation, empire and modernization in the Soviet context. (Writing-intensive.) Prerequisite, 221, 222 or consent of instructor. (Same as History 345.) Maximum enrollment, 20.

**550F,S Senior Seminar.**

Independent work consisting of the preparation and presentation of a research paper, translation or other project designed by the student. Requires research using Russian-language sources. Open to senior concentrators only. Sciacca.

**Courses in Russian Language**

**110F First-Term Russian.**

An introduction to the Russian language in a contemporary cultural context. Focus on development of speaking skills in real-life situations. Bartle.

**120S Second-Term Russian.**

Continued development of skills in spoken and written Russian. Intensive use of audio/visual/computer materials. Class activities include the production of a Russian-language video. Prerequisite, 110 or equivalent. Sciacca.

**210F Third-Term Russian.**

Further development of conversation and composition skills, with an emphasis on contemporary topics. Prerequisite, 120 or equivalent. Sciacca.

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

**220S Fourth-Term Russian.**

Continuation of third-term Russian. Introduction to the language of popular culture, including contemporary film and music. Prerequisite, 210 or equivalent. Bartle.

**370F Readings in Nineteenth-Century Russian Literature.**

Close reading in Russian and English of one or two major Russian authors of the 19th century. Attention paid to problems of translation. Discussion and writing assignments in Russian and English. Not intended for near-native or heritage speakers. May be repeated for credit with permission of instructor. Prerequisite, 220 or equivalent. Bartle.

**[380] Readings in Twentieth-Century Russian Literature.**

Close reading in Russian and English of one or two major Russian authors of the 20th century. Attention paid to problems of translation. Discussion and writing assignments in Russian and English. Not intended for near-native or heritage speakers. May be repeated for credit with permission of instructor. Prerequisite, 220 or equivalent.



# Sociology

## Faculty

Stephen J. Ellingson, *Chair*

Daniel F. Chambliss

Dennis Gilbert (S)

Jenny Irons

Elizabeth Lee

Yvonne Zylan (F,S)

A concentration in sociology consists of nine courses: 101 or 110, 301, 302, 549, 550 and four additional courses. A Senior Project (550) culminating in a written thesis based on original research is required for the concentration. Prospective concentrators who will be off campus during their junior year are encouraged to take 301 and 302 as sophomores. Candidates for honors must have a 3.3 (88) or better average grade in sociology courses; must submit a thesis receiving a grade of A- or better; and must be approved by a vote of the department faculty. A minor in sociology consists of 101 or 110, 301 and three additional courses.

### **[101F,S] Introductory Sociology.**

Sociological perspective on human behavior. Classic and contemporary sociological concepts that further an understanding of the structure, process, stability and change of social life. Not open to students who have taken 110.

### **[110F] American Society.**

An introduction to sociological concepts and methods of analysis through the study of selected aspects of American society. Topics include social class, gender, sexuality, race and ethnicity, sports, medicine, crime and deviance, and popular culture. Not open to students who have taken 101.

### **204F Social Class in American Society.**

Consequences of inequalities in wealth, income, power and prestige. Social mobility, poverty, class differences in values and lifestyles, social class and politics. Gilbert.

### **[207] Sociology of Sexualities.**

Examines the social nature of sexual expression — how societies construct sexualities, focusing particularly on questions of gender, sexual discourses and the experiences of sexual "minorities." A consideration of theoretical concepts help frame historical and topical questions about a wide range of sexual behaviors, attitudes and ideals. Consideration of the importance of race, class and gender in shaping the way Western societies have understood and misunderstood sexuality as a physical, psychic and cultural force. Course materials will span a number of disciplines in addition to sociology, including history, psychology, anthropology and cultural studies.

### **211F Sociology of Higher Education.**

This course examines the American higher education system, focusing on selective colleges and universities. We will begin with a brief examination of the history of American higher education. We will then consider how race/ethnicity, immigration, gender, and socioeconomic status shape college attainment and experiences in the contemporary period. We also will consider larger questions such as: Is college still "worth it"? Is a degree from a "name brand" college worth more than one from a state or two-year college? What do—or should—students actually learn in college? (Same as Education Studies 211.) Elizabeth Lee.

[Fall 2011 01](#) (Lee E)

### **[212] Sociology of Gender.**

Contemporary theories, understandings and performances of gender. Attention to the intersections of race, class, gender and sexuality, as well as the relationships of gender to life opportunities and experiences, social structures and societal reproduction. Prerequisite, 101, 110 or consent of instructor. (Same as Women's Studies 212.)

### **[213S] Culture and Society.**

What is culture and why is it important in contemporary American society? What makes different types of culture — film noir or contemporary art — popular or powerful? How are cultural works produced and distributed? We will explore different empirical and theoretical approaches that attempt to answer such questions. Students will engage in a semester-long analysis of a specific cultural object (e.g., American Idol or 20th-century French literature) to assess the power of existing explanations and develop their own explanation for the success or legitimacy of their object. Prerequisite, one course in sociology or permission of instructor.

[Spring 2009 01](#) (Ellingson S)

### **217F Social History of Latin America.**

Iberian America since the Conquest, emphasizing social structure and social change. Covers colonial background to modern Latin American societies, but focuses on late-19th century and twentieth century in Mexico, Brazil and Argentina. (Same as History

217.) Gilbert.

**[218] Sociology of Economic Life.**

Examines economic phenomena through a sociological lens. Topics include the formation of markets, the organization of production, the corporation, business structure and strategy, competition and cooperation, entrepreneurship and unconventional markets. Draws from a variety of literatures within sociology to cover these topics, such as organizational theory, the sociology of culture and network theory.

**221S Gender and Education.**

This course examines questions of gender within the contexts of primary, secondary, and post-secondary American education. We consider the ways that gender impacts upon a person's achievement, attainment, and other education outcomes. Among other primary concerns will be the increasing gap between men and women in college completion, boys' and girls' school disciplinary and achievement records, and the relationships between gender and race/ethnicity and socioeconomic status in schooling. Prerequisite, 1 sociology course or permission of instructor. Elizabeth Lee.

**[223F] Law and Society.**

Examines law as a social institution, examining how the law constructs, and is constructed by, social mores, cultural objects and themes, social structures, and individual and collective actors. A critical perspective toward the idea that law exists apart from the social world in which it exists and operates. Consideration to the importance of race, class and gender in shaping legal discourses and the operation of the civil and criminal justice systems. Prerequisite, 101 or 110, or consent of instructor.

**[225] Latin American Society.**

Social structure and social change in Latin America. Topics include class structure, kinship, values, gender, race, population trends, development strategies, popular culture and religion.

**[230] Urban Sociology.**

Examines how the spatial patterns of cities and the urban community have changed over time. We begin by reviewing the work of Chicago School sociologists on the industrial city. We then discuss how economic globalization has altered the social, economic and political organization of this type of city. We discuss new forms of urbanization and how life has changed within these forms. Prerequisite, one course in social science.

**240S Self in Society.**

An intermediate-level course in phenomenological social psychology. Emphasis on the nature of the self, the life world as experienced, the taken-for-granted nature of social life, roles and bad faith, and the routinization of everyday life. Prerequisite, one course in sociology or psychology. Chambliss.

**[251] Survey of Social Psychology.**

A review of the classic work in the field and a broader "liberal arts" view of social psychology. Prerequisite, one course in sociology or psychology.

**[257] Using Survey Research.**

A practical course in methods of public opinion polling and other uses of sample surveys. Basics of questionnaire construction, sampling and analysis of survey results. Critical examination of the technical limitations and political implications of national dependence on opinion polling. Useful for students who expect to use surveys in connection with senior thesis research or careers in politics, marketing, journalism, education, etc. Prerequisite, two social science courses or consent of instructor. No previous courses in statistics or social science methods necessary. (Same as Government 257.) Maximum enrollment, 15.

**[258] Poverty, Law and the Welfare State.**

An examination of the laws regulating and protecting the unemployed, disabled, aged and children in families unable to support them. Welfare policy as expressed in civil and criminal law, including colonial settlement laws, 19th-century reforms, the New Deal Social Security Act and New York's Article XVII in the 1930s, the War on Poverty of the 1960s and the restructuring of the welfare system in the 1990s. Readings from court opinions, historical accounts and other materials. (Writing-intensive.) Prerequisite, one course in sociology or government. Maximum enrollment, 20.

**260F Racial and Ethnic Groups: The Sociology of Race and Ethnicity in America.**

Focuses on historic and ethnographic accounts of patterns of group life. Topics include race relations, economic and cultural discrimination, the intersection of race, ethnicity, social class and gender, and the dilemmas of assimilation and acculturation. Prerequisite, 101 or 110. Irons.

[Fall 2007 01](#) (Arthur M)

**[270] Social Movements.**

An examination of major sociological theories of social movement emergence, development and impact. Topics include mobilization, participation and leadership, tactics, movement culture and collective identity. Emphasis on U.S. empirical cases, including civil rights, feminist and sexual identity movements. Prerequisite, one course in sociology.

**288F Sociology of Religion.**

Introduces the primary theories and concepts of the sociology of religion. In particular the course will emphasize how sociologists explain the organization and experience of lived religion largely in the context of North America. Topics include secularization and sacralization; the restructuring of American religion; religion and popular culture; gender, sexuality and power; race; ethnicity

and immigration; and religion in the public sphere. (Writing-intensive.) (Same as Religious Studies 288.) Maximum enrollment, 20. Ellingson.

**290F Classics of Modern Social Thought.**

Reading and discussion of major thinkers in the development of modern Western social thought. Authors include Machiavelli, Rousseau, Burke, Marx, Darwin, Weber, Freud, Mannheim and de Beauvoir. Emphasis on class presentations, debates, book notes and class protocols. Works examined from historical, sociological, psychological and philosophical perspectives. (Oral Presentations.) Prerequisite, one course in history or sociology. May count toward a concentration in either history or sociology. (Same as History 290.) Maximum enrollment, 24. A Kelly and Chambliss.

**301S Sociological Theory.**

Examination of classic and contemporary sociological concepts and perspectives. The theorists covered include Marx, Weber, Durkheim, Freud, Mead, Berger and Luckmann, and Foucault. (Writing-intensive.) Prerequisite, two sociology courses. Maximum enrollment, 20. Ellingson.

**302F Research Methods.**

Formulation of a research problem, choice of an appropriate research strategy, execution of that strategy and interpretation of the results. Both qualitative and quantitative methods presented. (Quantitative and Symbolic Reasoning.) Prerequisite, two sociology courses or consent of instructor. Ellingson.

**306F Seminar: Reproduction: Pregnancy, Birth, and Motherhood in Modern America.**

This seminar will examine how cultural, structural, and political dynamics shape the process of reproduction in the contemporary United States. Topics to be discussed include: competing discourses and practices of childbirth; technologies of reproduction; issues of risk, choice, and responsibility; debates surrounding the “fitness” of mothers; the impact of law and institutional policies on the experiences of pregnancy, childbirth, and early motherhood; the meanings of pregnancy and childbirth; and variation in practices, norms, and experiences by race, class, gender, and sexuality. Prerequisite, one sociology course. Maximum enrollment, 12. Irons, Jenny.

**[311S] Seminar in Sociology of Culture.**

An introduction to research approaches and theoretical traditions in cultural sociology. Explores how scholars from different traditions explain the relationship of different cultural objects, (e.g., television, rock music or religious ideas) to meaning and action, power and agency, social reproduction and change, and the creation of symbolic boundaries. Topics include popular and high culture, the production and reception of culture, the role of culture in creating and maintaining class, status, racial and gender inequalities. Prerequisite, two courses in sociology or consent of instructor. Maximum enrollment, 12.

**320F Seminar: Advanced Topics in Contemporary Sociology.**

Critical examination of key works of contemporary sociological theory and research. Topics include current issues in sociological theory as well as new directions in principal substantive areas of the discipline. Prerequisite, Consent of Instructor. Maximum enrollment, 12. Chambliss.

**[321] Seminar: Gender and Social Movements.**

Examines social movements as processes through which gender ideologies and inequalities are reproduced, challenged, and changed. Explores both gender-specific and broader movements to ask how gender matters for movement recruitment, participation, leadership, collective identity, framing and outcomes. Focuses primarily on U.S.-based movements, but also attends to movements in other countries. Prerequisite, One course in sociology or consent of instructor. Maximum enrollment, 12.

**[323] Seminar on Sexuality and Social Theory.**

A critical investigation of the place sexuality occupies in social theory. Texts by social theorists will illustrate a variety of intellectual affiliations, including Marxist political economy, feminism, Freudian and post-Freudian psychoanalytic frameworks, and post-structuralist and post-modern perspectives. Examines how conceptions of sexuality figure in theories of social life, including theories of collective action, social organization, the origins and mechanisms of inequality and social identity. Prerequisite, two social science courses or consent of instructor. Some background in reading and analyzing difficult theoretical works (in sociology, political science, philosophy or a similar discipline). Maximum enrollment, 12.

**[327] Race and the Law.**

An examination of how social constructions of race influence the construction of race as a legal category, and how race as a legal concept helps shape the social experience of race in America. Explores these questions through a theoretically driven and rigorous analysis of topics such as: racial disparities in education, housing, employment and the criminal justice system; “hate crimes”; civil rights law; environmental racism; “anti-miscegenation” statutes; segregation practices; and the welfare state. (Writing-intensive.) Prerequisite, one course in sociology or consent of instructor. Maximum enrollment, 20.

**[328] Seminar: Citizenship, Democracy and the State.**

What kind of citizenry is needed for the proper functioning of democratic government? How do we get such a citizenry? This course answers these two questions, focusing on how political and economic institutions shape society in ways more and/or less amenable to the ideal type democracy—one supported by and responsible to an active and knowledgeable citizenry. Prerequisite, two courses in social science. Maximum enrollment, 12.

**[329] Seminar on the Social Production of Food.**

Examines the production and consumption of food in contemporary societies from a sociological perspective. We will study how

food shapes personal identity and communal life; the organizational and institutional contexts food production from farm to table; the role food plays in popular culture and the rise of alternative food movements. Covers such topics as food, communal identity and family; the culture and practices of “Foodies”; the world of the restaurant kitchen; globalization and changes in farming and food consumption. Prerequisite, one sociology course. Maximum enrollment, 12.

**[332] Sustainable Urban Development.**

Recently, scholars and policy experts have stressed the importance of “sustainability” in addressing longstanding social and economic issues that have plagued American cities. For some, sustainability means “right-sizing” cities, controlling consumption and converting to green infrastructure. For others, it means developing durable economic and political institutions that can withstand exogenous shocks. Explores the broad theme of urban sustainability by requiring students to conduct original research projects on the topic. Prerequisite, one course in sociology or consent of instructor. (Same as Public Policy 332.) Maximum enrollment, 12.

**[343] Seminar on the Political Construction of Race.**

Examines the historical and contemporary relationship between the political arena and the social construction of race. We will ask how the meaning of race and its associated material consequences are created, reproduced and contested through political processes, policies and institutions, including census classification, affirmative action, welfare programs, social movement dynamics, prisons and immigration. Prerequisite, two social science courses or consent of instructor. Maximum enrollment, 12.

**348S Seminar on Culture and Consumption.**

How do culture and consumption practices interact and inform one another? In this course we will discuss each, broadly defined, and their implications for the social constructions of race, gender, class, and other facets of our personhood. We will also discuss current trends in local and other forms of ethical purchasing as social movement and personal identity marker. Prerequisite, 1 Sociology course or permission of instructor. Maximum enrollment, 12. Elizabeth Lee.

**349F Seminar on Work and Identity.**

What role does work play in our lives? How are different kinds of work valued in American society, and what does that mean for people who perform them? This seminar examines daily experiences on the job and the meanings that we -- and others -- make from our work. Prerequisite, 1 sociology course. Maximum enrollment, 12. Elizabeth Lee.

**[352] Seminar in Complex Organizations.**

Focuses on the development of modern organizations and how they work, examining why organizations take certain forms, why they succeed or fail, how they are managed, and how they are shaped by culture and social structure. We will study for-profit companies along with social movement organizations, non-profit organizations and governmental agencies. Develops understandings of the different strands of organizational theory and how to apply ideas to real organizations. Prerequisite, one course in sociology. Maximum enrollment, 12.

**[353] Sociology of Immigration in the US.**

This course applies sociological approaches to the study of international migration to the United States. Students will examine how immigration and citizenship are constructed, and compare earlier waves of immigration with more recent waves of Asian, Caribbean and Latin American immigration. The course examines institutional responses to past and current immigration to explain variations across and within immigrant groups by race, gender, sexual and age identities. We will consider the impact international migration has had on the United States, immigrants and their sending communities. Prerequisite, 1 course in sociology, africana studies or hispanic studies. Maximum enrollment, 12.

**354S Seminar on Social Class and Inequality.**

This course focuses on how inequality is experienced in contemporary American society. We will study how scholars explain social mobility, class reproduction, and the ways class intersects with race/ethnicity and gender, and economic segregation. Prerequisite, 1 sociology course. Maximum enrollment, 12. Elizabeth Lee.

**[360] Seminar on Mexico.**

Long-term processes of social change and political upheaval in Mexico. Topics include the formation of Mexican society, class structure, poverty, population trends, ethnic conflict, religion, popular culture, political elites, democratization, international migration, development strategies and globalization. (Writing-intensive.) Not open to first-years, except with consent of instructor. (Same as .) Maximum enrollment, 12.

**361F Seminar: Politics and Culture.**

Examines the ways that culture — ideologies, symbols, rituals, art, music, film — influences the political sphere and becomes an arena for contentious politics. Special attention will be given to the fall Presidential election campaigns. Topics include revolutions and state-formation, electoral politics, the politicization of social problems, national identity and collective memory, and conflicts over contemporary art, television and popular culture. Prerequisite, one social science course or consent of instructor. Maximum enrollment, 12. Ellingson.

**[373] Seminar on the Constitution and Social Policy.**

The U.S. Constitution is frequently invoked in public debates over social policy — e.g., concerning gun violence, marriage recognition and euthanasia. Examines such questions as what role does the Constitution play in the operation of policy-making institutions? Have constitutional arguments and considerations become increasingly prevalent in the making of American social policy and, if so, why? What are the discursive, cultural and institutional effects of deploying constitutional arguments in social policy-making? Prerequisite, Includes an analysis of anti-poverty initiatives, gun ownership, the death penalty, abortion rights,

marriage, sexuality and procreation, and the right to die. Prerequisite, two social science courses or consent of instructor. Maximum enrollment, 12.

[Spring 2006 01](#) (Zylan Y)

**[420] Advanced Topics in Contemporary Sociology.**

Critical examination of key works of contemporary sociological theory and research. Topics include current issues in sociological theory as well as new directions in principal substantive areas of the discipline. (Writing-intensive.) Prerequisite, consent of instructor. Maximum enrollment, 20.

**[445F,S] Research Practicum in Sociology.**

A working seminar in applied social research carrying out studies for the Mellon Assessment Project on liberal arts at Hamilton. Students will conduct interviews, perform quantitative analyses of qualitative data using HyperResearch, learn and use methods of multiple regression of survey data using SPSS, and discuss methods of data analysis and synthesis. Each student will write several reports for the project. Prerequisite, 302 or a comparable course in methods or statistics, and consent of instructor. Maximum enrollment, 12.

**549F Senior Seminar.**

For concentrators preparing to write a thesis. Includes exploration of the range of sociological topics, lectures by departmental faculty on research areas and techniques and workshops on bibliographic methods, site selection and access, and writing of research results. Culminates in presentation of a detailed thesis proposal. (Writing-intensive.) (Oral Presentations.) Open to senior concentrators only. Maximum enrollment, 20. Irons.

**550S Senior Project.**

Investigation, through original research, of a sociological topic resulting in a thesis. Open to seniors only. The Department.

# Theatre

## Faculty

Craig T. Latrell, *Chair*  
Carole A. Bellini-Sharp  
Mark Cryer  
Andrew C. Holland

## *Special Appointment*

David A. Stoughton

A concentration in theatre consists of 10.5 credits: 102, 105, 110, 120 or 130, 141 or 142, 201, 202, 303, 307; two of the following: 224, 230, 236, 238, 245,255; 550 or 560. Prerequisite for 102: 101 or consent of instructor. Majors must audition for all mainstage productions and participate in at least one mainstage production. Students are encouraged to elect additional courses in art, music and dance.

The Senior Program requirement in theatre may be fulfilled through a satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or the composition of a play; or Senior Performance/Production (560), which may be an acting showcase, the directing of a play or designing for a departmental production. No student who has completed the requirements and maintained a 3.0 (85) average in theatre courses will be prohibited from selecting a performance/production as the Senior Project. Students falling below the 3.0 (85) average will be required to take the research option or to register for an independent study prior to the project as preparation.

Departmental honors will be awarded to students with an average of 3.5 (90) or above in departmental coursework, and an A- or higher on the senior project.

A minor in theatre consists of 102, 105, 110 or 120, 307 and one elective.

### **100F,S Playing--Introduction to Making Theatre: Theory and Practice.**

This class combines the study of theatre and drama as it reflects, represents and interprets diverse cultures with a hands-on examination of how theatre is made. Through readings, lectures, discussions and projects the class will explore the ideas, strategies and languages of theatre (acting, directing, playwriting, designing) that theatre artists use to create contemporary theatrical performance. (Oral Presentations.) First-year students, and sophomores with permission of the Department. Maximum enrollment, 20. Two sections: Latrell and Holland; Bellini-Sharp and Cryer.

### **101F,S Introduction to Stage Performance.**

Exploration of the basic elements of theatrical performance and stage presence. Introduction to theatre vocabulary, performance concepts and skills, and the creative process through kinesthetic, vocal, sensory and imaginative exercises, as well as improvisation and stage action. An ensemble approach that relies on individual and group commitment and collaboration. (Proseminar.) Open only to sophomores and juniors, and to seniors with the consent of the instructor. Maximum enrollment, 16. Cryer.

[Fall 2007 01](#) (Cryer M)

[Fall 2007 02](#) (Cryer M)

### **102F,S Introductory Acting Workshop.**

An intensive continuation of 101. Development of acting skills through exploration and workshop performances of monologues and scenes from modern plays. (Oral Presentations.) (Proseminar.) Prerequisite, consent of instructor. Maximum enrollment, 16. Cryer.

### **105S Stagecraft.**

Fundamentals of scenery construction, rigging and scene painting. (Quantitative and Symbolic Reasoning.) Three hours of class and six hours of laboratory. Maximum enrollment, 12. Stoughton.

### **[106] Out Loud.**

Through the introduction of a variety of performance genres, this course develops oral communication, public speaking and public performance skills. Although no prior experience in performance or public speaking is expected, students will learn about and participate in such genres as storytelling, solo performance, hip-hop theatre, spoken word poetry, Sprechstimme and cabaret. Students will learn basics of speaking in front of the camera and a live audience. Writer/performers to be studied/performed include Tim Miller, Karen Finley, Ntozake Shange, Danny Hoch, Sarah Jones and Bertolt Brecht. (Oral Presentations.)

### **[110] Performing Cultures: Multicultural Theatre in the US.**

Combines the study of contemporary theatre and drama as it reflects, represents and interprets diverse American cultures, with a hands-on examination of how theatre is made. Through projects, the class examines the challenges posed by a variety of genres

and seeks to develop the skills and collaborative strategies necessary to realize dramatic texts on the stage and to communicate clearly with an audience. No knowledge of theatre required. Open to seniors. Offered in alternate years. (Oral Presentations.) (Proseminar.) Maximum enrollment, 16.

**[120] World Performance in Context: An Introduction to Global Multicultural Theatre.**

Examines the performances of diverse world cultures, interweaving critical and historical perspectives with a hands-on examination of how and why theatre is created. (Oral Presentations.) Although no prior performance experience is necessary, students may be expected to participate in workshops. Open to seniors.

**[130] Visual Storytelling: What's a Picture Worth?.**

Through the exploration of basic visual elements including color, form, space and movement, students learn to communicate complex ideas and narratives non-verbally. While focusing on performing arts, we will also examine relevant works of fine art, architecture, film and video. Assignments consist of individual and group projects and presentations, putting into practice concepts discussed in class. While no previous art or theater experience is necessary, students should be prepared to face the challenge of expressing themselves outside the realm of written papers and oral presentations. (Oral Presentations.) (Proseminar.) Not open to senior Theatre concentrators except with permission of the instructor.. Maximum enrollment, 16.

**141-142F,S Production.**

The study of theatre through participation (performance and/or technical work) in a faculty-directed production. One-half credit. May be repeated for credit. Casting by audition. Bellini-Sharp (Fall); Latrell (Spring).

**201F Intermediate Acting.**

20th-century performance aesthetics. Practical exploration of non-realistic theatrical methods, emphasizing challenges to Stanislavskian naturalism in the work of Meyerhold, Artaud, Grotowski and Brecht. Intense text and performance work. (Oral Presentations.) (Proseminar.) Prerequisite, 101, 102 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

**202S Intermediate Acting Workshop: Character and Language.**

Scene and monologue work, textual analysis and characterization. Focus on Shakespeare. (Oral Presentations.) (Proseminar.) Prerequisite, 102, 201 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

**[212S] Scene Design.**

A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections and models. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 110, 120 or 130, or Art 104 or 109. Maximum enrollment, 12.

**[213] Lighting Design.**

A lecture/laboratory course in lighting for the stage. Study of principles of composition, graphic notation, electrical practice and its control, eventuating in practical lighting designs with plots, sections and control charts. (Quantitative and Symbolic Reasoning.) Prerequisite, 105. Maximum enrollment, 12.

**214F Sound Design.**

Students will learn how a designer develops, communicates and executes an effective and creative soundscape for a theatrical production. The basics of sound technology will be discussed and the student will have the opportunity to record, engineer and execute their own creative content. Focuses on sound as an artistic medium and explore how it can be used alongside other production elements to create the world of the play and convey thematic, emotional and environmental information. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 105. Maximum enrollment, 12. Stoughton.

**215F Scene Painting.**

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

**[216] Costume Design: History into Practice.**

This studio-type course serves as an introduction to the theory and practice of costume design for theater, film and television. Through a series of lectures, demonstrations and projects students will explore various aspects of costume history and the costume design process. Specific attention will be given to fashion silhouettes and historical periods, as they relate to the assigned texts. Areas covered in the course will include, costume history, script analysis, textiles, life drawing and watercolor rendering. Prerequisite, Art 104, Art 160 or Theatre 130. Maximum enrollment, 12.

**224S Playwriting.**

Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play. Prerequisite, Theatre 110, 120, 130 or a 100-level writing-intensive course in English or English 204. While no prior acting experience is required, students participate in staged readings of works. (Same as English and Creative Writing 224.) Maximum enrollment, 16. Latrell.

**230S Female Parts: Gender Play on the Western Stage.**

Explores gender and gender issues in classical and contemporary dramatic literature, theatre and performance, and how "female" has been defined, represented and played. Topics include constructing "female" and its cultural significance; cross-dressing; the

role of women performers and writers in shaping the representation and construction of female; contemporary feminist performance theory. (Oral Presentations.) (Same as Women's Studies 230.) Bellini-Sharp.

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

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

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

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

**244F Tragedy: Then and Now.**

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

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

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

**255S Asian Performance: The Exotic Body.**

An exploration of Asian performance forms and performers, and how they are represented in the West. Focus on elite, popular and hybrid forms arising out of the cultures of China, Japan, India and Southeast Asia, and the way these forms have functioned as tokens of exoticism in the West. No prior performance experience necessary, but students will be expected to participate in workshops. Open to seniors. (Oral Presentations.) (Proseminar.) Prerequisite, one course in theatre or Asian studies or consent of instructor. Maximum enrollment, 16. Latrell.

**300F,S The Study of the Theatre through Production and Performance.**

Performing a major role, stage management, dramaturgy or design of scenery, lighting or costumes for a faculty-directed production. (Oral Presentations.) Prerequisite, invitation of department. May be repeated for credit. The Department.

**[301S] Advanced Seminar in Performance.**

A performance-oriented seminar focusing on a specific area of world performance ideas and techniques. Each offering will focus on a different area: for example, political theatre, Asian theatre, Eastern European theatre, solo performance, intercultural performance or intermedia performance. Addresses the connections between research and performance. Offered in alternate years. Prerequisite, 202 or consent of department. Maximum enrollment, 12.

**303F Directing.**

Fundamentals of play direction and script analysis. Study of selected directors and directorial problems; the direction of exercise scenes; and direction of a final scene or one-act for public presentation. Prerequisite, two semesters of acting and two other courses in theatre or dramatic literature or consent of instructor. Latrell.

**307F History of Theatre.**

An introduction to the basic texts of theatre history from classical antiquity to the Baroque era, focusing on the themes of cross-dressing in performance, space and how it shapes theatre, and the representation of reality on the stage. Places performance within social, cultural and historical contexts, and also provides an introduction to non-Western performance. Offered in alternate years. (Oral Presentations.) Prerequisite, 110, 120, any 200-level theatre course, English 206 or consent of instructor. Latrell.

**550F,S Senior Thesis.**

A project resulting in either a research paper or the composition of a play. Open to senior concentrators only. The Department.

**560F,S Senior Performance/Production.**

An acting showcase, the directing of a play, costume, set and/or lighting design for a departmental production. Substantial written component comprising research into the historical, theoretical and socio-cultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee. Open to senior concentrators only. Senior project proposals, written in consultation with faculty, are due at the end of the fall semester of the senior year. The Department.





# Women's Studies

## Faculty

Anne E. Lacsamana, *Chair*

Vivyan C. Adair

Joyce M. Barry

Margaret Gentry

Heather Merrill

The concentration in women's studies consists of nine courses: 101, 201, 301 and 550; two courses selected from among 314, 327, 401, 402 and 405; and three electives. With the approval of the concentrator's advisor, one course focused on women or gender that is not cross-listed with women's studies may be counted toward the electives required for the concentration.

The Senior Program (550) is an interdisciplinary project culminating in a thesis or performance. Students who have an average of at least 3.5 (90) in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the program director.

A minor in women's studies consists of 101, 201, 301, one course selected from 314, 327, 401, 402 or 405, and one elective.

Students without prior courses in the program may enroll in courses above the 100 level with permission of the instructor.

### **101F,S Introduction to Women's Studies.**

An interdisciplinary investigation of past and present views of women and their roles, treatment and experiences in institutions such as the family, the state, the work force, language and sexuality. The diversity of women's experiences across age, class, ethnic, sexual, racial and national lines introduced, and theories of feminism and of women's studies discussed.

(Writing-intensive.) (Oral Presentations.) (Proseminar.) Maximum enrollment, 16. Adair, Barry and Lacsamana.

### **132F Law in Literature and Film From a Raced and Gendered Perspective.**

The chief goal of the course is to encourage a reading of law that explores the literary meanings and lessons of legal or law-like texts from a raced and gendered perspective. The class begins by addressing law as literature and includes readings of statutory provisions and cases. The course then considers law in literature, and offers insights or criticisms about written fictional depictions of the practice of law and law's effects upon various individuals or social groups, especially women of color. A third portion of the class is devoted to selected themes concerning law in film. Lolita Buckner Inniss.

### **155S German Counter Cultures and (National) Identities: Islam, Skinheads, and (Post) Feminism.**

Focusing on the effects of the phenomenon of Anti-Islamism or Islamophobia within the European expansion and the German, respectively European, debate on integration and multiculturalism, this course seeks to understand and reexamine notions of German national identity and gender in the light of this new era. We will be studying recent debates on integration and Islamic minority which challenge our traditional understanding of critical categories like feminism, race, and gender within the framework of Western modernity. (Same as German Studies 155.) Piesche.

### **[190] Women and Madness.**

Examination of historical, cultural, literary, artistic and psychological constructions and representations of women as "mad." Uses feminist sociopolitical perspectives to explore how these representations are connected to topics such as anger, violence, sexuality, race, class, conformity and resistance to female roles, and the psychiatric and psychological communities.

[Fall 2008 01](#) (Gentry M)

### **201S Introduction to Feminist Thought.**

An interdisciplinary examination of the history and contemporary practice of feminist thought. Topics include the history of feminist thought in Western culture, the broadening and complication of that canon to include examinations of race, class, gender, sexuality, ableism and ageism, and the implications of global feminist thought. (Writing-intensive.) Prerequisite, 101 or consent of instructor. (Same as Government 201.) Maximum enrollment, 20. Lacsamana.

### **203F Women and War: Feminism, Militarism and Nationalism.**

Examines the ways war and processes of militarization impact women in developed and so-called developing countries. Accompanying this discussion will be an analysis of women's relationship to the "state" and "nation" during periods of warfare. Readings range from personal narratives written by women who have experienced war first-hand to those actively engaged in revolutionally anti-imperialist struggles. These narratives will be grounded by theoretical readings that explore the ongoing debates and tensions among feminists regarding nationalism, violence, war and militarization. Prerequisite, 101 or consent of the instructor. Lacsamana.

### **[208] Women in Music.**

A critical examination of popular and art music from women's perspectives in relation to race, class and sexuality. Topics include

women as performers and composers, representations of women in music, musical criticism and cultural values that have affected women's participation in musical life. (Same as Music 208.)

**[210S] Twentieth-Century Sexuality: Literature and Film.**

Examination of the emergence, normalization and regulation of heterosexuality and homosexuality as categories of identity through the literature and film of the 20th century. Literature will include literary "classics," pulp fiction, picaresque novels, feminist fiction and postmodern narratives. Feminist as well as closeted and homophobic films will be included. (Writing-intensive.) Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 20.

**[211F] Women, Gender and Popular Culture.**

Interdisciplinary investigation of how popular culture reproduces gendered identities and racialized differences. Feminist theories of popular culture will inform examinations of racial stereotypes and heterosexist conventions in diverse forms of popular culture (films, fiction, non-fiction, television, music, the internet) from 1980-present in both mainstream and sub-cultural contexts. Analysis of popular culture's commodification of contradictory versions of "womanhood," as well as how women's self-representations pose complex questions of agency and resistance in the culture industry. Prerequisite, one course in women's studies or consent of instructor.

**[212] Sociology of Gender.**

Contemporary theories, understandings and performances of gender. Attention to the intersections of race, class, gender and sexuality, as well as the relationships of gender to life opportunities and experiences, social structures and societal reproduction. Prerequisite, 101, 110 or consent of instructor. (Same as Sociology 212.)

**[217] Introduction to US Latino/a Literatures.**

Examination of cultural production of representative U.S. Latino/a writers, filmmakers and visual artists from the civil rights movement to present. Focuses on the rewriting of contextual history of Latinos within the United States through interdisciplinary texts. Emphasis placed on literary, cultural and historical/political analysis, feminist criticism and anti-racist pedagogies. Prerequisite, English 150 or any literature course in any language at the 200 level. No knowledge of Spanish required. Taught in English. (Same as Hispanic Studies 217.)

**[219F] Psychology of Women.**

This course will discuss topics in the psychology of women, including historical developments in the study of the psychology of women, feminist methodologies, meta-analyses, insights into women's psychology at stages from conception to senior years, gender stereotypes, women's health and mental health, friendships and romantic relationships, and victimization and career development. Prerequisite, A course in Women's Studies and/or Intro to Psychology. Course does not count toward the psychology or neuroscience concentration or minor (Same as Psychology 219.)

**222F Race, Gender and Culture.**

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

**[225S] Women, Law, Public Policy and Activism in the Contemporary United States.**

An examination of feminist analysis of legislation and legal theory; public, educational and social policy; and legal/policy activism in the U.S. Opportunity for law or public policy research and/or internship in area. (Writing-intensive.) Maximum enrollment, 20.

**230S Female Parts: Gender Play on the Western Stage.**

Explores gender and gender issues in classical and contemporary dramatic literature, theatre and performance, and how "female" has been defined, represented and played. Topics include constructing "female" and its cultural significance; cross-dressing; the role of women performers and writers in shaping the representation and construction of female; contemporary feminist performance theory. (Oral Presentations.) (Same as Theatre 230.) Bellini-Sharp.

**233F Geographies of Race and Gender.**

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

**[235S] Women in Modern Asia.**

Key dimensions of women's relationships to colonial and national states in Asia during the 20th century. Introduction to distinct cultural systems in Asia with emphasis on how religion, ethnicity and class shape lives of women in Asian societies. Roles of women in politics, economics and social reform under both colonial and national states. Extensive use of biography, autobiography and memoir. (Same as History 235.)

**[243F] Gender, Space and Identity.**

Examines the centrality of space and gender in the taken for granted ways we think about the world and its organization. How does gender intersect with class, race and other power relations embedded in the places where we live our daily lives? Explores how

men and women come to occupy different places in the world – literally and figuratively – or occupy the same places in different ways. Case studies focus on the spatial scales of the body, home, public spaces, the workplace, borders, diasporic and spaces of migration, and the nation and state in diverse cultural and historical contexts.

**[246F] Feminist Visual Culture.**

Considers the revolutionary work of feminist artists and the ways they have utilized visual culture as a form of political dissent, empowerment and social change. Examines the theoretical frameworks used to interpret and evaluate this work, and looks at the historical interrelationship between feminism and the arts as expressed in various examples of contemporary art, media and film. Prerequisite, 101 or consent of instructor.

**255S Gender and Environment.**

Examines the connections between racial, gender and class oppression and the subjugation of the non-human environment. Reading works by scholars such as Carolyn Merchant, Vandana Shiva, Karen Warren, Greta Gaard and Mary Mellor, we will examine feminist environmental thought, exploring the theoretical links between women, nature and culture, and connecting these theories to women's environmental praxis. (Writing-intensive.) (Same as Environmental Studies 255.) Maximum enrollment, 20. Barry.

**257F Language, Gender and Sexuality.**

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

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

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

**[280] The Politics of Gender.**

The impact of gender on politics in the United States and the value of studying politics from a gender perspective. Topics include political socialization, communication, media coverage, public opinion and voting behavior; women's movements for rights and mobilization around issues like the environment; women as public leaders; gender and electoral politics; symbolic gender politics and issues such as education and welfare reform. (Writing-intensive.) Prerequisite, 116, 117 or consent of instructor. (Same as Government 280.) Maximum enrollment, 20.

**[281] Performing Politics: Gender and Sexuality.**

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

**284S From Harlot to Saint: Muslim Women, Christian Women and Other Women.**

How are women portrayed in Premodern texts? Did women speak through these texts or were they spoken for? Examines these questions and others as we explore Christian and Muslim textual representations of woman, her relationships with men and society, her spirituality and particularly her corporality from 11th- 17th centuries. From harlot to saint, from poetess to mystic and enlightened one, we will examine her textual roles as a reflection of her cultural roles in Al-Jahiz, Ibn Hazam, As-Sulamii, Nafzawii, Alfonso X, Cervantes, Calderón, Santa Teresa, Zayas and Sor Juana. (Same as Comparative Literature 284 and Religious Studies 284.) A Mescall.

**301F Feminist Methodological Perspectives.**

An interdisciplinary exploration of feminist methods of social analysis. Emphasis on how feminist inquiry has transformed how we think about and study gender in the sciences, social sciences, arts and humanities. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. Barry.

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

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

**311S Seminar on Women, Work and Families in Cross-Cultural Perspective.**

This course will examine the status of women in the workforce and discuss issues which women face, including: work-life integration, leadership styles, pay inequity, glass ceilings and sticky floors, pregnancy discrimination, (wo)mentoring, and sex and race discrimination. We also discuss interconnections among equality issues: sex, race, class, age, sexual orientation and disability. We will also focus on organizational changes, e.g., flexible work policies, that ease women's integration of work and family roles. Prerequisite, 101 or consent of the instructor. Maximum enrollment, 12. Michele Paludi.

**314F Seminar: Feminist Perspectives of Class in the United States.**

Examines class and class struggle as it is associated with ethnicity, nation, race, gender and sexuality in the United States. Uses representations of class and class struggle in history and in contemporary literary, cinematic, social change movement and academic texts. Prerequisite, one course in women's studies, sociology, economics or consent of instructor. Maximum enrollment, 12. Adair.

**316S Globalization and Gender.**

Analysis of globalization and its impact on the economic experience of women. Topics include the definition of globalization with particular emphasis on economic globalization; restructuring in the industrialized economies; gender-related issues in the labor markets of industrialized countries, such as occupational segregation, wage gap, feminization of the labor process; structural adjustment; and case studies of female labor participation in the Third World. (Writing-intensive.) Prerequisite, 102. (Same as Economics 316.) Maximum enrollment, 20. N Balkan.

**317S Seminar: Women Writing Against the Grain.**

A comparative investigation of U.S. women writing their own stories through the genre of autobiography in the 19th and 20th centuries. Attention to theoretical and practical questions of ideology, genre, language, audience and reception. Particular focus on women's self-representation as hegemonic transgression at the intersections of race, class, gender, sexuality, nationality and ableism. Prerequisite, one course in women's studies and some coursework in comparative literature or literary theory, or consent of instructor. Maximum enrollment, 12. Adair.

**[327S] Seminar on Women and Aging.**

Focuses on women's experiences of aging across the lifespan with attention to midlife and beyond. Examines images of aging women in literature and the media; ageism and the impact of race, class and sexual identity on aging; aging women's experiences of the body, reproduction, health, economic issues and social and familial relationships. Considers how changing age distributions in the United States will influence intergenerational relationships and social policy. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12.

**[328S] Gender, Race and Immigration in a Global World.**

Examines the cultural and geographical consequences of the rise of free markets since the 1970s, focusing on immigration and the place of women, ethnic and religious minorities in contemporary Europe. Uses case studies, films, novels and theoretical reflections to explore how global restructuring processes affect movements of populations, gender relations, and national, ethnic, gendered and racialized identities. Emphasizes the African Diaspora, popular ideas of blackness and racial identity, racelessness and the intensification of intolerance and racism in Europe. Prerequisite, one course in women's studies or consent of instructor. (Same as Anthropology 328 and Africana Studies 328.) Maximum enrollment, 12.

**[331S] Seminar on Women's Movements and Grassroots Organizing.**

Interdisciplinary course exploring social, economic, cultural and political issues that influence and determine the women's movement and grassroots organizing in a specific location. Prerequisite, one course in women's studies and consent of instructor. One-and-one-half hours per week. One-half credit. Preference given to those planning to participate in 332. Maximum enrollment, 22.

**[332S] Field Study.**

An interdisciplinary field study of coalition building efforts, feminist strategies for change and research methods with grassroots organizers and women's movement leaders, learning first-hand from those involved in social change projects. May include lectures, workshops, site visits, interactions with people from diverse cross-section of local society, and will conclude with implementation of community-based project. Prerequisite, 331. Concurrent registration in 331 required. Extra cost. One-half credit. Maximum enrollment, 12.

**334S Kitchen Culture: Women, Gender and the Politics of Food.**

A cultural studies examination of women's long-standing association with the private space of the home, in particular the kitchen, and the production and consumption of food. Grounded by feminist theoretical discussions of domesticity, the class analyzes how notions of family, community and cultural practices connected to food are differentiated by race, class, ethnicity and nationality. Prerequisite, 101 or consent of the instructor. Maximum enrollment, 12. Barry.

**336F Seminar: Gender, Race and the Law.**

This course considers the ways in which gender and race interact in a legal context. It looks at the role of women beginning with the early 20th century United States and examines "small cases" concerning women's rights and "hidden histories" of racialized gender. The class looks at public and private regulatory regimes and the litigants, histories, parties, strategies, and theoretical implications in these regimes. Some subject areas covered include constitutional law, reproductive freedom, the workplace, the family and women in the legal profession. Prerequisite, WMNST 101 or consent of the instructor. Maximum enrollment, 12. Lolita Buckner Inness.

**[340] Women in Antiquity.**

An examination of women's roles in the ancient world through various sources: history, archaeology, law, literature and art. Covers the period from ancient Egypt and early Greece through classical Greece and down to Rome, and traces the shifts in attitudes during these periods. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies. (Same as Classics 340.) Maximum enrollment, 20.

### **341S Women, Gender and Power in Ancient Egypt and Greece.**

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

### **[345] The Female Autograph: Women's Writing in the Hispanic World.**

Cross-cultural study of women's literary texts in Spain, Latin America and the United States. Textual analysis grounded in feminist literary, social theories and critical frameworks; particular attention paid to women's agency and writing as transgressions in patriarchal symbolic order, to the consideration of a generolecto (women's specific literary inscription) and to theoretical and critical approaches to gender and writing. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. (Same as Hispanic Studies 345.)

### **[372] Unraveling Cleopatra.**

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

### **[377] Latino/a Experiences in the United States.**

Rigorous examination and historico-political analysis of U.S. Latina literary production and poetics with focus on short story and drama (including performance art). Examination of construction and critiques of self, gender, society and political and sexual identities. Course analysis framed by feminists literary theories and criticism, and anti-racist pedagogy. Authors will include Ana Castillo, Sandra Cisneros, Cherríe Moraga, M. H. Viramontes, Nicolasa Mohr, Migdalia Cruz, Marga Gómez. Prerequisite, two 200-level courses in literature or consent of instructor. No knowledge of Spanish required. Taught in English. (Same as Hispanic Studies 377.)

### **[385] Seminar on Theory and Politics of Education.**

The role of the educational system in the construction and reproduction of gender, class and racial inequality. Topics include the control and governance of schools, the construction of educational goals and curricula, classroom practice and social structure, ideology and the cultural transmission of knowledge, multiculturalism versus anti-racist education, feminist pedagogy and the formation of communities of resistance in the academy. Prerequisite, one course in women's studies, education or consent of instructor. Maximum enrollment, 12.

### **[386F] Seminar in Theorizing Diaspora: Asian American Feminism in the Era of Globalization.**

Seminar using film, scholarly essays, visual art and memoir to examine the social, political and economic issues that shape and inform the Asian American women's movement. Topics include labor migration, militarism, women's work, community and identity. Texts will compare Asian American women's experiences with other marginalized groups along lines of race, class, gender and nationality to understand how Asian American feminist organizing forges coalitions with others to collectively respond to the injustices wrought by globalizing processes. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12.

### **401S Seminar: Theories of Sexuality.**

Analysis of contemporary theories of sexual development, identity and practice through a feminist/critical theory lens. Topics include theories of gender and sexuality, constructions and practices of masculinity and femininity, historical, geographical and cultural constructions of heterosexuality and homosexuality, lesbian/gay/bi/trans sexuality and gender identity, sexual objectification and commodification, reproduction, sexual politics, sexual/social violence and resistance and sexuality as mitigated by codes of race, class, gender and age. Prerequisite, two courses in women's studies or consent of instructor. Maximum enrollment, 12. Adair.

### **402F Seminar on Global Feminisms.**

Comprehensive examination of global feminism, focusing on the rise of women's movements for economic and social justice. Attention to the role of socio-cultural constructions of femininity and masculinity; issues of violence against women and children; poverty; economic, sexual and civil rights; immigration and citizenship; global migration; and the construction of identity by dismantling national and transnational relations of exploitative power regimes. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12. Lacsamana.

### **[405S] Seminar: Black Feminist Thought.**

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

### **[410S] Seminar in Postcolonial Feminism.**

Examines postcolonial critiques of Western feminism and efforts to create intersectional, transnational and anti-racist approaches to the study of women and gender around the world. Explores various issues in postcolonial feminist theory and practice, including

the way advanced capitalist relations reproduce forms of sexualized, gendered and racialized domination, constructions of 'race' and indigeneity, the intersections of colonialism and neocolonialism with gender, nation, class, race and sexualities in women's lives, subjectivities and struggles against oppression. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12.

**[415F] Gender, Power, Violence and Culture.**

This course uses feminist theories of gender, sexuality, and patriarchal culture to discuss the relationships between individual and societal forms of violence in relationships, on college campuses and in workplaces, including: sexual harassment, intimate partner violence, child sexual abuse, rape, child abductions, cyberviolence, stalking, bullying, elder abuse, and hate crimes. Our discussions will center on positive action to change the culture of violence in which we live. Prerequisite, A course in Women's Studies or consent of Instructor. Maximum enrollment, 12.

**550F,S Senior Program.**

A project or thesis on a topic in women's studies. Limited to senior concentrators and interdisciplinary concentrators with a focus on women's studies. The Department.

# Writing

## Faculty

Doran Larson, English and Creative Writing (*Chair*)

Tara McKee, Psychology

Jennifer Irons, Sociology

## *Special Appointment*

Sharon Williams

Writing is a central focus of the academic mission of Hamilton. All students must complete the Writing Program by passing at least three writing-intensive courses, each taken in a different semester. For detailed information on the writing requirement, see "Standards for Written Work" under "Academic Regulations." A complete list of writing-intensive courses is published each semester in the pre-registration materials from the Office of the Registrar.

Note that there is no concentration in Writing.

The following courses offer intensive focus on the development of writing skills.

### **110F Writing about the Environment.**

Students will develop their ability to analyze and compose written argument about current environmental issues, including climate change, alternative energy sources and resource conservation. Readings are drawn from current and classic writing about the environment; writing assignments include essays, persuasive letters and a short research paper. (Writing-intensive.) (Proseminar.) Open to first-year students only. Students may take only one 100-level course in Writing. Maximum enrollment, 16. S Williams.

[Fall 2008 02](#) (Isserman M)

[Fall 2008 03](#) (Orvis S)

### **111F Adventure Writing.**

Students will learn the basics of good writing through writing about their own outdoor experiences and writing about the history of exploration and mountaineering. Readings will range from the 1804-06 journals of the Lewis and Clark expedition to books about contemporary Himalayan mountaineering. Students are required to take two class trips to the Adirondacks on Saturdays during the semester: a one-day canoe trip in September, and a one day climbing trip in October. (Writing-intensive.) (Proseminar.) (Writing-intensive.) (Proseminar.) Open to first-year students only. Students may take only one 100-level course in Writing. Maximum enrollment, 16. Isserman.

### **112F Writing Arguments.**

Students will develop their ability to analyze and conduct arguments by reading arguments about such diverse topics as what makes good writing, what creates excellent Olympic swimmers, and what scientific research can tell us about what it means to be human. Readings are drawn from a variety of disciplines and from magazines, such as "The New Yorker" and "Natural History," as well as from classic texts such as Plato's "Apology" and King's "Letter from a Birmingham Jail." (Writing-intensive.) (Proseminar.) Open to first-year students only. Students may take only one 100-level course in Writing. Maximum enrollment, 16. Thickstun.

### **[310S] Seminar in Expository Writing.**

Designed for students from any concentration who wish to improve their writing. Offers constant practice in composing a variety of essays. Drafts of essays are discussed in frequent peer tutorials. Other class meetings take up such matters as grammar, mechanics, audience, tone and style. (Writing-intensive.) Open to sophomores, juniors and seniors. May not be counted toward the concentration or minor in any department or program. Maximum enrollment, 12.