New College of Florida Program Requirements

The requirements for the New College of Florida of Florida Bachelor of Arts degree are:

- 1. Seven satisfactory semester contracts.
- 2. Completion of the Liberal Arts Curriculum and Math and Computer Literacy requirements, described below.
- 3. Three satisfactory Independent Study Projects (ISPs).
- 4. Satisfactory completion of the College-Level Academic Skills Test (required by the State of Florida; students may be exempted from this requirement on the basis of college entrance exam scores or previous college-level work).
- 5. A satisfactory senior project or thesis.
- 6. A satisfactory baccalaureate examination (usually in the form of an oral defense of the senior project).

In addition, the New College of Florida faculty, in executive session at the last faculty meeting of the academic year, votes conferral of the Bachelor of Arts degree for each member of the graduating class.

The Liberal Arts Curriculum

In order to earn the Bachelor of Arts degree, students should plan on completing at least eight courses in the Liberal Arts Curriculum of the College, including one of these courses from each of the following areas: Humanities/Fine Arts; Natural Sciences/Mathematics; and Social/Behavioral Sciences. The courses offered that meet the Liberal Arts Curriculum Guidelines at New College of Florida are listed below.

These breadth requirements also may be met by satisfactorily completing Advanced Placement (AP) tests or College-Level Examination Program (CLEP) tests, or International Baccalaureate (IB) higher-level (HL) exams. In addition, appropriate courses completed at other institutions may be used to complete this requirement. These tests or courses may be used to satisfy the Liberal Arts Guidelines, but you should not expect them to be credited toward contract certification or to replace other courses that may be required to complete an area of concentration.

Liberal Arts Curriculum Courses for Academic Year 2008-2009 include:

Humanities/Fine Arts

Advanced Greek I* 7

Advanced Latin: Junvenal, Satires* 8 Advanced Latin: Petronius, Satyrica* 8

American Fiction* 13

American Painting of the Twentieth Century* 6

Buddhism* 29

Criminal Narratives and Narrating Crime* 22

Drawing I* 4

Intermediate French I* 9 Intermediate French II* 9 Intermediate German I* 10 Intermediate German II* 10

Intermediate Russian I* 12

Intermediate Russian II* 12

Introduction to the Study of Religion* 28, 66

Jewish Scriptures* 29

Masterpieces: Renaissance to Rococo* 5 Masterpieces: Rococo to Moderism* 5

Medieval Women: Art, Gender, and Spirituality* 5

Metaphysics Survey* 27

Modern Philosophy* 28

Music Theory I* 26

Music Theory II* 26

Orientalism* 30

Reading Poetry* 23

Religions of South Asia* 30

Religious Themes in Literature* 28

Sculpture I* 4

Spanish Conversation and Composition* 11

The Canon of British Literature* 18

The Gothic Cathederal* 5

The Lyric Tradition* 23

Thomas Mann, Franz Kafka, Arthur Schnitzler, and Robert

Musil and the Crisis of Identity in early 20th Century Central

Europe* 9, 16

Twentieth-Century Painting* 6

Women and Religion* 29, 66

Natural Sciences/Mathematics

Calculus I* 40
Chemistry and Society* 36
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Conservation Biology: Climate Change* 34, 65

Coral Reef Ecology* 31 Descriptive Astronomy* 43

General Biology in a Cultural Context* 33, 66

General Biology: The Vertebrates* 31 Current Issues in Human Genetics* 33 General Chemistry I* 36 Introduction to Computer Science* 39 Linear Algebra* 40 Physics I* 44 Physics I Laboratory* 43 Structure of Nature* 43

Social/Behavioral Sciences

A Cultural and Historical Examination of Colonial Latin

America* 53, 66

Comparative Politics* 57

Heritage: History and the Past Today* 45

Human Origins and Evolution* 45

Introduction to Environmental Studies* 60, 65

Introductory Macroeconomics* 52
Introduction to American Politics* 57

Introduction to Sociology through Social Psychology* 64, 66

Introduction to Statistics* 48

Introduction to World Politics* 56
Mathematical Tools for Economists and Other Social
Scientists* 49, 67
Modern European History I (1648-1870)* 54
Modern European History II (1870-present)* 54
Peoples and Cultures of the Middle East* 46, 66
Social Theory* 63
Survey of Archaelolgy* 45

Mathematics And Computer Literacy

All New College of Florida graduates are expected to demonstrate a basic competence in mathematics. You can demonstrate your proficiency by satisfactorily completing a course in mathematics at New College of Florida, or by obtaining appropriate scores on the math portions of any of several college-level assessment tests (e.g., the SAT, the ACT, the CLAST, the IB higher-level math exam, or the CLEP). In addition, all enrolled New College of Florida students must acquire and use an official New College of Florida e-mail account, and successfully pass the online computer literacy test administered by the Office of the Registrar.

Privacy and the Release of Student Information

New College of Florida (NCF) complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 (Buckley Amendment), which gives students the right to: 1) Review and Inspect their education records, 2) Request the amendment of education records that the student believes are inaccurate or misleading, 3) Consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosures without consent, and 4) Complain to the U.S Department of Education concerning alleged failures by New College of Florida to comply with the requirements of FERPA. Further information about the College's policy with respect to the privacy of student records may be obtained from the NCF Office of the Registrar.

FERPA permits the release of directory information by NCF. Directory information includes a student's name, date and place of birth, dates of attendance and enrollment status, date of graduation, and degrees and honors awarded. In addition, FERPA permits the release of student records to education officials under prescribed circumstances. These include faculty and other NCF staff with legitimate educational interests, and officials of other schools in which the student is enrolled or seeks to enroll.

If you do not wish for your directory information to be released, please notify the Office of the Registrar (PMD-115).

FERPA violations may be reported to: Family Policy Compliance Office, U.S. Department of Education (400 Maryland Avenue SW, Washington, D.C. 20202-4605).

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Art

Painting I

Anderson Full Term Painting I is an intermediate level studio course intended to familiarize students with painting concepts and techniques. Through a guided investigation students' will gain an understanding of painting materials, color theory, observational painting, and nonrepresentational painting, while developing an increasingly personalized painting vocabulary with historical and contextual relevance. College level drawing or consent from instructor is required for this course. Students are expected to purchase their own materials.

Class size limited to 15. Lab Fee required

Drawing I*

Anderson Full Term Drawing I is an introductory studio course intended to familiarize students with a survey of drawing media, techniques, concepts, and artists. Through design, observational, collage, narrative, and research driven assignments students will develop technical proficiency while formulating a personalized drawing vocabulary. Readings, independent research, and critiques will supplement studio exercises. Students are expected to purchase drawing materials in addition to a lab fee.

Class size limited to 15. Lab Fee required

Sculpture I*

Freedland Full Term

An introduction to the visual language of three-dimensional art. The class focuses on the development of sculptural fabrication skills, ideas and formal aesthetics. Projects include both historical and contemporary approaches.

No prerequisites. Class size limited to 15. Lab fee required.

Woodworking Processes in Sculpture

Freedland Full Term An in depth exploration of concepts and issues relating to the

production of wood and wood based sculptural forms. The class explores the expressive and conceptual properties of wood by examining structural properties and fabrication techniques. Processes will include carving, joinery, as well as mixed media fabrication.

Prerequisites: Sculpture I. Class size limited to 14.

Painting II

Anderson Full Term

Painting II is an intermediate/advanced level studio course that intends to challenge and enhance students' engagement with painting materials and techniques while broadening awareness of contemporary and historical issues relevant to the medium. Students engage in thematic explorations resulting in an increasingly independent body of work. While oil paint is best suited for most assignments, students may also work in acrylic. Painting I, an equivalent introductory college level painting course, or consent from instructor is required. In addition to a lab fee, students are expected to purchase their own materials.

Class size limited to 15. Lab Fee required

Drawing I*

Anderson Full Term

Intermediate/Advanced Drawing examines the role of drawing as an important and autonomous art discipline. Course content intends to challenge and broaden students' engagement with drawing through a variety of technical and thematic topics, cultivating the independence necessary to initiate and resolve a body of work. Course topics include the figure, allegory, abstraction, and self-directed approaches. Drawing I, or consent from instructor is required. In addition to a lab fee students are expected to purchase materials.

Class size limited to 15. Lab Fee required

Casting and Multiples

Freedland Full Term

An in depth exploration of concepts and issues relating to the production of castable and mass producible sculpture forms. The class explores the expressive and conceptual properties of various castable materials. Mediums include metal, wax, plastics, plaster as well as a variety of experimental castable materials.

Prerequisites: 3-D Design or Sculpture I. Class size limited to 14.

Sculpture I*

Freedland Full Term

An introduction to the visual language of three-dimensional art. The class focuses on the development of sculptural fabrication skills, ideas and formal aesthetics. Projects include both historical and contemporary approaches.

No prerequisites. Class size limited to 15. Lab fee required.

Art History

Masterpieces: Renaissance to Rococo*

Carrasco Full Term This course is offered as an alternative to the traditional introductory survey of the history of art. The goal is to provide an intensive examination of a few significant examples of painting and sculpture, and to introduce students to the kinds of questions that need to be asked in order to understand works of art. We will investigate the artistic traditions as well as the cultural and social context underlying each work. The works to be considered will be selected from the following: Giotto (Arena Chapel frescoes), Jan van Eyck ("Arnolfini Portrait;" "Madonna in a Church"), Masaccio ("Trinity;" Brancacci Chapel frescoes); Botticelli ("Primavera," "Madonna of the Magnificat"), Dürer ("Adam and Eve"), Grünewald (Isenheim Altarpiece), Michelangelo ("David;" the Sistine Chapel ceiling), Leonardo da Vinci ("Last Supper;" "Mona Lisa"), Titian ("Sacred and Profane Love"), Pontormo ("Deposition of Christ"), Rembrandt ("The Night Watch"), Velázquez ("Las Meninas"), and Caravaggio ("Conversion of St. Paul" & "Martyrdom of St. Peter"). Requirements will include several short papers; there will also be occasional visits to the Ringling Museum of Art. No prerequisites.

Medieval Women: Art, Gender, and Spirituality*

Carrasco Full Term Traditionally both theology and science have provided support for the subordinate position of women in society: the moral weakness demonstrated by Eve's transgression parallels scientific beliefs concerning the inferiority of woman's biological functions. And yet the Church also appeared to advocate a policy of spiritual egalitarianism, based, for example, on St. Paul's statement that "there is neither Jew nor Greek . . .slave nor free . . .male nor female . . . for you are all one in Jesus Christ" (Galatians 3:28). In addition to examining these and other fundamental - and often contradictory assumptions about the nature of woman, we will also consider the ways in which specific women from the western Middle Ages (ca. 200-1500) managed to construct meaningful lives for themselves. This material is interesting for two reasons: it allows us to understand the origins of some of our own ideas about women, and it also provides us with alternative traditions that challenge our own assumptions. Emphasis will be placed on significant types, including virgin, martyr, mother, nun, penitent, mystic, and queen, as embodied in such figures as Mary, Eve, Mary Magdalene, Catherine of Alexandria, and Joan of Arc. We will also consider the experiences of actual women, beginning with the early martyr, Perpetua (d. 203), who strode into the arena shortly after giving birth to her son: her breasts still leaking with milk, she directed the shaking hand of a young gladiator to the cutting of her own throat. We will conclude with Christine de Pizan (d. ca. 1430), a young widow who crafted a career as the first professional woman writer. Our primary sources will be visual materials, supplemented by a variety of written texts from the medieval period and by recent critical scholarship. We will also consider some important developments in the later Middle Ages: the "feminization" of images of Christ, uses of visual images in religious as well as secular life, and attitudes about asceticism, the body, and affective experience.

No prerequisites, although relevant background in art history, history, religion, women's studies, or other appropriate fields would be useful.

Masterpieces: Rococo to Modernism*

Carrasco

Full Term
This course is offered as an alternative to the traditional introductory survey of the history of art. We will conduct an intensive examination of a few significant examples of painting, beginning with the Rococo of the eighteenth century and extending through the development of Modernism in the early twentieth century. The goal is to introduce students to the kinds of questions that need to be asked in order to understand works of art. We will investigate the artistic traditions as well as the cultural and social context underlying each work. The paintings to be considered will include representative works by Watteau, Fragonard, Vigée-Lebrun, David, Goya, Géricault, Delacroix, Constable, Turner, Friedrich, Courbet, Degas, Eakins, Manet, Monet, Cézanne, Matisse, and Picasso.

No prerequisites; may be taken independently of "Masterpieces: Renaissance to Rococo".

The Gothic Cathedral*

Full Term Carrasco The Gothic cathedral has been the focus of some of the most interesting recent scholarship in art history. In this course we will read and discuss some of the classic texts dealing with these monuments, and we will also explore some of the newer ways of interpreting them, ranging from social history to studies on engineering and technology. We will begin with background material from the Early Middle Ages (consideration of representative Early Christian and Romanesque sites, particularly monastic and pilgrimage churches). The emphasis will then be on the development of the Gothic style in France, including the Early Gothic sites (St.-Denis, Laon, Noyon, and Notre-Dame in Paris), as well as the major cathedrals of the High Gothic: Chartres, Bourges, Reims, and Amiens. We will also investigate the Gothic outside of France (England, Germany, Italy, Spain), as well as (time permitting) aspects of the Gothic revival in the nineteenth century. Consideration will be given to architecture, sculpture, and stained glass.

Previous work in art history, or in some aspect of Medieval/Renaissance studies, would be desirable but is by no means required.

Twentieth-Century Painting*

Full Term Hassold This course is designed to introduce students to systematic visual experience. Students will acquire the ability to read and interpret complex visual fields in terms of their expressive and conceptual qualities. This course is of great value to students who wish to expand and develop their understanding of visual materials. While this course provides an introduction to the visual art of the twentieth century, it will also cover the late nineteenth century sources of the modern period. Major modern movements to be covered: Fauvism, German Expressionism, Cubism, Futurism, Non-Objective art, Fantasy, Surrealism, Abstract Expressionism, Pop art, Optical art, Minimal art, New-Realism and Neo-Expressionism. Each movement will be discussed as it reveals a new attitude toward the issues of surface structures and content, and ultimately even the redefinition of art that has taken place in the postmodern period. This is an

Enrollment limited to 24. Some preference will be given to students who are majors in the field. However, students with no previous visual experience are welcome.

introductory course designed for continuing students.

American Painting of the Twentieth Century*

Hassold Full Term This course will survey American Art from the beginning of the 20th century to the present day. In a roughly chronological order we will The Ash Can School, The Steiglitz Circle, American Regionalists, Social Realists, painters of the American Scene, Magic Realists and Hyperrealists, Abstract Expressionism, Pop Art, Photo-Realism, the pluralism of the present, and Postmodernism. Emphasis will be placed on what is American about American Art and how it differs from European Art. We will explore a number of issues in American Art: the American Landscape Tradition and the Vision of the City; the fascination with realism on the one hand, and the tendency to abstraction (influenced by avant-garde European Modernism- especially Cubism and Non-Objective Abstraction) on the other; and finally the relationship between high culture and popular culture. These topics will be explored with an emphasis on the scholarship and art theories by both artists and critics. A term paper will be required which should develop a clear thesis or theoretical framework. Since extensive research is critical, the idea for the term paper will need to be submitted by the end of the second week of the term. The development of bibliographies will be stressed with a particular emphasis on reviewing the literature. Two exams or several quizzes will allow students to demonstrate their command of the artists covered. Students who are interested in exploring contemporary art and issues related to postmodernism are certainly welcome. However, they may do so only when there is a sufficient amount of published (articles and monographs) and visual material available. (This cannot include material from the internet). In previous classes students worked on a wide range of topics from: Thomas Hart Benton's Regionalism, Man Ray's Surrealism, F.L. Wright's local architecture, Images of Food in Pop Art, and finally contemporary are such as Conceptual Art, Basquiat and David Salle.

Pre-requisites: Preference will be given to students who have had "Introduction to 20th Century Painting" and one other course in Art History. Limited to 15 students.

Seminar: Images of Women

Full Term Hassold This course will explore how women have been seen in the twentieth century through the investigation of seven visual texts: Picasso's Demoiselles d' Avignon; Marcel Duchamp's The Bride Stripped Bare by Her Bachelors, Even; Max Ernst's collage novel A Little Girl Dreams of Taking the Veil; De Kooning's Woman I; Richard Lindner's The Meeting; Fernando Botero's Amparo; and a selection of Cindy Sherman's images. These visual texts will be related to Freud's concept of the feminine, and Jane Gallop's discussion of the French Feminists' response to Freud in her book *The Daughter's Seduction*. Neither the nurturing feminine nor the destructive feminine (so beloved of the XIXth C.) can be discovered in XXth C. images of women. The positive and negative polarities of the archetypal feminine have been replaced with images of disintegration, fragmentation and destruction. These images are often intertextual in nature, dependent in part on the use of other visual texts, (i.e., earlier art, or popular and even commercial visual images). The nature of the intertextual material will be explored as well as the implications of these new images of the feminine. This course is designed for students with previous experience in modern art, but beginning students who have a background in other disciplines are also welcome. Students wishing to enroll in this course will need to choose a literary text, visual art work or a film that deals with images of the feminine for their personal study, their presentation and term paper topic. Course is recommended for interdisciplinary students. Permission of instructor dependent on the choice of paper topic to be submitted in writing before the beginning of the term. Enrollment will

Seminar: Modernism And Madness

Hassold Full Term This seminar is one of four courses in a series of experimental explorations of Modernist topics: "Images of Women in the Twentieth Century", "The Fantastic in Art, Film and Literature", and "Film Noir: Masculinity in the Post-War Period".

We will explore a number of seminal texts that look at madness in relation to culture in general, as well as other disciplines (i.e. literature and feminism) as well as some literary texts that make madness a central theme. Texts to be read and discussed include Euripides' *Bacchae*, Michel Foucault's *Madness and Civilization* (1961), Shoshana Felman's *Writing and Madness: Literature*, *Philosophy*, *Psychoanalysis* (1985), and portions of Sandra Gilbert and Susan Gubar's *The Madwoman in the Attic* (1979). A series of films that may provide texts for study will be run in conjunction with this course during the first seven weeks of the term. (*The Cabinet of Dr. Caligari*, Herzog's film *Woyzeck*, and Peter Weiss's film *Marat/Sade*. Other texts of madness such as Freud's case history *Dora*, and Cixous's play *Portrait of Dora* may be included. Students may work on problems connected with the portrayal of madness in the visual arts, literature or film.

This course is designed for advanced students who have some background in feminism/gender studies, philosophy, Modernism, etc. Students who wish to be considered for this seminar will need to submit in writing the nature of their preparation and background before the first class. Preference will be given to those who have an appropriate topic that they wish to work on.

Classics

Elementary Ancient Greek I

be limited to 12 students.

Shaw Full Term Elementary Ancient Greek I is the first half of a year-long course on the language of the ancient Greeks. This course covers Chapters 1-13 of *Thrasymachus*, a book uniquely organized to allow students to read a continuous Greek narrative from day one. The text includes adapted passages from famous, ancient Greek authors; and by the end of the second semester, we will even be reading unadapted passages from Homer's *Odyssey*. Successful completion of the first year of Greek will prepare students to read and understand ancient works in the original language.

There are no prerequisites for Elementary Greek I, but this course is a prerequisite for Elementary Ancient Greek II.

Elementary Ancient Greek II

Shaw Full Term Elementary Ancient Greek II is the continuation of Elementary Ancient Greek I. Successful completion of the text *Thrasymachus* will prepare students for advanced work in ancient Greek.

Prerequisite: Elementary Greek I at New College, or the equivalent. Please see instructor if you are uncertain about placement.

Advanced Greek I*

Shaw Full Term Advanced Greek I is the first semester in a yearlong course in Greek literature. We will concentrate on Greek prose (authors and texts will vary by year, but will include works by Plato, Lucian, Lysias, Herodotus, Xenophon, Thucydides, Plutarch and others). In addition to reading and translating for comprehension, we will also complete a systematic review of morphology and syntax via handouts and homework. At the end of this course, you will be better able to read, translate and interpret ancient Greek prose.

Prerequisite: Elementary Greek I and II at New College, or the equivalent. Please see instructor if you are uncertain about placement.

Advanced Greek II

Shaw Full Term Advanced Greek II is the second semester in a yearlong course in Greek literature. We will concentrate on Greek poetic works (authors and texts will vary by year, but will include works by Homer, Hesiod, Sophocles, Euripides, Aristophanes, the Greek lyric poets, and others). In addition to reading and translating for comprehension, we will also complete a systematic review of morphology and syntax via handouts and homework. At the end of this course, you will be better able to read, translate and interpret ancient Greek poetry.

Prerequisite: Elementary Greek I and II at New College, or the equivalent. Please see instructor if you are uncertain about placement.

Elementary Latin I

Full Term Rohrbacher Knowledge of Latin is essential for reading the literature of classical. medieval, and early modern Europe. Latin may also be useful for historians, art historians, archaeologists, philosophers, and students of religion or theater. Immersion in the elegance and simplicity of Latin encourages the development of the student's English prose style and general clarity of thought. This course rapidly covers the first half of Wheelock's Latin Grammar and is a prerequisite for Elementary Latin II. Elementary Latin I has no prerequisites and is intended for beginners or those with high school Latin preparation inadequate for advanced work. Please see instructor if you are uncertain about placement.

Elementary Latin II

Rohrbacher Full Term Elementary Latin II is a continuation of Elementary Latin I, which is its prerequisite. Completion of the second half of Wheelock's Latin Grammar will prepare the student for advanced work in Latin. Please see instructor if you are uncertain about placement.

Advanced Latin: Petronius, Satyrica*

Rohrbacher Full Term Titus Petronius Niger served as Special Minister for Elegance under the emperor Nero until his forced suicide in 66 AD. His only known work, the Satyrica, was a sprawling, picaresque novel detailing the unsavory adventures of Encolpius as he wandered through Italy in search of a cure for his impotence. We will read the largest of the surviving fragments, which satirizes Roman morals and manners through a description of an outrageous dinner party hosted by the freed slave and nouveau riche Trimalchio.

Prerequisite: Elementary Latin I and II at New College, or the equivalent. Please see instructor if you are uncertain about placement.

Advanced Latin: Juvenal, Satires*

Rohrbacher Full Term Decimus Junius Juvenal (c. 55 AD-after 127 AD) wrote sixteen hexameter satires during the reigns of the emperors Trajan and Hadrian. He adopts the persona of a traditionalist Roman, indignant at being dispossessed by Greeks and Easterners and contemptuous of an effeminate and vice-ridden elite. He provides an unforgettable picture of Roman decadence during the Empire. and his savage attacks provided a model for satirists in the medieval and modern West.

Prerequisite: Elementary Latin I and II at New College, or the equivalent. Please see instructor if you are uncertain about placement.

Languages

Students who have studied French before and who are interested in continuing at New College need to take the French on-line placement

Beginning French I

Enrollment limited to 20.

Van Tuvl Full Term This first-semester course is designed for students with little or no background in French. Using the multimedia French in Action program, this immersion course focuses on the use of grammatically and idiomatically correct French. Required work for the course includes weekly quizzes, frequent dialogues, and a comprehensive final exam. Attendance, active participation, and individual study in the Language Lab are required. Three 50-minute classes per week plus one 90-minute lab session. Class is conducted entirely in French

Beginning French II Van Tuvl

Full Term This continuing course is designed for students who have successfully completed Beginning French I at New College. Using the multimedia French in Action program, this immersion course focuses on the use of grammatically and idiomatically correct French. Required work for the course includes weekly guizzes, frequent dialogues, and a comprehensive final exam. Attendance, active participation, and individual study in the Language Lab are required. Three 50-minute classes per week plus one 90-minute lab session. Class is conducted entirely in French. Prerequisite: Successful completion of Beginning French I.

Seventeenth-Century French Theater

Van Tuvl See description under Literature.

Le rire à travers les siècles

Van Tuvl Full Term See description under Literature.

Full Term

Intermediate French I*

Reid Full Term For students continuing from Beginning French II or who studied French for 2-3 years in high school. This class focuses on the use of grammatical and idiomatically correct French in conversation and The grammar lessons are supplemented with a written work. selection of cultural texts. Weekly assignments include compositions, oral exercises and presentations, and tests covering grammar and vocabulary. There is a final exam held during exam week. Attendance and active participation are required. The class is conducted entirely in French. Class meets for three 50-minute sessions plus one 90-minute lab per week. Prerequisite: Completion of Beginning French II or permission of instructor based on placement test results. Enrollment may be limited.

Intermediate French II*

Reid Full Term A continuation of *Intermediate French I*. This course builds on the grammar and vocabulary acquired in previous semesters and develops students' ability to think and express themselves in French. There is an increased emphasis on the interpretations of literary and cultural texts. There are regular tests and in-class exercises, as well as a comprehensive final exam. Compositions are longer and more analytical than in the previous semester. Class meets for three 50-minute sessions, plus one 90-minute lab per week. Attendance and active participation are required. *Prerequisite: Intermediate French I*.

Advanced French

Reid Full Term This course in composition and conversation is intended for students with two years of college French or the equivalent. A comprehensive grammar review plus reading and writing assignments of increasing difficulty will prepare students to study French literature and culture in the original. Readings include a wide variety of French and Francophone literary works as well as a selection of nonfiction texts. Required work for the course includes daily grammar exercises plus intensive individual grammar review, frequent writing assignments, self-correction of all written work, and a comprehensive midterm and final exam. Attendance and active participation are required. Class is conducted entirely in French. *Prerequisite: Successful completion of Intermediate French II or permission of instructor. Enrollment limited to 20.*

Performances of Gender: Readings of 19th-century French fiction

Reid Full Term See description under Literature.

Elementary German I

Cuomo

Full Term
This is the first part of a one-year introduction to the German language. Using Moeller/Adolph/Hoecherl-Alden's *Deutsch heute*Eighth Edition as text and the accompanying workbook, CD program, and online exercises, students will gain a fundamental knowledge of German grammar, vocabulary, and syntax. Since emphasis will be on the acquisition of both active and passive language skills, German will be the primary language used in the classroom, and participation in weekly conversational and review sessions with our German language teaching assistant is a requirement. During Term I we will cover the introduction and first six chapters of *Deutsch heute*. There will be frequent written and online assignments (Ace tests), and chapter quizzes, as well as comprehensive midterm and final examinations.

Elementary German II

Cuomo Full Term In this second half of the one-year introduction to the German language, we will cover the last six chapters of *Deutsch heute*, and students will begin writing short German compositions and dialogs. Prerequisite: Elementary German I or demonstration of sufficient German proficiency on the placement exam.

Advanced German: Die Deutsche Lyrik

Cuomo See description under Literature Full Term

Thomas Mann, Franz Kafka, Arthur Schnitzler, and Robert Musil and the Crisis of Identity in early 20th Century Central Europe*
Cuomo
Full Term
See description under Literature

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Intermediate German I*

Sutherland Full Term

This course will both review grammatical structures covered in Elementary German and introduce more complex structures, while continuing to focus on reading, listening, speaking and writing skills. Along with a textbook and participation in weekly conversational and review sessions with our German language teaching assistant, students will be responsible for reading a work of fiction and viewing two film versions of this work. Writing and vocabulary assignments will evolve from these assignments. In addition, Hörspiele will also be used. Students will be expected to apply grammatical structures and vocabulary in their writing and speaking assignments.

Prerequisite: one year of college-level German or its equivalent as demonstrated on the placement test.

Age of Goethe

Sutherland Full Term See description under Literature

Elementary Spanish I (2 sections)

Labrador-Rodríguez/Bennaji

Full Term This first-semester course is designed for students with little or no background in Spanish. The main goals of this course are to acquire good knowledge of basic Spanish Grammar (simple sentence structure, simple tenses in the Indicative), to build Vocabulary, and to develop Oral/Aural skills. Required work for the course includes preparation of short dialogues/skits for in-class work, weekly guizzes, take-home grammar exercises, reading/writing, laboratory assignments, and 3 to 4 major exams. Three 50-minutes classes per-week. An additional six hours (at least) of preparation for class are required, plus 3 to 4 hours to complete workbook & laboratory assignments, every week. Attendance and active participation in class exercises are required. Students are expected to prepare all assignments carefully. Quality and timeliness of completed work. significant progress in language skills, and evidence of mastery of basic Spanish grammar will be the basis for the evaluation of a student's performance.

Students interested must contact Professor Portugal as soon as possible for assessment: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.

Intermediate German II*

Full Term Sutherland

This course is a continuation of Intermediate German I. Further emphasis will be placed on more complex grammatical structures and increased vocabulary, as well as reading, listening, writing and speaking skills. Students will be expected to read a text of fiction and make comparisons to film versions of the text.

Prerequisite: Intermediate German I or demonstrations of sufficient knowledge of German on the placement test.

Fairy Tales of the Brothers Grimm

Sutherland Full Term See description under Literature

Elementary Spanish II (2 sections)

student's performance.

Bennaii Full Term A continuation of Elementary Spanish I. The main goals of this course are to acquire good knowledge of basic Spanish Grammar (simple sentence structure, simple tenses in the Indicative, introduction to the Subjunctive), to build Vocabulary, and to develop Oral/Aural skills. Required work for the course includes preparation of short dialogues/skits for in-class work, weekly quizzes, take-home grammar exercises, short reading/writing assignments, and three major exams. Three 50-minutes classes per-week. An additional six hours (at least) of preparation for class are required, plus 3 to 4 hours to complete workbook & laboratory assignments, every week. Attendance and active participation in class exercises are required. Students are expected to prepare all assignments carefully. Quality and timeliness of completed work. significant progress in language skills, and evidence of mastery of basic Spanish grammar will be the basis for the evaluation of a

Prerequisite: Satisfactory completion of Elementary Spanish I. Students, who have not completed Elementary Spanish I at New College and plan to take this class, must contact Professor Labrador-Rodríguez early during the Fall Semester of 2007 for assessment of proficiency: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.

Intermediate Spanish (2 sections)

Labrador-Rodríguez/Bennaii Full Term This course is designed to clarify grammatical concepts, increase vocabulary and improve oral expression and reading skills. Oral/Aural work will be stressed more heavily than written work. The texts will provide grammar exercises as well as basic readings intended to increase vocabulary and stimulate conversation. Required work for the course includes weekly guizzes, take-home grammar exercises, reading/writing & laboratory assignments, and 3 to 4 major exams. The class will be conducted in Spanish only and students will be expected to participate actively in all exercises and prepare all assignments carefully. Three 50-minutes classes perweek. An additional six hours (at least) of preparation for class are required, plus 3 to 4 hours to complete workbook & laboratory assignments, every week. Significant progress in the accuracy of communication will be the basis for the evaluation of a student's performance.

Prerequisite: Satisfactory completion of Elementary Spanish II at New College. Students with equivalent work done in another institution (one year college-level) or two years of high-school Spanish are eligible, but are required to complete the placement exam and a placement form. Students not coming from Elementary Spanish must contact the instructor as soon as possible during the Spring Semester of 2007 for assessment of proficiency: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.

Lecturas Hispánicas

Bennaji Full Term This course is intended to be a transition from language courses to the study of literature and culture in Spanish. Although we will review key grammatical aspects, the focus of the course will be on reading, writing, and class discussion of texts and topics that are relevant to Hispanic literature, culture, and society. Students will regularly write short essays (to be revised / peer reviewed and rewritten for content and grammatical accuracy), students will make individual and group presentations and work on a final group project. Students must be willing to meet in groups outside class times. Active class participation is a requirement of this class.

Prerequisite: The course is designed for students who have completed at least Spanish Composition and Conversation or its equivalent. Students who have not completed the required work at New College must contact the instructor early during the Fall Semester of 2007 for assessment of proficiency: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.

Advanced Spanish: Literature in the Spanish Caribbean

Labrador-Rodriguez Full Term

See description under Literature

Ariel/Caliban: United States in Latin American literature (In translation)

Labrador-Rodriguez Full Term

See description under Literature

Advanced Spanish

Portugal Full Term
Course Description Pending

Lecturas Hispánicas

Portugal Full Term This course is intended to be a transition from language courses to the study of literature and culture in Spanish. Although we will review key grammatical aspects, the focus of the course will be on reading, writing, and class discussion of texts and topics that are relevant to Hispanic literature, culture, and society. Students will regularly write short essays (to be revised / peer reviewed and re-written for content and grammatical accuracy), students will make individual and group presentations and work on a final group project. Students must be willing to meet in groups outside class times. Active class participation is a requirement of this class.

Prerequisite: The course is designed for students who have completed at least Spanish Composition and Conversation or its equivalent. Students who have not completed the required work at New College must contact the instructor as soon as possible during the Spring semester of 2007 for assessment of proficiency: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.

Spanish Conversation and Composition* (2 sections)

Portugal Full Term
The course has been designed to improve accuracy of oral and written expression, and to further develop reading and aural comprehension skills. We will do a systematic review of Spanish grammar. We will use readings on a variety of topics as a basis for oral and written work. Students are expected to participate actively in general class discussion, and will be responsible for class presentations and special activities. The course has a demanding writing component; students are expected to prepare all written assignments carefully and present them on time. Re-writing essays and peer-editing are important components of this class and therefore students should be willing to work in groups outside class meeting times.

Prerequisites: Satisfactory completion of Intermediate Spanish at New College. Students with equivalent work done in another institution (the 3rd semester of college-level Spanish) or significant work done with high-school Spanish are eligible, but are required to complete the placement exam and a placement form. Students not coming from Intermediate Spanish must contact the instructor early during the Fall Semester of 2007 for assessment of proficiency. No student will be admitted without fulfillment of these requirements.

Fall 2008

Division of Humanities

Spring 2009

Intermediate Russian I*

Schatz Full Term

This course is the third component in the four-semester Beginning-Intermediate language sequence. We will use Golosa Book 2 as our primary text with supplementary materials from the BBC Russkaya sluzhba and other online news and cultural sources. As in the past, our goal will be increased facility in reading Russian and greater fluency in oral and written expression. Students who have completed at least two semesters of college-level work in Russian at another institution are welcome to enroll, but prior consultation with the instructor is strongly advised.

Intermediate Russian II*

Schatz Full Term

A continuation of the Fall Semester offering and the final component in the Beginning-Intermediate language sequence.

Tolstoy and Chekhov: The Short Fiction

Schatz Module 1

See description under Literature

Schatz

Module 1

See description under Literature

Petersburg: History, Myth, Fiction

Self and Survival: 20th-Century Short Fiction by Babel, Olesha,

Platonov, Solzhenitsyn, Tolstaya, and Pelevin

Module 2 Schatz

See description under Literature

Guided Readings in Russian Literature and Culture

Module 2 Schatz

See description under Literature

Elementary Hebrew I

Full Term

This course introduces students with no previous knowledge of Hebrew to the Modern Hebrew language. The development of oral and written language skills is the primary focus of the course. To this end, students will acquire basic useful vocabulary through an introduction to the fundamentals of Hebrew grammar and syntax. An introduction to the Hebrew alphabet will set the foundation, as we will quickly move to develop students' skills in conversation, reading, writing, and aural comprehension

Elementary Hebrew II

Full Term

This is a continuation of Elementary Hebrew I.

Elementary Chinese I

Zhu Full Term

This is the first introductory language course in Modern Standard Chinese (Pŭtōnghuà) designed for students with little or no background with a focus on speaking, listening, reading, and writing skills. The first semester, which will cover the first 10 chapters in the New Practical Chinese Reader, introduces the basic phonetic system, some basic grammar, the writing system, and everyday conversational vocabulary and sentence patterns. Our in-class meetings will concentrate on the training of oral and aural skills. In addition to active participation in class and timely submission of written assignments, students are expected to spend at least one hour per day preparing for classes, tutorial sessions, guizzes and tests, among other activities. Enrollment is limited.

Elementary Chinese II

Full Term

A continuation of Elementary Chinese I.

Modern Chinese Literature: A Survey

Revolution, Love and Modern Chinese Fiction

7hu Full Term 7hu Full Term

See description under Literature See description under Literature

Classical Chinese Literature: A Survey The Writing of the Strange in Chinese Literature

Full Term Zhang Zhang Full Term

See description under Literature See description under Literature

Full Term

Intermediate Chinese I

Zhang Full Term This course is for students who have completed Elementary Chinese

This course is for students who have completed Elementary Chinese I and II or who have equivalent level. Building upon the vocabulary and sentence structures taught in the first semester, students will learn more useful expressions and advanced sentence structures. While emphasis will be laid on the communicative skills of listening and speaking, students will be given more training on the skills of reading and writing. Students are expected to grasp all the major grammar points by the end of the year. To facilitate the study of the language, different aspects of Chinese culture and society will be introduced. In addition to active participation in class and timely submission of written assignments, students are expected to spend at least one hour per day preparing for classes, tutorial sessions, quizzes and tests, among other activities. Enrollment is limited.

Intermediate Chinese II

Zhang

A continuation of Intermediate Chinese I.

Literature

American Fiction*

Dimino Full Term This course will cover the development of American fiction from the mid-nineteenth century to the present. We will read some major novels and short fiction in depth, and become familiar with the current critical discussion of the meaning, value, and history of American fiction.

Our reading will include works that deal with the power of money, such as James's The Portrait of a Lady, Dreiser's Sister Carrie, and Rushdie's Fury, and works that highlight the issue of race, such as Melville's Benito Cereno, Faulkner's Light in August, Ellison's Invisible Man, and Toni Morrison's Beloved. Students will write one three-page paper, two eight-page papers, a statement of goals, and a self-evaluation, and will be expected to participate actively in class discussions. Open to all students; enrollment will be limited to 25 students.

American Masculinities

Full Term Dimino How does our culture represent masculinity in relation to class, race, sexuality, historical period? Our reading will include Douglass's Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself (1845); selected poetry by Walt Whitman; Hemingway, The Sun Also Rises (1926); Wright, Black Boy (1945); McPherson, "A Solo Song: For Doc" (1968); poems by Plath, O'Hara, Baraka, and others; and Morrison, Song of Solomon (1977). Films will include Ford's The Searchers (1956) with John Wayne; Hawks's The Big Sleep (1946) with Humphrey Bogart, based on Chandler's novel (1939); Wilder's Some Like It Hot (1959); and Fincher's Fight Club (1999). Students will write a statement of goals, two eight-to-ten-page papers, and a selfevaluation, and will be expected to participate actively in discussion.

This course fulfills the requirements for the Gender Studies jointdisciplinary Area of Concentration. The course is open to students who have taken at least one college-level literature course; for others, permission of the instructor is required. Enrollment will be limited to 25.

Faulkner and Intertextuality

Dimino Full Term How do writers respond to one another as they build their own works from systems, codes, and traditions that are already established? How can this idea of "intertextuality" contribute to our understanding of literature?

In this course we will concentrate on William Faulkner, widely considered the greatest twentieth-century American novelist, and our reading will be selected from his best works: The Sound and the Fury, As I Lay Dying, Sanctuary, Light in August, Absalom, Absalom!, The Hamlet, and Go Down, Moses. We will explore intertextuality both by considering Faulkner's own body of work as an "intertext" and by putting him side by side with several contemporary African American writers whose novels change the way we read Faulkner:

Toni Morrison, David Bradley, and Suzan-Lori Parks. To anchor our work we will read selections from Graham Allen's study of intertextuality. This course is open to students who have taken at least two college-level literature courses; for others, permission of the instructor is required. Enrollment will be limited to 25.

Crossing Cultural Borders

Full Term Dimino Our sense of Americanness changes as characters in literature and film explore their own culture and confront others, sometimes transforming their cultural identity. We'll discuss such works as Rowlandson's A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (1682); Crèvecoeur's Letters from An American Farmer (1782): James's The American (1877): autobiographical writing by Kirkland, Zitkala Ša and others; Cather's Mv Ántonia (1918): Larsen's Quicksand (1928): stories by Dreiser, Yezierska, Alexie, Danticat, and others; Momaday's The Way to Rainy Mountain (1969); Kingston's The Woman Warrior (1976); Anzaldúa, Borderlands/La Frontera: The New Mestiza (1987); Kingsolver's The Poisonwood Bible (1998); and such films as Coppola's The Godfather: Part II (1974) and Apocalypse Now (1979), and Nair's Monsoon Wedding (2001). Students will write a statement of goals, two eight-to-ten-page papers, and a selfevaluation, and will be expected to participate actively in discussions.

The course is open to students who have taken at least one college-level literature course; for others, permission of the instructor is required. Enrollment will be limited to 25.

Advanced Spanish: Literature in the Spanish Caribbean

Labrador-Rodriguez Full Term This course will study the most significant events that help explain Cuban, Dominican Republic, and Puerto Rican society and cultures. One important question this course will attempt is these islands have in common to form an unity called "Hispanic Caribbean". The main events to be studied are: Cuban 1959 Revolution, Trujillo dictatorship in Dominican Republic, and the industrialization of Puerto Rico through the economic project Operation Bootstrap or "Manos a la obra". In addition to these events the course will be organized through the following topics: rural society, and patriarchal system, emigration to the United States and Puerto Rico, immigration to the Islands. The three historical events will provide a point of departure as well as of comparison between islands. At the end students will have a better understanding of the Spanish Caribbean society and cultures. It is also an important goal of this course to continue strengthening all four communicative skills in Spanish. This class is designed for student who have satisfactorily completed Lecturas Hispánicas and who have been recommended to continue to Advanced Spanish, and for students who have satisfactorily completed Advanced Spanish or its equivalent. Students who have not completed the required work at New College must contact the instructor.

Ariel/Caliban: United States in Latin American literature (In translation)

Labrador-Rodriguez

Full Term

United States of America: a "dying tiger", a monster, a savior, Ariel\ Caliban? The role played by United States in different stages of Latin American history has shaped the relation between both hemispheres. This course will study how the United States has been represented by Latin American intellectuals. The analysis of literature will be illuminated by films and visual art. Authors will include: José Martí, José Enrique Rodó, Carlos Fuentes, and José Luis González. This course will have a seminar format. Students will write a quotation comment for each meeting. In addition, students will write a midterm short paper and a final research paper.

Acting I

Eginton, FSU/Asolo

Full Term
Through a series of concentrated improvisations, speeches,
monologues and scenes, as well as script analysis for actors and
directors, this introductory acting course will develop a foundation for
acting work using the following definitions: Acting is "living truthfully
under imaginary circumstances"; Acting is the "reality of doing." The
technique taught is based on Practical Aesthetics, as developed by
David Mamet and the Atlantic Theater Company in New York, as well
as Meisner and Stanislavsky techniques.

Reading, paper writing, and outside of class rehearsal is required, as well attendance of a professional production. The course is taught by the graduate faculty of the FSU/Asolo Conservatory.

Enrollment will be limited. All interested students should attend the first meeting, with a prepared monologue of 1 minute in length. No acting experience is necessary to enroll in this class. Preference given to upper contract students.

Acting II

Eginton, FSU/Asolo

Full Term

This is a scene study class intended to serve acting students of various levels of expertise who have taken Acting I at New College. The technique taught is grounded in Meisner training and the Practical Aesthetics training. Technical work covered this semester: beat shifts, given circumstances, characterization, imaginary circumstances, and language analysis. Improvisations and exploratory exercises in development of imagination and emotional preparation will be given, as well as assignments in writing about the theater in response to live performance.

This course is only open to students who have taken Acting I at New College. Priority is given to upper contract students, and admission to the class will be based on audition at the first class meeting.

Seventeenth-Century French Theater

Van Tuyl Full Term Fate. Passion. Murder. Politics. Gender wars. Impossible choices. Inspired silliness. Representative plays by Corneille, Molière, and Racine comprise the primary readings for this course. Films and secondary readings will help us explore the literary and historical context of these works. Work includes: rotating leadership of class discussions, scene readings, papers, final exam. French and English sections offered. Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor.

Le rire à travers les siècles

Van Tuyl Full Term What's so funny? Focusing on comedy, parody, satire, and farce, this survey of French literature examines works of prose, drama, and film from the Middle Ages through the twentieth century, paying particular attention to the works' social and intellectual contexts. Work includes: frequent writing exercises, papers, rotating leadership of class discussions. This literature survey is conducted entirely in French. Prerequisite: satisfactory completion of Advanced French.

Performances of Gender: Readings of 19th-century French fiction

Reid In this seminar we will consider a number of moments in French 19th-century fiction where an explicit link is made between performance and gender identity. We will examine the development of understandings of sex, sexuality, gender and identity across the century, focusing on close-readings of works of short and long fiction (novels and short stories), which we will pair with theoretical and critical works that address the notion of gender as performance. We will also consider selected 19th-century staged performances: dances, plays, musical works, and Charcot's studies of hysteria. Our primary texts will include works by: George Sand, Gustave Flaubert, Honoré de Balzac, Charles Baudelaire, Gérard de Nerval, Emile Zola, les Frères Goncourt, Guy de Maupassant, J.-K. Huysmans, and Rachilde. Our critical readings will include essays by Butler, Beizer, Bernheimer, Foucault, Freud and Rivière. This course is intended for advanced students in French, literature and gender studies. While familiarity with critical theory will be helpful, it is not required. Work for the course will include: active and informed participation in class discussion; facilitation of class discussion; two short papers; an annotated bibliography of critical works; and one research paper. This course is cross-listed in gender studies. Enrollment may be limited.

The course is open to advanced students in literature and gender studies, to students with an advanced level of French (Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor), and to those with no knowledge of French. The course will be taught in a bi-lingual format: the class will meet once a week as a whole, for discussion in English, and once in separate discussion sections for students working in French and English.

Creative Writing Course #1

Staff Full Term A course will be offered pending faculty appointment.

Creative Writing Course #2

Staff Full Term

A course will be offered pending faculty appointment.

Advanced German: Die Deutsche Lyrik

Full Term Cuomo Participants in this advanced-level German course will read in the original representative works of German poetry from the Middle Ages to the present. These verses will introduce students to Courtly Lyrics of the High Middle Ages and poets such as Walther von der Vogelweide; Baroque sonnets by Andreas Gryphius, examples of Sturm und Drang, Classicism, and Romanticism by Goethe, Schiller, Schubart, and Eichendorff; and poetry by Heinrich Heine, Annette von Droste-Hülshoff, and Theodor Storm. The consideration of the late-19th- and early 20th-Centuries will include poems by Stefan George, Hugo von Hofmannsthal, and seminal works by Rainer Maria Rilke. After focusing on Expressionist poetry by Gottfried Benn, Georg Heym, Georg Trakl, and others, students will read engaged and "apolitical" poetry from the Weimar period by Bertolt Brecht, Günter Eich, Walter Bauer, Ina Seidel, and others, before examining poems by exiled and oppositional authors during the twelve years of the "Third Reich." The scrutiny of the post-1945 period will include "Point-Zero Poetry," responses to Fascism and the Holocaust by Ingeborg Bachmann, Nelly Sachs and Paul Celan, "Vietnam" and other poetry commenting on political topics by Erich Fried and others, and poetry from the former GDR. The course concludes with examples by contemporary feminist and multinational poets living and writing in Germany. These texts will be the basis of oral presentations and written analyses, in-class and web board discussions, and creative exercises designed to expand students' working vocabulary and command of German grammar and stylistics. Students' written work and contributions to the web board will serve as the basis for the review of key areas of advanced grammar and structure, and course participants will be expected to revise drafts of their assignments with the help of the German language teaching assistant.

Prerequisite: two years of college-level German or its equivalent. Students with questions about their proficiency should contact the professor.

Thomas Mann, Franz Kafka, Arthur Schnitzler, and Robert Musil and the Crisis of Identity in early 20th Century Central Europe*

Focusing on major works in prose by Thomas Mann (Germany), Robert Musil, Arthur Schnitzler (Austria-Hungary), and Franz Kafka (Austria-Hungary/Czechoslovakia), we will trace the crisis of individual identity in Europe of the first decades of the 20th Century. Our scrutiny will include Schnitzler's story "Lieutenant Gustl" and his drama *Flirtations*, Mann's novellas "Gladius Dei," "Blood of the Walsungs," "Tonio Kröger" and "Death in Venice," in addition to Buddenbrooks, the novel that won Mann the Nobel Prize in Literature. We will consider the novel Confusions of Young Törless by Mann's contemporary and Schnitzler and Kafka's compatriot Robert Musil before proceeding to Kafka's stories "The Judgment," "Metamorphosis," "A Country Doctor," "In the Penal Colony," The Hunger Artist," and "A Report to an Academy," and his unfinished novel The Trial. Among other issues, our investigation of the questionable nature and instability of identity will address the representation of the moral vacuum in which Schnitzler's jaded, decadent aristocrats exist, Mann's association of artistic talent with decadence and a decline in vitality, Musil's concept of the human personality as a fragile construct, and Kafka's characters in confrontation with patriarchal structures and preconscious and unconscious states of being. Depending on the participants' interest, we may also view and discuss some of the notable film adaptations of the works we are reading. Course members will be responsible for informed participation in class discussions, regular postings to the course web board, oral presentations on selected topics, and two medium-length analytical essays. All readings will be in English translation. Although this course is open to all interested students, previous work in literary analysis will be an advantage.

Renaissance Epic: The Poetry of Nationalism

Full Term Myhill Mvhill This course will explore two of the most ambitious works in English literature: Edmund Spenser's The Faerie Queene and John Milton's Paradise Lost. Written less than a century apart, these poems attempt to do for England what their authors understood Homer's Odyssey and Illiad and Virgil's Aeneid to have done for classical Greece and imperial Rome: to both demonstrate and epitomize the glorious history and worthy aspirations of the civilizations that they came to represent in the popular mind. Given England's relative political and, many would argue, cultural insignificance in early modern Europe, to write an English national epic was an act of unmitigated gall, and astonishing hope for the significance of both the nation to its world and its writers to the nation. Spenser's The Faerie Queene is an enormously complex moral and political allegory borrowing the forms of both classical epic and medieval romance, in which knights representing holiness, temperance, and chastity, among others, do battle with enchanters, sorceresses, and monsters representing greed, deception, and the Catholic church. The preface claims that the poem's purpose is "to fashion a gentleman or noble person in vertuous and gentle discipline." We will examine Spenser's investigation of the forces that shape England and the English gentleman, and his work's attempts to become one of them, and then move on to Milton's Paradise Lost, which, less optimistically, seeks to find "fit audience, though few." Milton's epic on the fall of humanity into original sin is a product of both his conscious effort to model himself on the poetic career of Virgil, the great poet of Augustan Rome, and his intense involvement with the political and religious controversies of his day. His attempt to write the English national epic never explicitly mentions England, and explicitly expects a hostile reception in its native country. The character who most closely resembles the epic hero of Homer or Virgil is Satan. We will explore these and other paradoxes of Milton's Christian epic. Our most important tool for investigation will be close readings of the text, but we will also pay attention to contemporary political, religious, and poetic theories and the course will involve some secondary criticism. Students are expected to take part in discussions and write two short essays and a term paper. The course is designed for students who have taken at least one literature course. Previous exposure to the Classical epic is welcome but not necessary. Enrollment may be

Chaucer—The Dream Visions and Troilus and Criseyde

Full Term This course will focus on strategies of narrative and poetic structure in Geoffrey Chaucer's dream visions and his most ambitious work- Troilus and Criseyde. We will start with The Book of the Duchess, The House of Fame, The Parliament of Fowls, and selections from The Legend of Good Women in the original Middle English (which is much easier than it looks!), in which the narrator encounters mournful knights, sententious birds, and a very irate god of love, and move on to the long narrative of the ill-fated love of Troilus and Criseyde and the Trojan War. The course will focus on competing visions of love-courtly and otherwise, the position of the poet/narrator, the dream vision as a form, and Chaucer's relation to both classical and continental sources. Students are expected to participate actively in class discussion and write several brief translations, two 4-6 page papers and one ten-page paper. Previous experience with Middle English is not expected, but some familiarity with medieval or Renaissance European literature, history, or art would be useful.

The Canon of British Literature*

Myhill Module 1/Wallace Module 2 Myhill / Wallace This course is a standard advanced survey of the British "Canon," those works that have been for some time considered essential reading for well-educated English majors. While some countercanonical texts may be included, and some discussion of the processes of canonization or exclusion from canonicity will be expected, most of the works we will read are and have been considered significant for hundreds of years. Readings will be primarily in poetry and drama, with some supplemental works of prose included, beginning with Beowulf and coming forward through the nineteenth century. Directed to beginning students of literature, our focus will be on gaining familiarity with the literature and with literary historical movements through some lecture, reading together, discussing, and surveying the literature and its historical contexts. Written work will likely include a midterm exam and a final exam with short essay questions, and an author-report, but may not include conventional papers. Students may be asked to give presentations and facilitate discussions as well.

This class is open to beginning students of literature and potential majors. Preference will be given to students with some previous work in Literature, but who are still beginning Literature students. Permission of instructors.

Twentieth-Century Verse Drama

Module 2 This course will explore a small but important group of British and American plays written in verse long after the prevailing dramatic conventions had shifted to naturalistic prose. We will consider what function verse serves in the drama of T.S. Eliot, W.H. Auden and Christopher Isherwood, Archibald MacLeish, Carvl Churchill, Ntozake Shange, and Suzan-Lori Parks. The first four authors are generally acknowledged as poets rather than playwrights, while the reverse in true of the last three; how does this affect how we see their works? How compatible are the formal demands of poetry and drama? How does verse drama invite reconsiderations of how language functions, particularly in contemporary African-American playwrights like Shange and Parks, or how drama is related to its own history in Churchill, MacLeish, and Eliot? Students are expected to participate actively in class discussion, present one performance project, and write two short papers. The course is open to all interested students. but enrollment may be limited. Interested students should contact me no later than the end of the first week of classes.

Theaters of Social Change--Revenge Tragedy and City Comedy

Myhill The theater of seventeenth-century England was dominated by two genres that initially seem to have very little in common; revenge tragedy and city comedy. The former dramatizes the issues surrounding personal vengeance among aristocrats when the social, legal, and theological structures fail to provide justice; the involves the business and pleasure—frequently inseparable—of the rising merchant class of contemporary London. Although the characters and the approaches of these genres have very little in common, both question the existing social structures—revenge tragedy through its representation of the corruption of kings and cardinals and city comedy through its suggestion that wit is more than a match for tradition and lineage and explore the position of the individual and of the theater in creating alternatives. Both forms work with the possibilities of elaborate intrigues and manipulation. While the resulting piles of corpses killed in surprising ways and the con games that exist as much for the pleasure of deception as for any other end have been criticized as signs of a decadent drama, the development of these forms shows playwrights working with both dramatic form and social change and the eradication of the one by the other after the Restoration of Charles II indicates a fundamental change in the relation of theater to public life. The course includes plays by Shakespeare, Marlowe, Jonson, Kyd, Middleton, Dekker, Ford, Shirley, Webster, Congreve, Dryden, and Ottway and a substantial amount of secondary criticism. This course is designed for students who have previously taken courses in literature, history, and/or theater. Enrollment may be limited.

Tolstoy and Chekhov: The Short Fiction

Schatz Module 1 This course will be devoted to a comparative study of selected short stories and short novels by L.N. Tolstoy and A.P. Chekhov. We will examine, among other works, Tolstoy's *Family Happiness* (1859), *The Death of Ivan Il'ich* (1886), and *Master and Man* (1893) and Chekhov's *Ward #6* (1892), *Peasants* (1897), and *The Little Trilogy* (1898). This will be a lecture and discussion course; one brief (6-page) analytical essay will be required, and consistent participation in class discussion will be expected. Open to all interested students, but enrollment will be capped at 20.

Self and Survival: 20th-Century Short Fiction by Babel, Olesha, Platonov, Solzhenitsyn, Tolstaya, and Pelevin

Schatz

After the establishment of Soviet power, a campaign was set in motion on several fronts to efface the distinction between the private and the public, the personal and the collective. The goal was to eradicate "individualism". Some chose to capitulate in various ways, while others retreated into subjective worlds ("internal emigration"). In this course we will examine these and other strategies for self-survival as they figure in the short fiction of six writers whose work will take us from the 1920's to the present. This course is open to all interested students, but enrollment will be capped at 20. One analytical essay will be required, and consistent participation in class discussion will be expected.

Petersburg: History, Myth, Fiction

Schatz Module 1 Peter the Great's "Window on the West" (St. Petersburg, founded 1703) became a recurrent focus in the literature of the early 19thand 20th Centuries. Most writers constructed the city as an unnatural, alien, even anti-Russian "presence". This course will begin with A. S. Pushkin's narrative poem "The Bronze Horseman" and then concentrate on the short fiction of N. V. Gogol ("The Overcoat," "Nevsky Avenue" and others) and F. M. Dostoevsky (including "The Double," and "White Nights"). We will end with Andrei Bely's Symbolist masterpiece Petersburg. Our work will include supplementary non-fiction sources as well - pertinent chapters of Riasanovsky's A History of Russia and articles by Katerina Clark (on the Revolutionary and cultural significance of the city) and Robert A. Maguire (on the city in 19th-Century Russian literature) and others. This course is open to all interested students, but enrollment will be capped at 20.

Guided Readings in Russian Literature and Culture

Schatz Module 2 Guided Readings in Russian Literature and Culture (Module 2). For this undertaking, students, either individuals or small groups, may choose as the focus of study a personality, period, or genre which is not included in regularly offered New College courses (the fiction of Nikolai Leskov; medieval chronicles and hagiography; 18th-and 19th-century drama, Fonvizin to Chekhov). The student may also choose to undertake a broad historical overview of Russian literary culture or to consider some other important aspect of Russian culture (folk tales and traditional/peasant culture; cultural policies and practices under Stalin; developments after the collapse of the Soviet Union). A total of five projects will be accepted. Students will meet weekly with the instructor, who will be responsible for assisting in compiling a bibliography and establishing productive and manageable goals for each project. Recommended most strongly for students with some previous work in Russian literature. Proposals must be submitted by the final week of Module 1.

Blackness and Visual Expression

Smith Full Term As a legitimate category for understanding cultural phenomena, race is obviously dubious. Nonetheless, Americans have imbued race with the status of common sense. More than a mode of identity, it has become a necessary element in our understanding of our culture, society, and history. As befits an article of faith, race has a fully elaborated iconography associated with it. Americans of every background have contributed to the development and maintenance of this visual language of race. Racial iconography is associated with all "racial groups," but for peculiar historical reasons, the representation of blackness has been its most pervasive and familiar form.

This course will examine how blackness has been represented in visual media, with particular emphasis on how it has been constructed by African Americans. We will begin with 19th century examples with special attention to representations associated with slavery and minstrelsy. We will consider paintings by artists such as Winslow Homer, Thomas Eakins, and Henry O. Tanner.

Moving into the 20th century, we will examine examples in a broad range of visual media, including painting, photography, theater, costume design, fashion, advertising, and film. We would include visual artists such as Aaron Douglas, Jacob Lawrence, Elizabeth Catlett, Romare Bearden, Faith Ringgold, Adrian Piper, David Hammonds, and Kara Walker. Photographers from James Van Der Zee to Gordon Parks, Moneta Sleet,, Roy DeCarava, and Anthony Barboza will be included. In film, we will analyze scenes from D. W. Griffith's The Birth of a Nation and possibly from some of Oscar Micheaux's work. We will analyze the incorporation of major black musicians (Ellington, Armstrong, Ethel Waters) and dancers (Bill "Bojangles" Robinson, the Mills brothers, Katherine Dunham) into mainstream Hollywood films; and we will consider both Hollywood and independent films involving major black actors and directors. We will give serious attention to Stormy Weather, Bingo Long's All Stars, Shaft, and Harlem Nights. Other titles may include work by Spike Lee, the Hudlin Brothers, and perhaps one of Richard Pryor's live performances.

We may also include an examination of how iconic black individuals have been represented visually: Jack Johnson, Louis Armstrong, Josephine Baker, Martin Luther King, Jr., Muhammad Ali, Tupac Shakur, etc. Finally, we will look at fashion and advertising, including posters and other promotional devices for dance, musical, and theatrical performances.

Students will be expected to participate actively. Some of this material will be covered by student presentations. All students will be expected to contribute to our discussions of the various examples we bring before us. The writing for the course will be a journal and a 15-page final paper.

Shocking Recognitions and American Renaissance

Smith Full Term Herman Melville, reviewing the work of Nathaniel Hawthorne, famously celebrates the emergence of a distinctive, new American literature. He declares that "genius, all over the world, stands hand in hand, and one shock of recognition runs the whole circle round." His words proved prophetic, for he was writing in the midst of what came to be known as the American Renaissance. Beginning with those antithetical writers, Ralph Waldo Emerson and Edgar Allan Poe, this outpouring of literary creativity included many unique voices, such as Hawthorne and Melville, Henry David Thoreau, Walt Whitman, and Emily Dickinson.

This course will focus on the central paradox that these writers came to be recognized as the core of the American literary canon, yet they were all distinctly idiosyncratic in their styles and literary visions. We will read the poems, essays, and fictions of these writers, noting what makes each of them distinctive, what they had in common, and how they commented on their relations to tradition, to each other, and to American society.

Age of GoetheSutherland
Course Description Pending

Fairy Tales of the Brothers Grimm

Full Term

Sutherland

Full Term
This course deals with psychological interpretations of the Grimms
fairy tales, paying close attention to family relationships, childhood
development and the didactic function of the fairy tale. Themes
also include, the role of witches, evil fairies and stepmothers, the
significance of the absent or marginal father, the child's separation
from home, his/her journey of self-discovery and integration into a
new order. Secondary texts include: Bruno Bettelheim's The Uses
of Enchantment, Maria Tatar's The Hard Facts of the Grimms'
Fairy Tales, and Off With Their Heads!: Fairy Tales and the Culture
of Childhood. There will be a section offered in German.
Students should also plan to attend regular film screenings.

Anglo-American Feminist Theory: Conceiving Women

Wallace Full Term The course focuses on feminist theory in the context of the United States and western feminism more generally. Particular attention will be paid to essentialism vs. social constructionism, alternate models of psychology and knowledge, the question of "feminine writing" and women's relation to language, and conceptions of the body and the embodied self. Readings include selections among the following writers or works: Simone de Beauvoir's The Second Sex and Kate Millet's Sexual Politics, some works by radical, cultural, and materialist Anglo-American feminist writers, Nancy Chodorow's Reproduction of Mothering and other selections on alternate approaches to psychoanalysis/psychology, so-called "French Feminist" writers such as Hélène Cixous, Luce Irigaray, and Monique Wittig, Toril Moi's Sexual/Textual Politics, "post-colonial" or "Thirdworld" writers such as Gayatri Spivak and Trihn T. Mihn-ha, work by American "women of color," and some works on cyborgs and the future of feminist theory.

Reading will be dense and at times extremely difficult; a willingness to engage with the material covered will be an important criterion for satisfactory evaluation. Written work will include short (2-page) weekly responses to the readings for at least 10 of 14 weeks, and two short essays (6-8 pages). Students should expect to read and respond to each other's work on-line, and to participate actively in class discussion and moderation. More advanced students may be given an opportunity to work as group-discussion leaders.

Students who have completed at least one year of college-level work will be given preference. This interdisciplinary course may be counted towards fulfillment of a Gender Studies Joint Area of Concentration.

Criminal Narratives and Narrating Crime*

Wallace Module 1 Some critics have argued that the novel begins in criminal biography and broadsheets—cheap sheets detailing the crimes and confessions of those hanged at Tyburn sold to the crowds who viewed the executions, and mostly fictionalized. Novels about crime and criminality range from didactic narratives by repentant criminals to heroic narratives of highwaymen in the eighteenth century, to tales about morally upright and brilliant detectives or falsely accused or deluded criminal protagonists in the nineteenth century, to the morally ambiguous detectives and engaging criminals of some twentieth-century fictions.

This course will trace very briefly a line of "criminal narratives"—from criminal biographies such as those of Defoe and Fielding through the so-called "Newgate" novel and early detective fiction of the nineteenth century, up through some twentieth century criminal protagonists or alternately detective figures—including if time allows some postmodern versions of criminal narration. We will ask why crime and the criminal have been so productive for narrative fictions and why we still want to read them.

Works to be read may include: Defoe's Colonel Jack or Moll Flanders, Fielding's Jonathan Wild, Thomas Holcroft's Bryan Perdue or William Godwin's Caleb Williams, James Hogg's The Secret Confessions and Memoirs of a Justified Sinner, Robert Louis Stevenson's Jekyll and Hyde, Charles Dickens's Oliver Twist, some of A. Conan Doyle's Sherlock Holmes stories, Dorothy Sayers's Murder Must Advertise, and Charles Palliser's Betrayals. This class is open to beginning students of literature

Jazz Poetry

Zamsky Full Term This course explores the rich interchange between jazz and American poetry. Almost since its inception, jazz has been recognized as a uniquely American art form, performing through its sounds and forms much of this country's complex cultural heritage. Our project in this class will be to examine the central role this music has played in shaping American poetry of the twentieth and twentyfirst centuries. As we will find, the relationship between the poetry and the music is reciprocal. Even as American poetry participates in the cultural and aesthetic debates that shape the history of jazz, so, too, does the music draw from emerging ideas about poetry and poetics. The class has two broad and overlapping areas of inquiry: jazz as theme and jazz as structure. As a music rooted in African-American experience, jazz has tremendous thematic, even symbolic importance in American literature. Throughout the semester, we will explore the ways in which different authors invoke the images and narratives of jazz, its culture, and its legacy. We will also turn our attention to the question of how a jazz aesthetic functions in poetry. As we will find, the answer is not singular; poets with dramatically different styles link their work to the influence of jazz. While we will certainly be interested in ways writers have learned from jazz, particularly its rhythmic innovations, we will also explore writers whose work is best explained not in terms of mimicking the music, but, rather, as coming out of a shared artistic perspective. The reading for the course will include several of the following writers: Amiri Baraka, Wanda Coleman, Javne Cortez, Thulani Davis, Jessica Hagedorn, Michael S. Harper, Langston Hughes, Nathaniel Mackey, Sterling Plumpp, Ntosake Shange, John Taggart, and others. Since many of these poets perform with musicians, the class will also include a good deal of listening to such collaborations.

This class is directed to more advanced students of literature and may be limited

Reading Poetry*

Zamsky Full Term This class is an introduction to the study of poetic language. We will read lyric poems from a wide range of historical periods, cultural contexts, and aesthetic commitments, with a consistent eye toward the ways in which language is used as the material of poetry - in much the same way that pigment is the material of painting or sound and silence are the materials of music. The class will attend to sound, syntax, lineation, and the other elements of prosody, and will consider the project of poetry from a number of perspectives: as arrangements of utterance, as pleasure, as the construction of a self (whether abstracted or socially situated), as the process of working out or (more likely) posing emotional, philosophical, political, and other dilemmas. The concept of the class can be usefully captured in the phrase, "poetry as experience." Our goal is to explore that experience in as much detail as is possible. The class will conclude by reading a complete collection of contemporary American verse in order to consider how a book of poetry holds together and to explore the ways that poetic language works today.

This class is open to beginning students of literature and non-majors.

The Lyric Tradition*

Zamskv Full Term This class is an introduction to lyric poetry that considers how poetic social engagement changes over time. While popular representations of lyric poetry often suggest that it is the gentle (or tortured) material of an individual's inner contemplation, nothing could be further from the truth. The very premise of lyric is that there is a speaker and a listener; and, the most popular example of lyric, the "love poem," is designed to seduce...I mean, persuade. Accordingly, the premise of this course is that lyric poetry is not only a part of the world in which we live, but an important mode of engagement with that world. Our guiding questions might be phrased this way: who is speaking in this poem? What is she or he trying to persuade us of? And, why is a poem the vehicle for this persuasion? How does the form of the poem enact this persuasive intent? As we will find, there are many answers to these questions – sometimes personal, sometimes philosophical or spiritual, often-times political. We will predominantly read lyric poetry written in English from the sixteenth through the nineteenth centuries, though we may also read some work in translation and will conclude with twentieth century verse. Poets studied in the course will include many of the following: John Ashbery, William Blake, Elizabeth Bishop, Anne Bradstreet, Elizabeth Barrett Browning, Robert Browning, Thomas Campion, Samuel Daniel, Emily Dickinson, John Donne, John Keats, Aemilia Lanyer, John Milton, Marianne Moore, Alexander Pope, William Shakespeare, Percy Bysshe Shelley, Sir Philip Sidney, Edmund Spenser, Phillis Wheatley, Walt Whitman, William Wordsworth, Mary Wroth, Thomas Wyatt, and William Butler Yeats.

This class is open to beginning students and non-majors.

The Poetry and Poetics of Place

Zamskv Full Term What role does geography play in poetic practice? For many poets, it is so powerful as to be nearly determinant. Their imagery. diction, and very identities as poets not only derive from their locations but, in many cases, grapple with them. The American modernist poet William Carlos Williams, for instance, dedicated a good part of his energy to developing a poetics that was not only "American," but one even more specifically tied to his locale of Paterson, New Jersey; the contemporary Martinican poet Edouard Glissant has theorized a similar (and more philosophically radical) sense of geographic specificity linked to his native Caribbean. In this class, we will study poets (including Williams and Glissant) who use their work as a way of articulating their relationship to the people, events, and landscapes of three specific locations: the American Northeast (including Williams' Paterson, Susan Howe's New England, and Charles Olson's Gloucester, Massachusetts), the American West (from Ed Dorn's wild "anti-epic," Gunslinger to Gary Snyder's Zen inspired eco-poetics), and the Caribbean (including Glissant's predecessor, Aimé Césaire and the Anglophone Caribbean poets Kamau Brathwaite and Derek Walcott). Our readings in the poetry will be complemented by selected essays by the poets and theoretical works that address relevant issues ranging from eco-poetics to postcolonialism.

This class is directed to more advanced students of literature and may be limited.

Classical Chinese Literature: A Survey

Full Term Zhang The purpose of this course is to acquaint students with some of the world's greatest literature through the exploration of selected masterworks produced in China over a three thousand year span ending in the 19thcentury. This course is not designed to be a comprehensive survey, although readings will include examples from most of the major literary forms, genres, and writers of pre-modern Chinese literature. Classes will combine lecture and discussion formats; generally during the first half of the period the instructor will provide background information and the rest of the period will be reserved for discussions. All students are expected to be prepared and to participate in these discussions; all students will be assigned the responsibility for formulating the discussion questions in rotation. Assignments will consist of daily readings, two essays and a final examination consisting of identifications and short essays. Participation in discussion is very important.

All readings are in English translations. No prerequisites.

Revolution, Love and Modern Chinese Fiction

This course investigates the popular formula of revolution plus love in modern Chinese fiction. Revolution has been a major literary and cultural motif in twentieth-century China as the past century was often viewed as a century of revolution, and the Chinese revolution has been intimately related to the theme of love, personal freedom and women's liberation. It focuses on such issues as revolution in love, love in revolution, revolutionization of love, romaticization of revolution, and body and revolution; at the same time, it explores the historical developments of this formula, paying attention to its connection to the formula of "beauty and talented scholar," which has been widely popular in classical Chinese literature.

This course emphasizes detailed textual analysis, content and form. Students are to learn not just to summarize but to critique, to have an opinion, about characters, structures and writers, with or without further research. You will practice your skills in your short response journal and formal essays. This course also accentuates the significant power of literary criticism/interpretation. Students are encouraged to think independently and critically about the readings and critiques, and practice your role as literary critics in the forms of discussion, journal writing, presentation, and formal essays.

All readings are in English translations. No prerequisites.

The Writing of the Strange in Chinese Literature

Zhang Full Term This class will explore the writing of the strange, a prominent tradition in various narrative and theatrical genres in classical Chinese literature. By reading tales and plays about ghosts, spirits, fabulous voyages, and miraculous transformations, as well as literati anecdotes about the cultivation of obsession and eccentricity, we will ask questions about reality and normality as challenged by literature, examine the tension between historicity and fictionality in classical Chinese narratives, and try to contextualize the literary tradition in philosophical and religious thinking. More specifically, we will see how the realms of the strange function as prisms for social critique, romantic imaginary, and the rise of individualism especially in the late Imperial China. Classes will combine lecture and discussion formats. All students are expected to be prepared and to participate in these discussions; all students will be assigned the responsibility for formulating the discussion questions in rotation. Assignments include weekly journals and two formal essays.

All readings are in English translations. No prerequisites.

Modern Chinese Literature: A Survey

Zhu Full Term The purpose of this course is to provide an overview of Chinese literature of the twentieth century covering major literary genres such as fiction, poetry, prose and essay. It introduces major Chinese writers and literary trends in the twentieth century, emphasizing the intricate relationship between literature and social change, between narration and nation as "imagined communities," between modern intellectuals and their audience. It focuses on the literary and cultural "obsession with China" as well as the complex issue of modernity in relation to tradition, gender, sexuality, and revolution, exploring important literary trends and cultural events while introducing such key terms as literary revolution, New Culture movement, May Fourth movement, Left-wing literature, root literature, avant-garde literature, and postmodern literature.

This course emphasizes detailed textual analysis, content and form. Students are to learn not just to summarize but to critique, to have an opinion, about characters, structures and writers, with or without further research. This course also accentuates the significant power of literary criticism/interpretation. Students are encouraged to think independently and critically about the readings and critiques, practicing the role as literary critics in the forms of discussion, journal writing, presentations, and formal essays.

All readings are in English translations. No prerequisites.

Music

Fuzion Dance

Bolaños Wilmott Full Term Leymis's unique teaching style creates a community setting that encourages new ways of moving and celebrates the art of movement. Students will be introduced to Contemporary and African dance techniques while addressing elements of alignment, endurance, use of weight, spatial awareness, while taking risk in the classroom setting. Students will also learn movement phrases from the repertory of Fuzion Dance Artists, Sarasota 1st Contemporary Dance Company.

New College Chorus

Moe Full Term

Full Term participation required for Module credit.

This is a choral ensemble dedicated to singing music in a variety of styles. The exact repertory will be determined during the course of the semester as the director gets to know participants and what pieces will be best suit the ensemble. Our goal is to produce a cohesive, quality sound in ensemble, and to enjoy doing it along the Students may earn a module of credit for a semester's participation.

Prerequisite: The ability to match a pitch is absolutely necessary. The ability to read music, although not a requirement will be given special consideration. Ten-minute auditions will be held Friday, September 5th 4:30 - 6:30 pm and Saturday, September 6th 1:00 -4:00 pm in one of the practice rooms, CFA 208, Lota Mundy Music Building. If you miss the opportunity to sign up for a time during miniclass, please contact Professor Daniel Moe 941-346-0715 for an appointment.

The class will end with a concert at the end of the term, TBA. Evaluations will be based on attendance and preparation of assigned Absences, early departures or late arrivals will not be tolerated. More than three absences will result in an unsatisfactory evaluation.

Keyboard Skills

Full Term Bray

Full Term participation required for Module credit.

Electronic Music

Aarden Full Term

The roots of modern music production are in the radical innovations of the twentieth century. Pop and art rock, electronica, and hip-hop owe much of their sound to early experimentalists who broke from traditional ideas of music and aesthetics. This course will survey the techniques, sounds, and history of electronic music, emphasizing hands-on training with digital technologies that are available on today's personal computers. We will begin by exploring MIDI, sampling, sequencing, filtering, and spectral re-synthesis using Digital Audio Workstation technology, which is used to produce most popular and electronic music today. In the second half of the course, we will learn how to construct our own sounds using synthesis (additive, FM, and waveform) and how to shape them (using envelopes, filters, and LFOs). Evaluation emphasis will be on creative projects, online participation, and knowledge of historical context. No prior computer experience is expected.

Fuzion Dance II

Bolanos-Wilmott Full Term Leymis's unique teaching style creates a community setting that encourages new ways of moving and celebrates the art of movement. Students will be introduced to Contemporary and African dance techniques while addressing elements of alignment, endurance, use of weight, spatial awareness, while taking risk in the classroom setting. Students will also learn movement phrases from the repertory of Fuzion Dance Artists, Sarasota 1st Contemporary Dance Company.

New College Chorus

Moe Full Term Full Term participation required for Module credit.

Keyboard Skills

Full Term Bray

Full Term participation required for Module credit.

Music, Language, and Metaphor

Full Term Aarden

Music is the universal language. Music speaks to us. Music has a rich vocabulary. Is there a sense in which these things are literally true? This course will examine the current thinking in linguistics, psychology, musicology, and ethnography to find connections and differences between language and music. In addition to discussing articles and constructing our own theories, we will apply the ideas we encounter to musical examples, including your own favorites.

Music Theory I*

Aarden

Music is the most immediately-affecting of the arts—and the most systematic, the most rational. Composers create within systems whether they know it or not, and the composer who best understands the possibilities of musical systems will produce the richest music. This course (the first of a two-course sequence) is designed to introduce the fundamentals of Western music theories of notation, style, sight-reading, analysis, and compositional practice. In the first module we will explore composition in a simplified popular style using GarageBand software. In the second module we will study how composers write full four-part harmony. In addition to attending three lectures, students are also required to participate in two aural skills sessions each week. Basic music-reading ability is very helpful

Early Music in its Social Context

Miles Full Term Since the seventeenth century, music has been associated with the idea of emotional expression, but that has not always been the central concern of musicians. For example, medieval composers and theorists attached greater importance to music's numerical structure than its affective potential. Only in the Renaissance does our modern notion of emotional expression begin to emerge. What factors—social, philosophical, and musical—help explain this dramatic shift in musical theory and practice? This course will examine the musical culture of the Medieval and Renaissance periods, focusing on the ritual space of musical performance, the cognitive demands of musical form, and the discourse that relates music to concepts and experience. Music to be studied in this course includes Gregorian chant, songs of the troubadours and trouvères, plus compositions by Hildegard von Bingen, Machaut, Dufay, Josquin, Palestrina, and Monteverdi. Prerequisite: Music Theory I or permission of the instructor.

Schoenberg, Stravinsky, and Modernism

Miles

Arnold Schoenberg and Igor Stravinsky were the most influential composers of the first half of the twentieth century and are widely considered exponents of modernism. Like most labels, however, this one fits uneasily. Schoenberg is the composer not only of the freely atonal *Pierrot Lunaire* but also the neoclassical *Third String Quartet*. Stravinsky's *The Rite of Spring* may seem to reject tradition though its innovations in harmony and rhythm, yet it is full of Russian folk tunes. While this course will focus on Schoenberg and Stravinsky, the key influences on both composers will also be considered: Wagner, Brahms, and Mahler for Schoenberg, Debussy and Russian nationalist composers for Stravinsky. Music by Schoenberg's pupils Alban Berg and Anton Webern will be studied, as well as music by composers who grappled with the challenges of modernism in distinctive ways: Bela Bartók, Kurt Weill, and Charles Ives.

Origins of Popular Music: 1600-1750

Aarden

A famous diatribe of the year 1600 declared that modern music was "a tumult of sounds, a confusion of absurdities". The musical revolutions of the next century and a half established many more "modern" sounds as norms that have defined popular music ever since. This was a turbulent period of change, in which new musical, political, and philosophical forces upended the old. This course will explore how many of these radical ideas emerged, the controversies they created, and the music and the people associated with them. We will be reading primary and secondary sources and studying the music of the time to better understand the origins of tonal music and the contingencies of history that shaped it. *Pre-requisite: Music Theory I or permission of the instructor.*

Contemporary Music

Miles

Behind the vast range of musical styles practiced in recent decades there is a common theme: all can be understood in relationship to the ongoing crisis of modernity. Some composers, such as Pierre Boulez and Elliott Carter, have affirmed the teleological premises of modernism, while others, such as John Cage and Pauline Oliveros, have entirely rejected the notion of teleology. Still other composers, such as George Rochberg and John Corigliano have upheld tradition as an alternative to modernism. The music of these composers will be studied, together with others whose aesthetic stance is more ambiguous: Luciano Berio, Witold Lutoslawski, Karlheinz Stockhausen, and Steve Reich

Music Theory II*

Building on the foundation established in Music Theory I, topics to be covered this term include: the formal implications of equal temperament and chromatic tonal harmony. Daily assignments will include work in analysis and composition. In addition to attending lecture sessions, students will be required to participate in two aural skills sessions each week.

Prerequisite: Music Theory I or its equivalent.

Philosophy

Language, Thought, and the World

Edidin / Staff Full Term An introduction to the philosophy of language, in which we'll investigate such questions as: What makes a sentence mean one thing rather than another? When are two sentences (in the same or different languages) synonymous? How is the meaning of what we say related to our states of mind? To communal convention? To what extent must we know what we mean in order to mean it? What is it to

understand what someone else says? We'll be focusing primarily on

20th century analytic approaches to these questions (especially those associated with Frege on one hand and Wittgenstein on the other), but other approaches will not be excluded.

Metaphysics Survey*

Edidin Full Term Metaphysics comprises philosophical reflection on the Nature of Things and of their most general characteristics and relations. Although the history of analytic philosophy includes a strong strain of hostility to metaphysics, there have always been metaphysicians among analytic philosophers, and contemporary analytic philosophy includes metaphysics as a prominent field of inquiry. To get a sense of the scope of contemporary metaphysical speculation, we shall consider a variety of different metaphysical issues. These might include some of the following: the nature of time, identity through time, necessity and possibility, cause and effect, and the nature of similarity and difference (a.k.a. the Problem of Universals).

Language and Politics

Flakne Full Term

Does language, as a reflection of reason, provide a neutral space to negotiate interests and coordinate action? Or is language, as constructing selves and subjectivity, an original and determining site of domination and/or distortion? This course will examine the ways in which ideas about language have influenced recent political philosophy. Readings will include such authors as Mill, Marx, Althusser, Arendt, Habermas, Rawls, Foucault, Butler, and Benhabib.

Philosophy of Affect: Friendship and Beyond

Full Term

This advanced seminar will examine our capacity to be morally affected by others. We will begin with readings from the ancient world, paying special attention to the treatment of friendship in moral and political discourse. We will then look at displacements of the friendship relation in modern and contemporary discussions of moral psychology. Readings will include Plato, Aristotle, Cicero, Adam Smith, Merleau-Ponty, Foucault, Derrida and Deleuze. Participation in this seminar is limited to fourteen. Some prior experience in philosophy is strongly recommended.

Philosophy of Race

Course description pending

Course in Philosophy

Edidin / Staff T.B.A.

Full Term

Course in Philosophy

Edidin / Staff Full Term

T.B.A.

Contemporary Ethical Theory

Flakne Full Term

What is the source of morality? It's function? How does it relate to beliefs and belief-formation? Does it require particular modes of argumentation? Does it continue to be viable in a scientific world? In a multicultural one? This seminar will examine major works by contemporary moral philosophers paying particular attention to questions of moral relativism vs. universalism. The seminar will conclude with a unit on the possible normative foundations of human rights discourses.

Prerequisite: at least one course or the equivalent in value theory.

Existentialist Themes

Full Term

This course will explore major themes of "existentialist" philosophy and literature such as contingency, absurdity, freedom, choice, agency, selfhood, and humanism. Authors studied include Schelling, Schopenhauer, Nietzsche, Heidegger, Sartre, Camus, Duras, and Sloterdijk

Philosophy of Mind

Full Term

Course description pending

Full Term

Modern Philosophy*

Langston Full Term Building on the achievements of the Classical and Medieval Periods, thinkers such as Leibniz, Kant, and Hegel laid the foundation for our contemporary world and its methods of thought and analysis. By focusing on the British Empiricists—Locke, Berkeley, and Hume—and the Continental Rationalists—Descartes, Leibniz, and Spinoza—we shall trace the thought of the Modern period and its synthesis in Kant's Critical Philosophy, and the Hegelian, Marxian, and Nietzschian reactions to that synthesis.

Religion

Introduction to the Study of Religion*

Seales

Full Term
This course is an introduction to the study of the forms, functions, and meanings of religious practices as observed in human cultures. Emphasizing the relationship between ritual practice, place, and sacred space, we will examine how scholars have approached the study of religion. It will quickly become clear that few scholars agree on the best methods for study. Nor do they agree on a definition for the subject of study, "religion." This course will encourage you to define your subject of study and construct your own methods of theoretical analysis. To help you with this task, we will work together on specific examples of religious practices in particular places.

Evangelical Traditions in America

Seales

Full Term
This course is an introduction to the intellectual and social sources of
evangelical Protestant traditions in the United States. It examines
varieties of evangelical beliefs and practices as constructed through
engagement with Catholicism, modernity, and/or America. In the first
section of the course, we address the ethical dilemma of "dualism," a
categorical rupture between sacred "selves" and secular "society,"
that was at the heart of the Protestant Reformation. We then link this
dilemma to the continued struggle of evangelicals to be in but not of
the modern world. In our second section of readings, which are
arranged thematically, we study how evangelicals have "lived" this
ethical tension through encounters with "secular" cultural practices.

Islam in America

Seales Full Term This course is an introduction to the historical presence of Islam in the United States. It covers three periods of Muslim arrival: the forced migration of African slaves during the antebellum period, the Second Immigration of 1879-1924, and the New Migration post-1965. Along the way, we address themes of religious practice, the formation of Islamic communities, the development of African American Islam, the continued diversification of Islam in the United States, media images of Islam, and cultural encounters between American Muslims and their fellow citizens.

Religion and Economy

Seales Full Term This course studies the reciprocal relationship between religious and economic practices in America. It combines sociological and historical approaches. In the first half of the semester, we survey classic texts, including works by Max Weber, Emile Durkheim, and Karl Marx. We then read adaptations of those works from authors such as Colin Campbell, Robert Bellah, and H. Richard Niebuhr. In the second half of the semester, we examine specific practices and case studies in American Religious History, including consumer holidays, industrial religion, evangelical marketing, the prosperity gospel, and corporate chaplaincy.

Religious Themes In Literature*

Langston Full Term Writers often discuss the nature of religion in their writings by dealing with religious characters, problems, or issues. For some, this discussion is peripheral to their interests; for others, the discussion is a principal fascination. The format of the short story or the novel allows the writer to portray religious issues in a variety of ways and from a variety of points of view, and this is often part of the writer's artistic achievement. In the course we will examine religious themes in some of the works of such authors as Dostoyevsky, Camus, Flannery O'Connor, John Updike, and Walter Percy.

Jewish Scriptures*

Marks Full Term

This course will offer an overview of authoritative sources within early Judaism. The first half of the course will consider the Torah, Prophets and Writings that make up the Jewish Bible as it is known today. The second half will examine various interpretative traditions within the Greco-Roman world, only some of which will themselves become recognized as sacred texts. Students will read allegorical works by Philo, historical writings by Josephus, pesher fragments found at the Dead Sea, and a sampling of Talmudic literature. Discussion will focus upon understanding these writings within the context of diverse early Jewish communities.

Women and Religion*

Marks

Full Term

Do the religious lives of women differ from those of men? And if so, in what ways? This course will consider some of the roles filled by women within Buddhism, Christianity, Hinduism, Judaism and Islam as well as within certain Goddess traditions. We will examine historical exclusions and inclusions, focusing especially on the insights provided by contemporary challenges and innovations. Theoretical models will help us to understand diverse beliefs and practices and to evaluate the usefulness of various definitions of "religion."

Kant's Religious Thought

Michalson

Full Term
This upper-level seminar will examine the major religious writings of
Immanuel Kant (1724-1804), one of the seminal figures in modern
Western thought. Kant strongly influenced later thinkers wishing to
mediate between the biblical tradition and modernity's demand for
intelligibility in the effort to establish religious truth. Key issues
include Kant's position on faith and reason, his view of God, and his
account of moral evil. The seminar will contextualize Kant's position
through consideration of significant precursors and successors.
Multiple short papers. Limited enrollment, with previous work in
religious thought and/or philosophy expected.

Prerequisite: Consent of the instructor.

Buddhism*

Newman Full Term Buddhism began as a small ascetic movement in India, but it eventually became the dominant religion of most of Asia. This course will examine how and why this occurred. Our main goal will be a broad understanding of the fundamental philosophies, beliefs, and practices of Buddhism within the context of Asian history and culture.

Judaism and Ecology

Marks

Full Term

Over time Judaism has developed certain notions about protecting the environment and respecting natural resources. This course will trace these ideas from the Bible until today, focusing on the creation of both legal and conceptual traditions. Students will explore a variety of early rabbinic, medieval and modern texts. In addition, readings and discussion will consider the special challenges and rewards of constructing a dialogue between ancient traditions and modern concerns.

Jewish Mysticism

Full Term Much recent interest in "Jewish mysticism" stems from a desire for "spirituality" often absent in the modern world. But when is such an excursion into Jewish esoteric literature an exploration of "received wisdom," or kabbalah, and when does it mask a rejection of traditional Jewish legalistic texts as too Jewish? When do such investigations explore what these texts say, and when do they recreate what one might like them to say? In this course we will look at texts that detail visions of God, heavenly ascensions, and efficacious practices. We will consider the nature of religious experience, and how we find these experiences transmitted. We will also explore the history, social setting, and construction of gender of those who have authored and read these texts, whether in late antiquity in Israel, in medieval Spain or in modern day Hollywood. On the way we will have tremendous opportunities to investigate the nature of Judaism, of religion and religious studies.

Lam rim chen mo

Newman Full Term The Lam rim chen mo ("Great Treatise on the Stages of the Path") is a massive summary of Indo-Tibetan Mahayana Buddhist theory and practice composed by the Tibetan scholar Tsong Khapa (1357-1419). This course will study the text in its entirety, with special attention given to its presentation of Madhyamaka philosophy. Limited to students who have satisfactorily completed "Buddhism."

Religions of South Asia*

Newman Full Term Religion played a crucial role in the formation of classical South Asian culture, and in South Asia today (India, Pakistan, Nepal, Bangladesh and Sri Lanka) archaic forms of religious belief and practice coexist with more recent traditions. We will study the history of South Asian religions (with the exception of Buddhism) from their origins to the present. Most of the course will be devoted to Hinduism, the remaining portion to Jainism, Sikhism and South Asian Islam.

Orientalism*

Newman Full Term Beginning in classical antiquity "the West" has defined itself in part in opposition to "the East," but today ever-increasing economic, political, and cultural interdependence force a reconsideration of the relationships between Asia and the West. This seminar will focus on Western perceptions and representations of Asians—with a glance at Asian perceptions of the West—and the effects these have on cross-cultural understanding. The first part of the seminar will critique Edward Said's thesis in *Orientalism* and examine lan Buruma and Avishai Margalit's treatment of *Occidentalism*; the second part will examine Western representations of India and Tibet; the remainder of the term will be devoted to student presentations of research projects. *Previous study of Asia is a prerequisite for this course.*

Biology

General Biology: The Vertebrates*

Beulig Module 1 An introduction to the form and function of vertebrate organ systems. A survey of vertebrate solutions to the basic problems of life will be conducted. Characteristic adaptations to the demands of aquatic, terrestrial, and aerial environments will be

studied and representatives of the vertebrate classes will be

selected for discussion.

Enrollment limited to 30 students.

Animal Behavior Lecture

Full Term Beulig Analysis of behavior integrating the concepts of levels of behavioral organization and the developmental history of behavior. The adaptive significance of behavior and its evolution in a variety of vertebrate and invertebrate animals will be considered. Social behavioral mechanisms will also be considered at selected levels of psychological complexity. Concepts and theories of behavioral ecology and the interface between behavior and ecology will be critically analyzed. The developing field of cognitive ethology and animal cognition will be reviewed and discussed. The overall approach of the course will be to contrast and compare formulations of ethology and comparative psychology with regard to their influences on methodology and the types of hypotheses generated by each viewpoint.

Enrollment limited to 30 students.

Plant Physiology

Clore Full Term This Intermediate-level course will cover various aspects of plant growth, metabolism and reproduction. Specific topics to be explored include plant water relations, mineral nutrition, plant growth regulators, photosynthesis, phloem translocation and plant responses and adaptations to the environment. Special topics will include genetic engineering (pros and cons), crop physiology and crop ecology.

Prerequisite: Introduction to Botany OR permission of the instructor.

Plant Physiology Lab

Clore Full Term
This one semester offering is designed to accompany the Plant
Physiology lecture course. In the lab course, we will initially
focus on the study of plant anatomy. We will then shift our
attention to the analysis of transpiration, stomatal conductance,
cell signaling, photosynthesis and gene expression in various
plants under different environmental and physiological conditions
and using a variety of methods. Independent projects will be
conducted by teams of students toward the end of the course.

Co- or Prerequiste: Plant Physiology Lecture. Enrollment limited to 14 students.

Organismic Biology Lecture

Beulig Full Term An advanced course considering the biology of chordates. The origin and evolution of the protochordate phyla will be discussed as well as the phylogeny of the vertebrates. Principles of systematics will be applied to the study of the evolution of each vertebrate class. The anatomy, physiology, development, ecology and behavioral adaptations representing the diversity within each

Enrollment limited to 30 students.

will be analyzed.

Organismic Biology Laboratory

Beulig Full Term
The morphological and functional analysis of chordate
adaptations. Protochordate feeding ecology will be experimentally
analyzed. Variations on the basic vertebrate plan will be studied as
represented in select members of each class of vertebrates.
Character states will be determined by means of dissection and
histological techniques. Functional properties of selected organ
systems will be analyzed with electro physiological techniques.

Enrollment limited to 16 students. Lab fee required.

Coral Reef Ecology*

Beulig Module 1
This course is a survey of the principles and concepts of ecology as applied to the study of coral reef ecosystems. Unique features of coral reefs will be considered as well as features in common with other ecosystems. The role of coral reefs in global ecology will be investigated and examples of reefs in the major reef provinces will be studied, with some emphasis on the Caribbean. Theoretical issues in ecology will be considered in light of impacts on reef dynamics of anthropogenic and natural factors. This course will provide the background for a field course offered in Panama.

Enrollment limited to 30 students.

Cellular Biology Lecture

This course will focus on the structure and function of eukaryotic cells. Topics will include bioenergetics, the structure and function of membranes, organelles and the cytoskeleton, cellular metabolism, macromolecular transport and cellular organization, the cell cycle, cell signaling, and the extracellular matrix. The cellular bases of diseases and of extracellular signal perception

Full Term

Prerequisites: College level introductory biology or equivalent. Enrollment limited to 30 students.

will be emphasized. Student presentations will be required.

Neurobiology and Behavior of Marine Animals Lecture

Demski

This course will survey neural and hormonal systems that mediate behavior in a variety of marine animals. The evolution of control systems for adaptive behaviors will be stressed. Phylogenetic as well as levels of organization approaches to understanding brain-behavior systems will be considered. Topics include: integration in nerve nets of jellyfish and hydroids; primitive bilateral control in flatworms; ganglionic integration and central control of behavior in arthropods and molluscs; neuroendocrine pathways in higher invertebrates; radial control in echinoderms; origins of vertebrate nervous pathways in the protochordates; evolution of sensorimotor integration and behavioral plasticity (learning and related phenomena) in fishes. Survey of cetacean brain-behavior systems.

Prerequisites: Some prior knowledge of basic neurobiology and/or physiological psychology or zoology of marine organisms, or consent of instructor.

Neurobiology and Behavior of Marine Animals Laboratory

Demski Full Term "Hands-on" exercises to compliment the lectures and discussions in the Neurobiology and Behavior of Marine Animals Lecture. Nervous and sensory systems in a variety of invertebrates and cold-blooded vertebrates will be studied by dissection and study of special microscope preparations. Working in small groups students will also explore the affects of neural lesions and electrical stimulation on the behavior of selected invertebrates.

Students will be expected to provide documentation of the results

of the lab studies.

Prerequisite: Completion or concurrent enrollment in Neurobiology and Behavior of Marine Animals Lecture or consent of instructor. Enrollment limited to 12. Lab fee required.

Cell Biology Laboratory

Clore Full Term

This laboratory course is designed to compliment the Cell Biology Lecture course. Students will develop laboratory technique and data analysis skills while learning several different approaches used to study cells. Some independent inquiry will be required. Such cell biological techniques as microscopy (various types), tissue preparation for microscopy, subcellular separation, protein and nucleic acid extraction, gel electrophoresis, immunoblotting, and polymerase chain reaction will be emphasized.

Co-requisite: Cell Biology Lecture. Lab fee required. Enrollment limited to 14 students.

Vertebrate Neuroanatomy Lecture

Demski Full Term This course will survey the major functional-neuroanatomical pathways in the vertebrates using the human brain as a model. The pathways include central systems for vision, hearing, equilibrium, somatosensory, taste, smell, movement control,

equilibrium, somatosensory, taste, smell, movement control, reproduction, feeding, aggression, punishment-reward, and endocrine autonomic control. The evolution of the systems will be considered I the context of studies based on older "classical as well as more modern technology.

Prerequisite: Completion of Neurobiology and Behavior of Marine Animals or equivalent background, e.g. completion of a neurobiology or physiological course or consent of instructor.

Vertebrate Neuroanatomy Laboratory

Demski Full Term This course will entail the study of functional mammalian neural pathways using both thick brain slices and sections on microscope slides. Human and sheep brain material will be studied. All major systems will be covered.

Prerequisite: Completion of Vertebrate Neuroanatomy Lecture or consent of instructor. Limit 12 students. Highest priority will be given to students doing independent study or thesis research in neuroscience related disciplines. Lab fee required.

General Biology in a Cultural Context*

Gilchrist Full Term Why are different spices favored in various regions of the world? How is the study of soy sauce, dawadawa and sauerkraut integral to understanding fermentation? When did the "rules" of genetic inheritance become established? The study of biological processes at the cellular and subcellular levels can reveal some of the subtleties of living systems that shape how an organism interacts with its surroundings. Traditional topics such as cell structure, classical and molecular genetics, and cellular metabolism will be explored. We will examine biology as a way of knowing about life processes through using studies from different cultures. There will be an emphasis on group work and self directed study. In-class experiments and observations, online discussion sessions, and digital portfolios will augment understanding of major concepts. This class is suitable for anyone Interested in learning about the unity and diversity of living systems. Those interested in gender studies can focus projects in this area.

Enrollment limited to 40. Lab fee required.

Invertebrate Zoology

Gilchrist Full Term Invertebrate zoology is a three module sequence which allows students to explore most of the animal world. Although traditional courses in this subject look to morphological and phylogenetic relations between invertebrate groups, we will go beyond this view to include behavior and ecology of the organisms. For the first module, we will study what are considered multicellular organisms. This will include organisms from the Porifera through the Annelida. In the second module, we will examine the Arthropoda (not including the insects), Mollusca, and Hemichordata with excursions into the world of minor coelomate phyla.

Suggested knowledge: General Biology or Ecology.

Marine Lab Outreach Project and Science Outreach seminar Gilchrist Full Term

Many of the major topics dominating local and national headlines are related to science and technology. Unfortunately, most of those reading the headlines have little or no science background. Science literacy is increasingly necessary to negotiate the everyday world. In this seminar, we will combine discussion of small group skills, presentation and learning styles, and science education with practical experiences of presenting information to public audiences. Students will be expected to make at least three presentations during the term. Some choices for presentations will be on campus and others will be off campus. In addition, we will be demonstrating the value of group journaling through creating our own online materials for group and personal reflection. Dr. Lowman will do some guest lecturing. A second seminar will be available second semester to continue these outreach projects.

Current Issues in Human Genetics*

Gilchrist

Genetics issues are becoming a large part of everyday life. We will use ideas such as cloning, gene therapy, bioengineering, and prenatal screening to frame discussions of general genetics concepts. You must be willing to participate in group work and in project based learning. This class has no prerequisites except interest. It is designed as an interdisciplinary course where no particular science background is assumed. Those interested in gender studies can focus projects in this area.

Enrollment limited to 30.

Invertebrate Zoology Laboratory

Gilchrist Full Term
Laboratory exercises will focus on anatomy, behavior, and ecology
of invertebrate groups. Module 1: Lower Invertebrates.
Module 2: Annelida, Mollusca, Arthropoda and their kin. For
Module 1, there will be an emphasis on laboratory experiments.
For Module 2, more field techniques and experiments will be
explored.

Suggested prerequisite: General Biology Laboratory. Enrollment limited to 14. Lab fees required for each Module.

Science of Science Fiction

Gilchrist

Scientists as well as people who have been trained in the sciences write speculative fiction. Sometimes, writers with little science background imagine a future filled with practical inventions. We will use science fiction writings and films to explore some of the ideas that were first developed in the laboratory of the mind and have come to be commonplace in our world. While our focus will be on biology, exploring such issues as cloning, genetically modified foods and cybernetics, we will also examine ideas such as miniaturization (nanotechnology) and liquid metals. You must be willing to do group work and to participate in project based learning. This course is open to anyone with an open mind and an interest in science.

Enrollment limited to 30.

STRESS – Seminar for Thesis Research of Environmental Studies Students

Lowman This seminar is limited to students majoring in environmental studies during their third or fourth year study to learn the major current issues in environmental studies, review some of the capstone literature, and develop appropriate skills for working in environmental science. Readings will include The Sand County Almanac by Aldo Leopold, Cross Creek by Marjorie Kinnan Rawlings, and also include current topics such as The Omnivore's Dilemma or parts of the IPCC (International Panel on Climate Change) report. The class will read and discuss approximately five famous or controversial environmental readings, with field trips based around some of the readings. Sessions will also focus on real-world skills for environmental leadership including grant-writing, public communication of science, writing for the media, and independent thinking. Students will be expected to produce several written and oral assignments including a public lecture, an editorial essay, a PowerPoint presentation, and a written research paper relating to environmental literature.

Tropical Ecology

Full Term Lowman This course will focus on the ecology of tropical ecosystems, covering the basic theories that determine ecosystem processes, and the interactions of plants, animals and their environment. Because plants "rule the world" as the basis of all life on Earth, the class will examine tropical ecosystems through the perspective of plants - competition, interactions, symbiosis, succession, regeneration, invasive species, diversity, evolution, and relatively recent human applications such as ethnobotany, agriculture, and slash-and-burn. Students will read two books, but also be required to read selected primary literature from scientific journals. The important concepts of tropical ecology will be integrated with environmental issues and challengesintegrated pest management, climate change, sustainability, logging, and current environmental news.

Although this is a lecture-discussion class, there will be several field trips into our local subtropical ecosystems, to introduce sampling techniques in ecology and expose students to Florida's natural environment. The course will include extensive reading, several written laboratory exercises, 2 in-class quizzes based on lectures, midterm examination, and final paper. Students must attend one hour-long precept each week, to discuss labs, concepts, and review course materials, scheduled by TAs in small groups. Attendance is mandatory in both lectures and precepts.

This course is a pre-requisite to Advanced Ecology (taught next spring) and also satisfies part of the science requirement for an environmental studies concentration.

Conservation Biology: Climate Change*

Lowman Full Term Natural ecosystems provide important, yet complex, services to the planet Earth, yet we are only just beginning to understand the links between human populations and their dependence on the natural world. In this course, we will focus on both economic and biological aspects of conservation biology including issues such as exotic species, carbon sequestration, global climate change, pesticides, and the politics of rain forest pharmaceuticals. The course will begin with the history of conservation and several case studies, but half of the semester will be devoted to current issues surrounding climate change, both science and politics. Extensive readings will be required, ranging from The IPCC Report to One World - the Ethics of Globalization by Peter Singer. Students will analyze case studies at three levels: local, national, and international. The course will be assessed via: 1. Field excursions with written reports and class discussion from these field trips; 2. SPARKS or lively class debates on current events illustrating conservation principles; 3. in-class guizzes; 4. midterm examination; and 5. one final research paper that focuses on climate change adaptations for a specific country of the world. Students will also attend one Precept session led by TAs for discussion of current environmental is required weekly.

Advanced Plant Ecology

Full Term Lowman In this second sequence of Ecology, we will focus on forest canopies as a case study for ecology, conservation and exploration. Students will read primary literature and a textbook, Forest Canopies (Lowman and Rinker), and each student will become a world expert on one region of forest canopy ecology. For that topic, each student will be required to review primary journal articles to create a PowerPoint lecture, and to give a written guiz to fellow students. Students will be expected to read the associated chapter of Forest Canopies for each lecture topic, participate in class discussions, and achieve a passing grade on all guizzes. We will discuss the major challenges and discoveries for each component of forest canopies, ranging from mammal population ecology to nutrient cycling to herbivory to the impacts of climate change.

Although this is a discussion class, there will be several required laboratory field trips on Wednesday afternoon and sometimes Saturday (encouraged participation) to view forest canopies in Florida and conduct field work. Several field exercises, including a final project, will be required, working in teams on ecological problem. Each team will address an ecological hypothesis, create a methodology and execute it, and write-up research results. The class will be approximately half canopy ecology lecture/discussions, and half field work. The final assessment will be based on mid-term examination, quiz scores, participation in class discussions, and a final research paper from field work

Introduction to Entomology

McCord Full Term A course designed for the beginning insect enthusiast who is interested in insects as a hobby or wish to determine if a career is possible. Students will learn evolutionary and external morphology, general physiology, behavior, habits, and habitats, social interactions with man and other animals, sequestration by plants, and more. Students will also study insects in structural and agricultural ecosystems with an ecological focus. Field observations and ecological health based on insects as

Enrollment limited to 60 students.

indicators will be taught.

Introduction to Entomology Laboratory

McCord Full Term The laboratory will focus on insect, their habitats, life cycles, and immature forms. Morphology will be taught so that students can use dichotomous keys for proper identification. Local field trips will be conducted with the expectation that each student will attend. An insect collection is required. You may submit digital images of your properly identified specimen, live specimen or pinned and properly labeled ones. If live specimens are submitted, they must be released in the habitat where they were found.

Prerequisite: Introduction to Entomology. Enrollment limited to 15 students. Lab Fee Required.

Introduction to Botany Laboratory

Full Term McCord Laboratories will consist of plant dissections, external morphology, identification characteristics, drawings, field trips, and field Morphological structures will be taught so that collections. dichotomous keys can be used to properly identify collected specimens. Field trips will also focus on plant-plant, plant-insect, and plant-vertebrate interactions with special attention to plants in sensitive areas. Speakers and local experts in plant communities. wetlands, and/or threatened eco-systems may guest lecture some trips. Laboratory evaluations will include, but is not limited to, the successful identification of 50 plant genera for inclusion in a herbarium; either pressed or photographed. Students are expected to successfully complete a mid-term exam and submit a herbarium as a final project.

Prerequisite: Introduction to Botany Limit 15 students/section. Lab fee required.

Insect-Plant Interactions

McCord

Full Term
This course was designed for the student who has some prior knowledge of insect behavior and/or plant evolution. Insects and plants have co-evolved to form unique relationships. Some relationships are mutually beneficial while others are destructive. Plants also attract insects to increase their own survival through pollination, seed dispersion or the consumption of insects as food. The history of these interactions, their geographic distribution, host plant selections, including feeding and oviposition will be studied. Students are expected to conduct library and web literature searches and to prepare 4 short reports (two of which will be inclass presentations) on specific insect-plant relationships during the course and to complete 2 take-home exams.

Enrollment limited to 20. Prerequisite: Intro to Botany, Entomology, or similar course that must be approved by instructor.

Chemistry

Organic I, Structure & Reactivity

Scudder

This is the first course of a two-semester sequence in Organic Chemistry and covers the core of how the chemical structure of organic compounds relates to chemical reactivity. We review fundamental chemistry concepts and then use basic principles to predict the reactivity of organic compounds. Our purpose is to understand how and why reactions occur rather than memorizing a large vocabulary of reactions. We will emphasize recognition of structural similarities and grouping by like processes so that the student achieves a coherent understanding of the basis of

chemical reactivity. The course covers substitution, elimination

Prerequisite: A year of General Chemistry or its equivalent.

and electrophilic addition processes. Meets daily.

Chemistry Inquiry Laboratory

Scudder Full Term This laboratory focuses on purification of compounds and the determination of chemical structure by spectroscopic methods. The lab emphasizes group work and collaboration. In one lab, students must first determine who else in the lab has the same material as they do, then form a group to determine the compound's structure. Substitution and elimination reactions are explored. Meets once a week.

Prerequisite: General Chemistry Lab or equivalent. Corequisite: Organic 1, Structure & Reactivity. Lab fee required.

Chemistry and Society*

Sherman Full Term Designed for general interest students, this course teaches concepts that form the foundation of knowledge common to all chemists, within the context of society and the environment. It is particularly relevant for Environmental Studies students. No prior knowledge of chemistry is assumed. Topics include atomic and molecular structure, bonding, reactivity, chemical equilibrium, properties of gases, liquids, and solids, fossil fuels, acid rain, global warming, and the ozone layer.

General Chemistry I*

Shipman Full Term This is the first course in a two-semester general chemistry sequence that is intended for first-year students and designed for all science students interested in chemistry-related fields. Students are expected to complete General Chemistry I and II and Organic Chemistry I and II and their respective labs to satisfy the two years of chemistry required by many graduate and medical school programs. This semester will cover atoms, atomic structure, stoichiometry, and bonding.

No prerequisites.

Organic II, Structure & Reactivity

Scudder Full Term This course continues the theme of how chemical structure relates to reactivity of organic compounds. The first part is the reactions of carbonyl compounds and carboxylic acid derivatives. The second part covers aromatic compounds, radical reactions, sugars, amino acids, and macromolecular chemistry. Meets daily.

Prerequisite: Organic 1, Structure & Reactivity.

Organic Chemistry Laboratory

Scudder Full Term
This laboratory explores the preparation and characterization of
organic compounds. We will also study a reaction in detail to
explore the reaction mechanism. All students will have direct
access to most research instrumentation. Meets once a week.

Corequisite: Organic 2, Structure & Reactivity. Prerequisite: Chemistry Inquiry Laboratory. Lab Fee Required.

Environmental Chemistry Tutorial

Stephens Mod or Full Term For students with some chemistry background who want to investigate topics in environmental chemistry, such as atmospheric chemistry, chemistry of the hydrosphere and biosphere, and energy production and use; in each case we will consider man-made changes and pollution.

General Chemistry II

Sherman Full Term This course is a continuation of General Chemistry I. Topics this semester will include thermodynamics, chemical kinetics, equilibrium, acid-base chemistry, and electrochemistry.

Prerequisite: General Chemistry I.

Inorganic Chemistry

Sherman Full Term In this course the entire periodic table is our domain. We begin with atomic theory and electronic structure, periodic properties, molecular orbital theory, symmetry, and applications of group theory. Next, we will turn our attention to the main group elements. Topics include structure and bonding of molecular compounds, metals, and ionic solids. The chemistry of the various groups and the individual elements of the periodic table will be related to periodic trends. In the final section of the course we focus on the colorful topic of transition metal chemistry including bonding, thermodynamics and kinetics. Required for a concentration in chemistry.

Prerequisite: Organic II

Physical Chemistry I

Shipman Full Term This course will provide an in-depth look at atomic and molecular structure. The course will begin with the fundamentals of quantum mechanics with applications to chemical bonding and molecular spectroscopy. The course will also cover energy distributions in molecular assemblies and conclude with an introduction to statistical mechanics and kinetic gas theory.

Prerequisites: General Chemistry and Lab. Physics I and II and Labs. Calculus I and II and either Differential Equations or Multivariable Calculus.

Environmental Chemistry Tutorial

Stephens Full Term For students with some chemistry background who want to investigate topics in environmental chemistry, such as atmospheric chemistry, chemistry of the hydrosphere and biosphere, and energy production and use; in each case we will consider man-made changes and pollution.

Biochemistry I, Lecture

Mod or Full Term Walstrom This course will be an in-depth study of protein and nucleic acid structure, function, and regulation. The focus of the class will be on molecular mechanisms of protein function. Mechanisms of human diseases will also be discussed. The last two weeks of the course will include advanced topics chosen by the students themselves.

Prerequisite: General Chemistry I and II, Organic II

General Chemistry Laboratory

Sherman & Staff Full Term This is a rigorous laboratory course to accompany General Chemistry. Development of laboratory technique, problem-solving

skills, quantitative data analysis and communication skills will be stressed. Experimental work will include calorimetry, chemical equilibrium, acid-base chemistry, spectroscopy, and kinetics.

Prerequisite or corequisite: General Chemistry II. Lab fee required.

Physical Chemistry II

Shipman Full Term With the firm background in molecular quantum mechanics taught in Physical Chemistry I, this course will deal with the energetics of chemical systems from a molecular standpoint. Thus, statistical mechanics will be used to develop a molecular interpretation of classical thermodynamics. Both liquid and gas phase chemical thermodynamics of ideal and real systems will be covered in detail

Prerequisite: Physical Chemistry I or consent of instructor.

Physical Chemistry Laboratory

along with chemical kinetics. s.

Shipman Full Term Students will perform a variety of physical chemistry and kinetics measurements. The emphasis of the course will be on modern instrumental methods and data analysis. Students will be exposed to IR, UV-Vis, and NMR spectroscopy, surface tensiometry, spectrofluorimetry, and GC-MS.

Prerequisite: Physical Chemistry I. Lab fee required.

Biochemistry II, Metabolism and Advanced Topics

Full Term Staff This course will be a continuation of Biochemistry I. We will cover

advanced topics including sugar, amino acid, lipid, and nucleotide metabolism as well as eukaryotic mechanisms for transcription regulation.

Prerequisite: Biochemistry I.

Biochemistry Laboratory

Walstrom Full Term
This class will allow students to get experience using a variety of
modern techniques in biochemistry and molecular biology.
Laboratory methods and data analysis will be emphasized.

Laboratory methods and data analysis will be emphasized. Experiments will include the polymerase chain reaction (PCR), restriction enzyme digestions, DNA ligation, and transformation of *E coli*, protein purification, and enzyme assays. Students will have an opportunity to do a short research project during a few weeks of the course.

Prerequisite or corequisite: Biochemistry I. Class enrollment limited. Laboratory fee required.

Computer Science

Logic, Sets, and Recursion

Henckell Full Term This course introduces the basic concepts of Logic, Elementary Set Theory and Recursion. We introduce a rigorous formal description of logic, and then argue about the properties of the formal systems that we have created. Both Sentential Calculus (dealing with formal versions of the key words "not, and, or, implies...") and Predicate Calculus (dealing, in addition, with formal versions of "there exists" and "for all") will be covered.

The systems described have many applications in Artificial Intelligence and automated theorem proving, and a knowledge of formal logic is helpful in computer programming. Elementary Set Theory is introduced as the standard way to describe mathematical constructions; the key concepts are sets, functions, and relations. Recursion is a key tool for making up recursive definitions, and, in the form of "proof by induction", as a way to prove things about integers and other recursively defined objects frequently occurring in Computer Science, like lists, trees, grammars, languages, etc. The overarching aim of the course is to enhance the student's ability to read and understand mathematical proofs; assess alleged proofs; and invent and write proofs, including mathematical induction proofs.

Prerequisites: good understanding of the basic principles of arithmetic and algebra, and some general understanding of the nature of proofs (as given, e.g., in elementary Euclidean geometry). Calculus is not required. Students should enjoy math and symbolic computations, and be willing to think slowly and patiently about formal systems.

This course is recommended for any advanced study in mathematics and computing theory.

Introduction to Numerical Methods

Kaganovskiy Full Term This course is an interdisciplinary introduction to Numerical Methods for science students. We will start with some interesting applications from random Monte-Carlo simulations and percolation theory of fire/disease propagation. Then we proceed to the development and mathematical analysis of practical algorithms for the basic areas of numerical analysis such as rootfinding, polynomial interpolation, best mini-max interpolation, Chebyshev polynomial, least squares, splines, numerical integration and differentiation, Richardson extrapolation, Gaussian elimination with LU factorization, iterative methods, ODE methods - Euler's, Trapezoid, Runge-Kutta, Adams-Bashforth and Adams-Moulton. At the end, we will introduce basic algorithms for solving numerical Partial Differential Equations. This course serves as an informal prerequisite for many Science classes which require Numerical Methods. In addition, it introduces students to powerful computing package -Matlab. Work required of students includes weekly homework and substantial programming projects which counts 40% of the grade. The other 60% comes from two exams.

Prerequisites: Calculus and Differential Equations.

Introduction to Programming using Java

Full Term Kaganovskiy This course is an introduction to Programming in Java. It satisfies LAC curriculum requirements. We cover the most important programming concepts such as algorithms, sequences, selections, loops, functions, methods, passing by reference vs. by value, numeric and string types, arrays, vectors, classes and Object-Oriented Programming. Towards the end of the course we will briefly introduce scientific programming package Matlab. This course serves as an informal prerequisite for many science classes which require programming. No previous programming experience is assumed.

Prerequisites: None

Graphs, Networks and Algorithms

McDonald

See description under Mathematics

Introduction to Computer Science*

Henckell Full Term

This course is a first tour through the world of computing. We will take a look at how data are represented in a computer, what hardware is used in all computer systems, how programming languages can be used to instruct computers what to do (although this course does NOT introduce any particular programming language), the role of the operating system and file systems, and typical application software. We will also introduce Artificial Intelligence, Computer Networks (like the world wide web), and Limitations of Computing. The course is more about important ideas, and less about specific skills (like programming). It is meant to be a general introduction enabling a student to make informed choices about how to continue their study of Computer Science, or interact with computers.

Prerequisites and enrollment limits:

There are no prerequisites for this course and no enrollment limits

Applied Statistics and Programming in R.

Kaganovskiy

Full Term This is an interdisciplinary introduction to statistics using modern statistical software (R) to facilitate exploration of real-world data. The applications which we will consider range from Social Science, Biology and Medicine to Physics and Technology. The course includes exploratory data analysis, central tendency and spread, elementary probability, confidence intervals, goodness of fit, linear models, tests of hypotheses, non-parametric tests, and linear regression, introduction to simulation. Other topics of interest and applications will be included as time permits.

The course grade will be based on homework, projects and

Prerequisites: None

Mathematics

Calculus I* Section 1

Henckell

Calculus is a means for calculating the rate of change of a quantity which varies with time and the total accumulation of the quantity whose rate of change varies with time. Although calculus is only about three centuries old, calculus ideas are the basis for most modern applications of mathematics, especially those underlying our technology. The development of the calculus is one of the great intellectual achievements of Western civilization. A balance will be struck between presenting calculus as a collection of techniques for computation, and as a handful of difficult but very powerful concepts. Wherever possible, we will motivate the ideas as ways of answering questions about real world problems.

Calculus I* Section 2

Henckell

Calculus is a means for calculating the rate of change of a quantity which varies with time and the total accumulation of the quantity whose rate of change varies with time. Although calculus is only about three centuries old, calculus ideas are the basis for most modern applications of mathematics, especially those underlying our technology. The development of the calculus is one of the great intellectual achievements of Western civilization. A balance will be struck between presenting calculus as a collection of techniques for computation, and as a handful of difficult but very powerful concepts. Wherever possible, we will motivate the ideas as ways of answering questions about real world problems.

Linear Algebra*

Kaganovskiy Full Term This course introduces the basic scientific tools for solving problems with more than one variable. The techniques of Linear Algebra are widely applicable to all areas of science. The topics we cover include: linear systems, matrices, vector spaces, fundamental subspaces of matrices, inner spaces and orthogonality, determinants, least squares approximations, eigenvectors, diagonalization, eigenvalues and positive singular value decomposition, definiteness and transformations. We will consider a number of applications to Economics, Physics, and Image processing. In addition, I will use an Application Manual, which will let us employ Maple and Matlab to investigate computer approaches to solving practical Linear Algebra problems.

Prerequisites: Calculus I and II.

Logic, Sets, and Recursion

Henckell

See description under computer science

Introduction to Numerical Methods

Kaganovskiy

See description under computer science

Applied Statistics and Programming R.

Kaganovskiy

See description under computer science

Calculus III

McDonald Full Term This class is a continuation of Calculus I and II. We will cover the calculus of n-dimensional functions including the derivative and the gradient, as well as relative maxima and minima and multidimensional version of Taylor polynomials. The class will also cover multiple integrals and vector integrals. In addition, the class will include an introduction to differential equations.

Prerequisite: Calculus II.

Calculus IV

McDonald Full Term This course develops the central results of Calculus 3 in much greater depth. The course begins with a review of Stokes' Theorem in Euclidean 3-space. We develop the linear algebra required to define the notion of a "differential form" and formulate the analog of Stokes' theorem for higher dimensional Euclidean space. We develop the notion of a manifold, the associated geometric objects and the fundamental results of the associated Calculus. The course serves as an introduction to modern geometry and differential topology. Necessary prerequisites for the course are Calculus 3 and Linear Algebra.

Graphs, Networks and Algorithms

McDonald Full Term In this course we investigate applied problems in which graphs and networks appear naturally. We develop the notion of "algorithm" and generate algorithmic solutions to problems of interest. Topics which we will investigate over the course of the semester include: the classic problems of Combinatorial Optimization, Markov chains on graphs and probabilistic methods, difference operators on discrete structures, inverse problems for networks, and an introduction to computational complexity. Prerequisites for the course are Calculus 1 and 2 and the permission of the instructor.

Mathematics Seminar Term I

Mathematics Faculty Full Term

Math Seminar has been a traditional forum for students interested in mathematics. The purpose of this seminar is to cover many interesting or advanced topics in mathematics that cannot be titled under one subject. Students enrolled in this seminar are expected to present several lectures prepared under supervision of the math faculty. Lectures are open to anyone.

Offered once a week in evening.

Abstract Algebra I

Poimenidou Full Term Abstract Algebra generalizes the idea of solving equations to mathematical objects other than numbers. At its core is the axiomatic method, which consists of making a small number of initial assumptions and deducing powerful theorems from them. These theorems can then be applied in a wide variety of mathematical contexts where the assumptions are valid. Topics that will be covered are introduction to the axiomatic method, sets and equivalence relations, groups, subgroups, factor groups. Also, rings and fields, rings of polynomials, factor rings, and ideals.

Calculus With Theory I

Poimenidou Full Term This course is the first in a two semester sequence designed as a rigorous introduction to the calculus. This class targets students that want a deep understanding of the theoretical under-pinnings of calculus and the ability to reprove the classical theorems of calculus. This course will cover considerably more detail than a regular calculus course including an introduction on writing proofs. The first semester will cover differential calculus with an in-depth look at limits, continuity, and differentiability as well as applications such as optimization and linear approximation. We will complete the course by rigorously developing the Riemann integral and proving the fundamental theorem of calculus.

Complex Analysis

McDonald Full Term Complex numbers were introduced in the study of the roots of polynomial equations and have found applications in nearly every branch of modern mathematics. This course will develop the notion of a function of a complex variable and the corresponding calculus. The theorems and applications to be discussed are some of the most beautiful results of modern mathematics. Topics for the course include analytic functions, complex integration and the Cauchy integral formula, series representations, residues and conformal mappings.

Prerequisites: Calculus III or consent of instructor.

Mathematics Seminar Term II

Mathematics Faculty Full Term

Math Seminar has been a traditional forum for students interested in mathematics. The purpose of this seminar is to cover many interesting or advanced topics in mathematics that cannot be titled under one subject. Students enrolled in this seminar are expected to present several lectures prepared under supervision of the math faculty. Lectures are open to anyone. Offered once a week in evening.

Abstract Algebra II

Poimenidou Full Term In the second term of the "algebra" sequence we begin by studying more advanced topics in group theory including group actions, the use of group theory in counting, symmetry groups and the Sylow Theorems. We continue with the study of factorization domains, polynomial rings and field extension and conclude with the beautiful and powerful "Galois Theory", which determines what polynomials are solvable by radicals. Early in the semester, students will have the opportunity to participate in the "Abstract Algebra Retreat", a weekend off-campus student math conference where students will present talks on applications of Abstract Algebra in a variety of fields.

Calculus With Theory II

Poimenidou Full Term This is a continuation of *Calculus I with Theory*. This course will continue with techniques of integration, logarithms and exponential functions, infinite sequences and sums and power series. If time remains the course will touch on Fourier series.

Advanced Linear Algebra

Yildirim Full Term

Linear algebra is a critical mathematical tool in all of the sciences. Therefore, an in-depth knowledge of linear algebra is useful not only to mathematicians, but also to any scientist using mathematics. Topics that will be covered are matrix decompositions and Jordan canonical form with applications to systems of differential equations, bilinear and quadratic forms, integer valued matrices, and applications to abilean groups. If time permits, we will also discuss tensors or Banach and Hilbert spaces.

Prerequisite: Linear Algebra or approval of the instructor.

Ordinary Differential Equations

Yildirim Full Term

Familiarity with the material covered in a first course in differential equations is essential for those interested in advanced work in pure and applied mathematics. Topics covered during the semester include; first order equations, second order linear equations, series solutions, Laplace transform, systems of first order linear equations, qualitative properties of nonlinear equations, boundary value problems and Sturm-Liouville theory.

Calculus II

Yildirim Full Term

This course takes up where Calculus I leaves off. The topics covered include integration techniques, sequences, series, Taylor series, and complex numbers. Linear differential equations, areas and volumes. This course is recommended for students pursuing interests in the physical sciences, applied mathematics and economics.

Prerequisite: Calculus I and instructor's permission.

Mathematical Modeling I

Yildirim Full Term

Mathematical modeling plays a central role in understanding of complex systems that are changing in time. Such systems are called dynamical systems. This course is designed to introduce students to the elements of dynamical systems. Both continuous and discrete systems will be covered. In the course of the term, students will come to understand how mathematical models are formulated, and how their short and long term behaviors can be uncovered through a combination of analysis and computer simulation. Qualitative, quantitative and graphical techniques will be used to analyze and understand mathematical models and to compare theoretical predictions with available data. Mathematical concepts of steady states, cycles and chaos will be introduced. Examples will be given from physics, biology, chemistry and economics.

Physics

Accelerated Physics I

Colladay Full Term

This course will present the material covered in Physics I at an accelerated pace and at a more advanced level. Students taking this class should have had significant exposure to Calculus or Physics at the high-school level. Topics will be presented at an accelerated rate and the problem assignments will be more in depth and more mathematically challenging than in Physics I. The accelerated pace will allow coverage of additional topics including waves, thermodynamics, and fluid mechanics. The intended audience for this course includes potential physics or mathematics majors and other students with strong mathematical skills who are willing to work hard and are serious about learning fundamental techniques.

Optics

Colladay Full Term

Optics constitutes one of the most important areas of physics. Indeed, advances in Optics have led the way in a revolution in the communications and computer industries. The course starts with geometrical optics, including plane surfaces and prisms, spherical surfaces, lenses and mirrors. Then it proceeds with vibrations and waves, superposition of waves, interference of two beams of light, interference involving multiple reflections, Fraunhofer, and Fresnel diffraction. There will be a section discussing the electromagnetic nature of light, dispersion, polarization, reflection and double refraction. This course will consist of both lectures and labs. Criteria for evaluation: weekly homework and exams, including a final exam, and weekly lab reports.

Prerequisites: Physics I and II and labs. Not required, but most helpful are Electricity and Magnetism and upper level mathematics such as Calculus III.

Physics I Laboratory*

Colladay Full Term Physics I Laboratory will focus on experiments involving fundamental principles and key applications of classical mechanics. It is intended to cover many of the topics introduced in *Physics I*. The lab will provide hands on exposure to many physical systems involving basic mechanics. For example, we will conduct experiments measuring position, velocity, and acceleration of moving objects as well as rotational inertia and other properties of rotating systems. Many of the experiments will use state of the art computer interfacing and automated data acquisition systems in the new dedicated introductory physics laboratory in the Heiser Natural Sciences Complex. The course meets one afternoon per week and is evaluated using a combination of exams and weekly lab reports.

Co-requisite: Enrollment in Physics I. Lab Fee Required.

Descriptive Astronomy*

Full Term Ruppeiner This course, which has absolutely no prerequisites other than a curiosity about the heavens and a willingness to work hard, is directed at students who are not necessarily concentrating in the sciences. Little mathematics will be used. We will start with a discussion of the history of astronomy and how the present notions of the sun-centered solar system developed. From there we will move into a discussion of the moon and the planets. Throughout, we will include the most recent scientific findings. We will discuss stars, supernovas, black holes, gas clouds, and galaxies. The course will conclude with the present picture of the structure of the universe. Part of the course will be naked eye and telescopic observations of the moon, the planets, double stars, and nebulae. The evaluation will be based on solutions to homework assignments, a mid-term exam, a comprehensive final exam, an optional paper, and attendance and participation in classes and observation sessions.

Structure of Nature*

Full Term Colladay During the term we will investigate 20th century developments in two main areas of fundamental physics research, particle physics and cosmology, exploring the limits of human knowledge regarding these subjects. The development will be largely nonmathematical and concept oriented with no required prerequisites. The focus will be on the logical development of the currently accepted models of nature through examination of various particle accelerator experiments and astronomical observations over the last century. We will see how building larger and larger accelerators has uncovered a remarkably unified view of the rich structure we observe around us. The current picture appears incomplete at the present time. We will examine some of the reasons why scientists believe this to be so and will discuss some current ideas for completing the picture. Finally, our knowledge about nature at the extreme microscopic level can tell us about what might have happened in the very early universe, a remarkable connection between the very big and the very small. The evaluation is based on exams, assignments, attendance, and possible term papers.

Prerequisites: None, other than an interest in science.

Quantum Mechanics

Ruppeiner Full Term Quantum Mechanics follows Modern Physics in the development of the theoretical framework that radically changed classical physics at the turn of the century. This theory was motivated by numerous conflicts between classical concepts and experimental results in atomic systems. Quantum mechanics has numerous ramifications for both chemistry and physics where small-scale physical systems are relevant. The class will focus on techniques for solving Schrödinger's wave equation in a variety of physical situations. The class will begin with several one-dimensional examples that exhibit the crucial properties inherent in all quantum systems. We will then see how quantum theory fits naturally into the framework of linear algebra where operators acting on a vector space of particle states replace classical observable quantities such as energy and momentum. Next, we will solve for the three dimensional Hydrogen atom states, which serves as a model for more complex atomic and molecular quantum systems. Special topics will include Bell's theorem on hidden variables and the Einstein-Podolsky-Rosen paradox regarding locality of wave function collapse. Recent experiments have been conducted that rule out any underlying deterministic local theory of nature and support the quantum mechanical picture. The course will be evaluated by a mid term exam, weekly homework, as well as class participation and attendance.

Prerequisite: Modern Physics.

Modern Physics

Ruppeiner Full Term In this course we will study the major breakthroughs that occurred in physics during the early 20th century. We will begin with Einstein's special theory of relativity and continue on to study the various physical phenomena that led to the development of quantum mechanics; such as blackbody radiation, Compton scattering, the photoelectric effect, and the discrete spectrum of Hydrogen. We will examine Schrödinger's wave equation that governs the evolution of quantum systems and solve it for some simple cases. Criteria for evaluation are weekly homework, exams, including a final comprehension exam, and class attendance and participation. This course is typically taken by physics and majors and non majors alike.

Prerequisite: Physics I and II.

Physics I*

Sendova Full Term
This is the first semester of the introductory calculus-based physics sequence. The main target audience is physics, chemistry and biology majors, and premeds. However, anyone else interested in introductory physics is welcome to join. Topics covered include kinematics in one and two dimensions, Newton's laws of motion, work and energy, systems of particles and the center of mass, momentum conservation, gravitation, oscillations and rotational motion. Criteria for evaluation are weekly

homework, exams, including a final comprehension exam, and class attendance and participation.

Co-requisite: You must have had or be taking Introductory Calculus.

Electricity and Magnetism

Sendova Full Term

This course is intended primarily for students concentrating in physics or mathematics. It begins with vector calculus then moves into electrostatics. Thereafter follow the fundamentals of current and resistance, capacitance and dielectrics, magnetic fields, and Faraday's Law. Emphasized throughout will be the mathematical techniques essential not only in this course, but in a wide variety of settings in physics. These techniques include infinite series, uniqueness theorems, and the solution of boundary value partial differential equations. Criteria for evaluation: weekly homework and exams, including a final exam

Pre-requisites: Physics I and II. Not required, but most helpful would be the upper level course Mathematical Methods in Physics.

Modern Physics Laboratory

Sendova Full Term

In this lab we will repeat some of the modern physics' classic experiments. Included will be photoelectric effect, the Millikan oil drop experiment, spectroscopy, the Michelson interfero-meter, diffraction grating, the measurement of e/m for electrons, electron diffraction, the Frank-Hertz experiment, and X-ray diffraction. In addition to experimental technique, we will emphasize the place of these experiments in the history of science. In the past, this course has drawn both physics majors and non-majors. The course will be evaluated on the basis of the completion of the experiments in the course, and the submission of a clear lab notebook.

Prerequisites: Physics I and II. Lab fee required.

Physics II

Ruppeiner Full Term

This is the continuation of the introductory physics sequence. Topics this semester include the electric field of stationary charges, Gauss' Law, work and energy, the electrostatic potential, capacitance, electric current, magnetic fields, Faraday's law, Maxwell's equations, reflection and refraction, geometrical optics, and interference and diffraction. The criteria of evaluation are weekly homework, two exams during the semester, a final exam, and class attendance and participation.

Pre-requisites: Physics I

Physics II Laboratory

lab reports.

Sendova Full Term
Physics II Laboratory continues Physics Laboratory I. The lab will
feature the material being covered in the lecture course Physics
II; basic electrostatics, DC and AC electronics, magnetic fields,
optics, and basic spectroscopy. Many of the experiments will
continue to use the computer interfacing developed in the first
semester of the course. The course meets one afternoon per
week and is evaluated using a combination of exams and weekly

Prerequisites: Physics I and Lab and co-enrollment in Physics II. Lab fee required.

Full Term

Anthropology

Survey of Archaeology*

Andrews Full Term The course offers an introduction to the subject of archaeology. It is divided into three parts: 1) the nature and history of archaeology, 2) basic archaeological approaches, and 3) a brief

survey of world prehistory. Given time limitations, the latter section will focus on selected topics of major methodological and theoretical concerns in the discipline.

No prerequisite, limited to 30.

Seminar on Ecological Anthropology

Andrews / Dean Full Term This seminar examines the major trends in the development of

ecological anthropology, with special emphasis on 1) the role of ecology in evolutionary theory, and 2) case studies of the interaction of people, culture and the environment. Among the topics covered will be: hunter-gatherers, pastoralism, agrarian ecology, the ecology of ritual and warfare, population ecology, ancient civilizations and the environment, ecology and culture change, environmental justice, and various current issues where culture and the environment intersect. This seminar does not offer a biological approach to the study of ecosystems, nor is it a trendy course on how to recycle beer cans; it is a comparative survey of the ways in which people interact with their physical environments. The primary focus will be on theories concerning the effects of the environment on the development and evolution of culture, and the seminar will provide a forum for the discussion of these issues.

Limited to 15, with prior coursework in cultural anthropology, or permission of the instructors.

Heritage: History and the Past Today*

Full Term Anthropologists and other social scientists are wrestling with issues surrounding the concept of heritage. There are debates on the meaning of the past for the present, the implications of particular understandings of history for peoples and nations, and the role of archaeology for tourism. This course is an introduction to the concerns and issues involved in studies of heritage, tradition, historic preservation, public archaeology, and The course takes an anthropological heritage tourism. perspective on history and the past in the world today; the contested aspects of the past will be highlighted.

The course will be run as a seminar, with no prerequisites.

Human Origins and Evolution*

Andrews

This course offers an introduction to biological anthropology, and will focus on human evolution, biology and behavior, as well as on studies of non-human primates. Special emphasis will be placed on evolutionary theory, primate evolution and behavior, human origins and paleoanthropology, human adaptability, variability, and survivability, and contemporary issues in the interplay between biology and culture.

No prerequisites, limited to 30.

Maya Archaeology

Full Term Andrews The goal of this course is to give students a broad knowledge and an understanding of the archaeology of eastern Mesoamerica, the best-known inhabitants of which are the Olmec and the Maya. The Olmec of the southern Gulf Coast (ca. 1400-500 B.C.) are considered by many archaeologists to have been the most precocious and artistically productive of the Early Formative societies of Mesoamerica. The Maya can be identified archaeologically as early as 1600 B.C., reached their greatest extent and development during the Classic period (ca. A.D. 250-1100), and were conquered by Spaniards beginning early in the sixteenth century. They number about five million today. At the end of the course we will examine the development of historical archaeology in the Maya area through a study of several case

Prior coursework in Mesoamerican Archaeology preferred; limited to

studies from the Colonial period and 19th century.

Ancient North America

Full Term Recent discoveries, new genres of representations, and innovative methodologies are opening up the worlds of Ancient America. This course surveys the pre-colonial history of North America, using as its primary resource the archaeological record. As a survey, the major debates and the significant sites will be presented and discussed. Topics include the peopling of the Americas, the origins of agriculture and the rise of social complexity, consideration of the diversity of regional phenomena, and the impact of European contact and conquest. Special attention will be given to the archaeology of Florida.

Peoples and Cultures of the Middle East*

Baram Full Term This course offers a cultural anthropological perspective on the region stretching from the North African shores of the Atlantic to the Anatolian shores of the Black Sea, from the Red Sea to Central Asia. Key issues for the peoples and cultures of the region will include gender, kinship, ethnic divisions and conflicts, and the social construction of history. As an anthropology course, there will be a focus on comparisons among and between cultures and societies, issues of social power and social change, and cultural diversity. A central metaphor for the course will be the notion of the anthropologist as traveler; that notion will open up the accounts of travel to the region as well as the ethnographic endeavor in the Middle East. Throughout the term, the Middle East will be explored both as a locality and as a discourse.

Prerequisite: previous course work in anthropology or permission of the instructor.

Contemporary Anthropology of Africa

Dean

Full Term
This course is intended to provide a broad survey of anthropological research in modern Sub-Saharan Africa.
Though often essentialized in western media, Africa is a large and diverse continent, encompassing a variety of cultural, political, economic, historical, and ecological circumstances. While not minimizing the challenges Africa faces, this course will move beyond the stereotypes to look through an anthropological lens at some of the complex and dynamic experiences of modern Africa. Areas of focus for the course will include the "myth" of wilderness, the negotiation of identity, the processes of urbanization, shifting gender relations, and the social components of the HIV/AIDS epidemic.

Course enrollment is limited to 25 people.

The Colonial Encounter

Baram Full Term From the later Middle Ages onward, diverse, mostly traumatic, cultural encounters accompanied European expansion across the world. The course examines those interactions as well the understandings of colonized peoples generated by colonialism. Historically and geographically wide-ranging, this course explores how the asymmetric patterns of interactions then imposed are sustained in the present. The course includes theory on the development of the modern world, ethnographies on social identity under colonialism, and examples from the recent debates in Anthropology as the discipline confronts its colonial legacies. Prerequisite: previous course work in anthropology or permission of the instructor.

Anthropology of Food

Dean

Full Term

Cultural belief and practice relating to food and eating have long
been a focus of anthropological scrutiny. This seminar will explore
humanity's relationship to food from the perspectives of political
economy and ecology. We will look at classic anthropological works
as well as contemporary studies of our modern food system. Topics
of inquiry include food taboos and rituals, famine and malnutrition,
globalization of food systems, the culture of fast food, and the agroindustrial complex, as well as the organic, fair trade, and 'locavore'

This is an upper level seminar with enrollment limited to 15.

East African Anthropology

Dean

Full Term
This course is an intensive survey of the anthropology of East Africa
with a particular emphasis on Tanzania. While much of the course
will reference historic and contemporary cultural anthropology,
readings will also span the fields of archeology and physical
anthropology. Because our geographic focus is limited, we will be
able to cover a broad range of topics, including the exploration of
human origins, coastal Swahili culture, pastoralism, natural resource
struggles, music and dance, missionization and religious pluralism,
and democracy and governance.

Background in anthropology is recommended.

Language, Culture and Society

Vesperi

This course provides an introduction to the anthropological study of linguistics. Students will gain familiarity with the historical, descriptive, generative and social approaches used by anthropologists to trace the significance of symbolic communication in the early development of human communities and in the contemporary world. Readings will focus on the effective use of contemporary linguistic models and data in ethnographic description, and on the role of linguistic theory in analyzing social relations within environments of increasing diversity. This course satisfies a requirement for the

Prerequisites: Introductory background in anthropology is strongly recommended. Enrollment limited to 25.

Cultures of the Contemporary USA

Anthropology AOC.

Vesperi Full Term This course is designed to provide a foundation for the analysis of

This course is designed to provide a foundation for the analysis of issues confronting students of contemporary American cultures. Anthropological theories of social organization, political economy, and the interpretation of symbols will be used to compare the goals and realities of basic institutions, with critical emphasis on the presence of structured inequality and the ongoing influence of social policy on cultural systems. Changing perceptions of childhood, family, and the relationship between the individual and the workplace will also be explored. Assigned material will include selections from the social sciences, 20th century American fiction, polemical literature and film. Students will evaluate the role of the anthropologist in formulating and implementing approaches to contemporary issues.

Prerequisites: None. Enrollment limited to 20.

History of Anthropological Theory

Vesperi

This course is designed to provide an overview of Western theories about the nature of society and the significance of cultural difference. From the work of Greek social thinkers to the models proposed by contemporary anthropologists, students will explore how ideas about human nature and the relationship between the individual and society have developed within a context of larger historical, philosophical and political trends. Particular attention will be paid to the emergence and development of anthropology as a distinct academic and research discipline, from the mid-19th century to the present. This advanced seminar is required for the Anthropology AOC.

Prerequisites: AOC coursework in cultural anthropology and/or archaeology. Enrollment limited to 20.

The Universal Experience of Aging

esperi Full Term

This course offers a multi-disciplinary, cross-cultural approach to the experience of growing older. A selection of topics such as kinship, work, mental health, and perceptions of physical well-being will be explored, using materials that illustrate a range of social and cultural responses. These topics will also be examined in relation to concepts of selfhood and individuality, the meaning of death and historical changes in the wider society. Drawing on the background developed from this overview, students will then engage the contemporary debates on such issues as medical ethics, institutionalization and intergenerational conflict.

Prerequisites: None. This course will be conducted as a seminar for first- and second-year students. Enrollment limited to 15.

Economics

Intermediate Macroeconomics

Coe Full Term The course will examine the macroeconomic performance of the U.S. economy in the 20th and 21st centuries. This historical perspective will allow for the development of macroeconomic theories and concepts over time, beginning with the classical school of thought through the Keynesian revolution and culminating in modern alternatives to both major schools. Particular attention will be paid to the role of fiscal and monetary policy in influencing macroeconomic performance, as well as the role that increased globalization has played in recent macroeconomic performance. Special topics include the theory of consumption behavior and the economic effects of the U.S. government deficit and debt.

Prerequisites: Introduction to Economic Analysis, Introductory Macroeconomics.

Public Finance: Taxation

Coe Full Term How the government acquires resources to perform its functions can have profound impacts on the economy. In this course we will analyze the efficiency and equity implications of the major methods that governments employ to acquire resources from the private sector. Taxation is the primary method, and we will examine the major taxes utilized in the United States. Primary attention will be devoted to the federal individual income tax. We will also study the corporate income tax, the estate and gift tax, the sales tax and the property tax. Other methods that governments do or can use to acquire resources, such as the lottery, will be studied. The course will conclude with an examination of the ongoing debate concerning tax justice and reforms to our tax system.

Prerequisite: Introduction to Economic Analysis.

Introduction to Statistics*

Cooper This course will introduce students to applied statistics in the social and behavioral sciences. The course will employ a conceptual approach to using descriptive and inferential statistics. Topics will include frequency distributions, central tendency and variability, probability, confidence intervals, hypothesis testing, inferences about means, analysis of variance, correlation, regression, power, and non-parametric analysis. Students will be introduced to computer programs, Excel and SAS, for doing statistical analysis. A certain level of mastery of SAS is required. Course Objectives: Students will be familiar with applied descriptive and inferential statistics. They will demonstrate a conceptual understanding of probability and hypothesis testing. They will demonstrate familiarity with criticisms of hypothesis testing and show a command of some alternative approaches to statistical analysis. They will be able to solve statistical problems "by hand" and by using computer software. They will be prepared to use their knowledge of descriptive and inferential statistics to conduct research and to evaluate published research reports. Evaluation: Students will be evaluated primarily on the basis of four exams. However, periodic quizzes, homework assignments, laboratories, class discussions and attendance will also be used to evaluate students' performance. Answers to the "Exercises" and "Thought Questions" for chapters will be collected on the last class of the week. Laboratory write ups are due the following Wednesday. Students are expected to have done the assigned readings before class.

Introduction to Statistics*

Full Term This course will introduce students to applied statistics in the social and behavioral sciences. The course will employ a conceptual approach to using descriptive and inferential statistics. Topics will include frequency distributions, central tendency and variability, probability, confidence intervals, hypothesis testing, inferences about means, analysis of variance, correlation, regression, power, and non-parametric analysis. Students will be introduced to computer programs, Excel and SAS, for doing statistical analysis. A certain level of mastery of SAS is required. Course Objectives: Students will be familiar with applied descriptive and inferential statistics. They will demonstrate a conceptual understanding of probability and hypothesis testing. They will demonstrate familiarity with criticisms of hypothesis testing and show a command of some alternative approaches to statistical analysis. They will be able to solve statistical problems "by hand" and by using computer software. They will be prepared to use their knowledge of descriptive and inferential statistics to conduct research and to evaluate published research reports. Evaluation: Students will be evaluated primarily on the basis of four exams. However, periodic quizzes, homework assignments, laboratories, class discussions and attendance will also be used to evaluate students' performance. Answers to the "Exercises" and "Thought Questions" for chapters will be collected on the last class of the week. Laboratory write ups are due the following Wednesday. Students are expected to have done the assigned readings before class.

Intermediate Microeconomic Theory

Elliott Full Term In this course, the fundamental microeconomic decision-making agents (consumers and firms) are studied in depth. The course alternatively could be titled "Price Theory" or the study of how opportunity costs (true prices) and constraints (scarce resources) affect choices. The primary purpose is to develop proficiency in microeconomic methods to the point where students can apply them on their own in a wide variety of situations and to diverse problem areas. Thus, emphasis is on the analytical tools which form the basis of all microeconomic analysis, including choice under uncertainty, asymmetric information, international trade, game theory, and economics of the law, the environment, natural resources, and the public sector. (Offered every Fall Term.)

Prerequisites: Introductory Microeconomics and a solid command of algebra. While NOT required, basic differential calculus could be helpful. Interested students are strongly advised to attend the mini class (syllabus & first day assignments are handed out, and if it is necessary to cap the course, mini class attendance will count).

Required texts: Intermediate Microeconomics: A Modern Approach by Hal Varian (WW Norton, 2006, 7th ed) and Workouts in Intermediate Microeconomics by Theodore Bergstrom & Hal Varian (WW Norton, 2006, 7th ed).

Mathematical Tools for Economists and Other Social Scientists*

Elliott Full Term While this course is planned for first-year students with no background in calculus, other-year students are welcome. My purpose is to equip students with the math tools most often encountered in basic economic analysis as well as in many other social science disciplines. The focus is on techniques, and thus, more formal aspects (e.g., proofs) are omitted. Elementary rules of algebra and solving equations are reviewed during the first two weeks. Then, we concentrate on the most useful techniques from both differential and integral calculus. A brief introduction to dynamic (differential) equations and matrix algebra occurs in the final two weeks. Real-world context problems are solved -- taken primarily from economics and business, but also from the other social science disciplines and from the natural sciences. The option is available to supplement the course with a program of study of realworld context problems focusing on a particular academic discipline or related areas of interest. The course is strongly recommended for those planning to take Intermediate Microeconomic Theory in the Fall. (Offered every Spring Term.)

No prerequisites. However, to maintain a facilitative environment, the class size must be limited. Interested students are strongly advised to attend the mini class in order to assure their interest and to complete the student information form, which will be used to make any necessary selections.

Required text (copies will be available to borrow for the term at the <u>first class day</u>): Calculus: An Applied Approach by Ron Larson & Bruce H. Edwards (Houghton Mifflin, 6th ed).

<u>Note</u>: Math Tools is NOT a quantitative methods or statistics course. It is basic calculus!

Seminar: AER May 2008 Issues & Developments in Economics

Elliott Full Term

This seminar will "investigate and expose the current state of economic research and thinking" (AER Editors Introduction, May issue). Thus, we will seek answers to the often asked questions: What is the scope of economics? What do economists do? What are economists doing now? The Papers and Proceedings of the Hundred and Twentieth Annual Meeting of the American Economic Association (held January 2008 in New Orleans, LA) will provide the source of readings for the seminar -- but the actual readings will be chosen at the first seminar meeting by the participants according to our interests. When this seminar description is submitted, the areas and topics chosen by the volume editor(s) are unknown as the *Papers and Proceedings* of the 120th meeting is not yet published. However, some idea of the broad range of issues and developments that are addressed each year is given by some of the papers included in past volumes: ineffectiveness of economic sanctions; soft budget constraints; child welfare, abuse & neglect; prospects for the long-term reform of Medicare; solvency & reform of social security; trends in worker pay; economic equity & redefining poverty in the United States; income distribution in China; emerging market economies; the New Institutional Economics; generational accounting around the world; reliability of aggregate statistics; forecasting Japan's future; banking crises & macroeconomic uncertainty; German Reunification; innovations & issues in monetary policy; taxation, investment, & saving; information technology & growth; impact of taxing corporate source income; population & economic growth; immigration policy; gender & economic transactions; realism in experimental economics; memos to the council of behavioral-economics advisors; economics of gun control; economics of leisure; economics of giving; economics of national security: Internet markets: and economics of crime. Prerequisites: All requirements for the economics concentration, Econometrics, and permission of instructor. Additional mathematics courses (past Calculus I) is advantageous. To maintain a facilitative environment, class size must be limited. STUDENT SELECTION WILL OCCUR AT MINI CLASS. Course syllabus is online and includes a written first-day assignment as well as the student information form which will be used to make any necessary selections. If interested, complete student info form and bring it to mini class. The written first-day assignment is strictly enforced. Required text (available at mini class): American Economic Review 98(2), May 2008 (Papers and Proceedings).

Note: Given the unique source of readings and structure, this

Mathematical Economics: Analytic Foundations & Advanced Survey

Elliott Full Term

This course is intended for economics concentrators who wish to learn the fundamental aspects of the advanced mathematics of modern economic analysis -- the mathematical methods that have become indispensable for a proper understanding of current economic literature. The underlying philosophy of the field of mathematical economics is that: "Mathematics is a language that facilitates the honest presentation of a theory by making the assumptions explicit and by making each step of the logical deduction clear" (A. Takayama). The mathematical techniques will include linear models and matrix algebra, multivariate differential calculus and optimization, discrete- and continuous-time analysis, nonlinear programming, and dynamic optimization. To the fullest extent possible, the mathematics will not be disconnected from the economics -- or as the authors of the text state: "To underscore the relevance of mathematics to economics, we let the analytical needs of economists motivate the study of the related mathematical techniques, and then illustrate the latter with appropriate economic models immediately afterward" (A. Chiang & K. Wainwright). Many applications of these methods will be to familiar economic topics such as utility maximization, profit maximization, cost minimization, market equilibria, national-income and multiplier analysis, and optimal economic growth. This course is strongly recommended for those planning to pursue any graduate work involving economics. (Alternates with Topics in Microeconomics.)

<u>Prerequisites</u>: Intermediate Microeconomic Theory, Intermediate Macroeconomics (concurrent enrollment sufficient), basic differential & integral calculus (e.g., Math Tools), and permission of instructor. Interested students are strongly advised to attend the mini class (syllabus & first day assignments are handed out).

Required text: Fundamental Methods of Mathematical Economics by Alpha Chiang & Kevin Wainwright (McGraw-Hill, 2005, 4th ed).

Recommended Supplement: Schaum's Outline of Theory and Problems of Introduction to Mathematical Economics (McGraw-Hill, 2000, 3rd ed).

seminar may be taken more than once.

Development Economics

Full Term Khemrai This course is a survey of topics in development economics. The course will be taught at the intermediate level. We will examine the meaning and measurement of development and then review development theories, issues and policies. By the end of this course students will have a good idea of the core issues in economic development which can provide a rich array of topics for theses and independent studies. This is a topics based course: as a result, there is no one textbook which covers all the materials. Therefore, relevant journal articles and book chapters will be suggested as we proceed. We will cover such topics as: (i) the meaning of development; (ii) inequality and development; (iii) classic development theories; (iv) trade and institutions and development; development; (v) industrialization and development; (vii) finance and development; and (viii) the role of the state in development. Prerequisites: (i) Introduction to economic analysis, and (ii) Introduction to macroeconomics.

Introduction to Economic Analysis

Khemraj Full Term
This course will cover introductory microeconomics. This
material is fundamental for those who wish to pursue economics
as an AOC. It is also an important course for those doing
international studies, environmental studies and political
science. We will cover such topics as the market mechanism,
consumer theory, the theory of the firm and market structures,
market failures, and the role of government in providing public
goods.

Prerequisites: High school quantitative skills

Orthodox and Heterodox Economic Growth Theories

Khemraj Full Term In the long term the living standard in any society - advanced or developing economy – is dependent on a persistent and stable rate of growth of per capita output. Therefore, this course is a survey of key growth theories and ideas from both mainstream and heterodox points of view. We would examine the Harrod-Domar, Solow growth model, endogenous growth models, and monetary growth models. We would also look at post-Keynesian and neo-Structuralist ideas of economic growth and distribution. Finally we would examine the economic growth ideas of Schumpeter and also the theory of balance of payments constrained growth. The latter is particularly important for small open developing economies. This is a topics based course; as a result, there is no one textbook which covers all the materials. Therefore, relevant journal articles and book chapters will be suggested as we proceed.

<u>Prerequisites</u>: Intermediate micro and macroeconomics; at least one calculus course or mathematical economics; Introduction to econometrics would be an asset.

Introduction to Econometrics

Khemrai Full Term The aims of this course are to: (i) provide an introduction to econometric methods that will assist students in understanding empirical research in their field; and (ii) enable students to apply these methods in their own research or thesis. By the end of this course students should be able to (i) demonstrate their understanding of the appropriate econometric method (s) for analyzing a particular real life problem, and (ii) generate and interpret computer output for the estimation and testing of econometric relationships. We would have to review such topics as mathematical expectations, variances and covariance of random variables. The following topics would be covered: (i) the OLS estimator; (ii) two stage least squares and instrumental variable estimators; (iii) the maximum likelihood estimator; (iv) panel regressions; (v) vector auto-regressions; (vi) co-integration and error correction models; (vii) volatility models (ARCH, GARCH and TGARCH); and finally (viii) univariate time-series models (and ARMA models with intervention terms).

<u>Prerequisites</u>: (i) at least one calculus course or Mathematical economics, (ii) Statistics, and (iii) Intermediate macro and/or microeconomics.

Introductory Macroeconomics*

Strobel Full Term This introductory level course develops a basic understanding of the economics of the larger or macroeconomic systems in modern economies with emphasis on the United States. Beginning with an introduction to a basic macroeconomic circular flow model, then to the accounting system which measures the Gross Domestic Product or GDP studied along with the meaning of these statistics. From there we develop a macroeconomic model of the economy, which, coupled with the study of the banking and monetary system ,to give the student the ability to understand the economic phenomena of unemployment, inflation, interest rates, recession or prosperity and economic growth. Competing theories of modern macroeconomics and of government monetary and fiscal policy were also examined, including the case for and against government management of the national economy. Finally the macroeconomic impact of the foreign sector and foreign trade were examined. Students completing this course as well as the Introduction to Economic Analysis should be able to intelligently evaluate the economic news of the day be it reported in the Wall Street Journal, Business Week or by television financial shows. They should also be well equipped to move on to intermediate economic theory courses leading to the Concentration in

There are no prerequisites.

Economics.

Effective Political Economy

Strobel Full Term The overall Level of economic activity of an economy is largely determined by the country's human, physical and educational endowments. However major modifications in the production and distribution of goods and services can be greatly influenced by political forces. This course focuses on the modern American economy in light of its major changes in direction during the twentieth and current century. Further, this course focuses on the means of communication of economic ideas with particular reference to economists and economic commentators that have been successful in getting their names and ideas out into the public arena. Particular emphasis in is given to the film communication of economic ideas by Michael Moore. Students are asked to choose an economic superstar to write about for their term paper. In addition, the course focuses on short papers that communicated effective economic ideas. Book reads include Strobel's Upward Dreams, Downward Mobility, Frank's The Raw Deal and Zweig's The Working Class Majority. Prerequisites: Introductory Macroeconomics And Introductory Microeconomics or permission of the instructor

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There are no prerequisites.

in Economics.

The Economics of Sports

Strobel Full Term This is a new and exciting field that is now beginning to take hold. There are a number of major economic issues that one can deal with in this area such as monopoly buying power, government granted exemption from antitrust laws, labor law and economics, semi-monopolistic sellers of unique talents and also public policy issues such as government support and financing of stadiums other expensive facilities for private as well as public interest. Other issues abound such as the economics of semiprofessional sports including college football and basketball. Also an interest interesting subject is the phenomena and of the sports agent and how that affects the bargaining power between labor and management as well as others such as the impact of sports facilities on neighborhoods, the economic status of the fans who actually spend the money to attend the events, the impact on young superstars of huge amounts of money that is thrown at them such as when they suddenly reach the NFL, the NBA or Major league baseball. Just how much exploitation of labor is involved in such transactions is a relevant question as well as gender differences in salary and prize money in such sports as tennis and golf. This course will begin by examining the relevant micro and macro economic theory such as those of monopoly, monopsony, perfect and monopolistic competition.oligopoly and consumer and producer surplus. After that the course will follow a mostly seminar pattern with student presentations of important economic writings in the field. Relevant films as well will be shown.

<u>Prerequisites</u>: Introductory Macroeconomics and Introductory Microeconomics offered at New College, and/or permission of the instructor, and a genuine interest in the subject.

History

A Cultural and Historical Examination of Colonial Latin America*

Dunay Full Term This survey course analyzes the historical and current trends of the region we now call Latin America. The rich diversity in Latin America stems from the mixing of three cultures over five-hundred years. This course will examine the social and cultural history of the human experience throughout Latin America from the final days of the colonial systems to the current era. Students will read works by historians, anthropologists, and literary critics among others. We will also read accounts by and about people who lived and live during the eras we will explore. One of our major goals is to examine differences and similarities among the peoples of this dynamic and rich region of the world. We will delve into how this area of the world both shapes and is shaped by specific social-economic-politicalcultural circumstances. In terms of chronological and thematic focus, We will delve into how this area of the world both shapes and shaped specific social-economic-political-cultural circumstances. In terms of chronological focus, we will look at: the Iberian exploration and conquest of the region; the beginnings of colonial society; the impact of slavery; the transformation of the colonies in the eighteenth century; and the initial phase of Independence. Thematically, we will examine the social manifestations of Indigenous/European contact, slave societies, and colonial life and explore the concept of economic versus racial stratification. This comparative course attempts to provide breadth without privileging any one set of experiences. No prerequisites.

Seminar on Race, Class, and Gender in the Americas

Full Term Cross-racial interaction created richly diverse populations in the southern United States and in Latin American. Both regions were slave societies, valued family honor, and protected their women. This course is designed to examine both the history and historiography of women's experiences throughout the Americas from the period of first contact between the "Old" and the "New" World until the final days of the plantation systems. Special emphasis will be given to Mexico, the Caribbean, Brazil, and the Southern United States. We will explore the concepts of color, class, honor, illegitimacy, and womanhood. We will also discuss the social manifestations of the slave society on culture and explore the concept of economic versus racial stratification. Throughout the course of the semester, students will read works by historians, anthropologists and literary critics that focus on each geographical region and chronological period. One of our major goals of this seminar is to examine how differences among women both shape and are shaped by specific socio-economic-political-cultural circumstances.

No prerequisites. Priority will be given to history majors and Latin American and Caribbean studies concentration. Class size will be limited to 15.

Contemporary French History

Harvey Full Term This course will examine the history of France from Napoleon's defeat in 1815 to the present. Topics covered will include the failure of two Restorations, industrialization and class conflict, the revolutions of 1830, 1848, and 1871, the rise and establishment of republicanism, imperialism, religion in the fin de siècle, the First World War, the interwar crisis, defeat and occupation in 1940. Gaullism and technocracy, decolonization and immigration, the May '68 movement and its consequences. and today's French society. Course meetings will be devoted primarily to lecture and discussion of readings. Students will be expected to complete in-class midterm and final examinations, make class presentations based on course readings, and write a term paper (about 15 pages) on a subject of their choosing within the scope of the course.

Modern European History I (1648-1870)*

Harvey Full Term This course, intended primarily for first and second year students, is the first half of a year-long survey of modern European history, and will cover the period 1648-1870. Topics to be examined include the English Civil War and Glorious Revolution, the Age of Absolutism, the Scientific Revolution, the Enlightenment, the French Revolution and the Napoleonic Wars, the Industrial Revolution, the Age of Liberalism, nationalism and national unification movements in Central Europe, the Revolution of 1848, and the wars of German unification. Course meetings will be devoted primarily to lecture and discussion of readings. Students will be expected to complete in-class midterm and final examinations, make class presentations based on course readings, and write three short book reviews.

No prerequisites. Meets Liberal Arts Curriculum requirement.

Historical Methods

Harvey Full Term What is history? What do historians do? How do they collect evidence, analyze it, and share their ideas with others? This class will introduce students to the basic concepts, controversies, history, and techniques of history as a discipline, from theoretical approaches to useful reference materials. We will discuss not only the nature of history and evidence but also the practice of history, focusing on the goals of contemporary historians as well as the challenges facing them. The class aims to prepare students to do advanced work in history; as such, strong emphasis will be placed on research and writing skills. The class is strongly encouraged for all second- and third-years intending a History area of concentration; it is also open to all other students (including firstyears and non-concentrators) with permission of the instructor. No prerequisites, but course size will be limited

Modern European History II (1870-present)*

Full Term Harvev This course, intended primarily for first and second year students, is the second half of a year-long survey of modern European history, and will cover the period from 1870 to the present. European History I, while useful, is not a prerequisite. Topics to be examined include industrialization and mass society, European imperialism, the First World War, the Russian Revolution, the rise of Fascism and Nazism, the Spanish Civil War, World War II and the Holocaust, Stalinism and the Cold War, European integration and Americanization, decolonization, immigration, and the fall of communism and the creation of a new Europe. Course meetings will be devoted primarily to lecture and discussion of readings. Students will be expected to complete in-class midterm and final examinations, make class presentations based on course readings. and write three short book reviews.

No prerequisites. Meets Liberal Arts Curriculum requirement

American Environmental History

Full Term Johnson This course examines issues in American environmental history from European contact with the New World approximately through the present. The course focuses on the cultural history of American environmental relations, although it also gives sustained attention to changes in economy, politics, and society that have had an impact on the environment. Among the themes explored in this course are: the different modes of production and reproduction that have shaped the North American environment over time, the position the state has played in structuring the American environment, and the role that culture has played in shaping Americans' perceptions of, and relationships to, their various environments. A governing objective of this course is to have students critically assess what we mean today, and what others have meant in the past, by the terms "nature," "civilization," "progress," and "the pursuit of happiness."

Animals, Oil, Atomic Power: A History of American Energy

Johnson

Full Term
This seminar takes as its starting point the observation made by
environmental historians that cheap energy, namely that supplied by
fossil fuels, is at the root of our modernity. Over the course of the
term, we will explore the ways in which energy courses through our
lives and societies and shapes class, race, and environmental
politics. Topics will span various aspects of energy history,
including: the ecological and racial politics of uranium mining on
Navajo lands and nuclear bomb testing in the Pacific; the intensive
class conflict in the heart of the coal industries of Pennsylvania and
West Virginia; and the international politics of American oil interests
in the Middle East and Latin America. Our readings will be pointedly
interdisciplinary, drawing on environmental history, poetry and

This course will be limited to 15-20 students. Interested students should plan to attend the mini class or contact me in advance.

literature, cultural studies, and political history.

Political Science

Governing the Oceans

Alcock and Morris Full Term

This course will explore marine governance issues at global, national and local levels. This includes high seas topics, activity within 200-mile exclusive economic zones and in coastal regions. Fisheries management issues play a prominent role along with marine reserves and the relationship between science and policy. The course introduces students to institutional theories with an emphasis on designing and enforcing effective institutions for solving marine problems at a variety of scales. The course attempts to integrate law, politics, and economics while remaining sensitive to questions of physical science. In addition to consistent engagement in class discussions course requirements include a series of short writing assignments and a final project/presentation.

No prerequisites are necessary but prior coursework in economics and/or political science is helpful. Maximum 20 students.

International Law and Politics

Alcock Full Term This course is designed as an advanced seminar that examines the tension between law and politics in a range of international issue areas. Introduction to World Politics is a required prerequisite. Legal

areas. Introduction to World Politics is a required prerequisite. Legal doctrine and practice aspires to universalism and equity: general rules apply equally to actors in similar situations. But international politics is particularistic, shaped by differences in interests and massive disparities of power. For instance, the United States has opposed the new charter for an International Criminal Court on the grounds that the United States, by virtue of its military power, has special responsibilities. The United States has also been able to avoid control of its anti-terrorism operation because of its overwhelming military capabilities. And the United States invasion and subsequent occupation of Iraq was launched in the absence of support from any multilateral organization claiming international legal authority. Does the combination of extraordinary power and great responsibility mean that the United States should be exempt from rules that others must follow? This course explores the ongoing tension between international law and politics and examines its manifestation in issue areas such as military intervention, environmental protection, trade, human rights, and crimes of state.

Introduction to World Politics*

Alcock

This course serves as an introductory course to political science]and world affairs. It addresses the central issues of international relations—war and peace, cooperation and\conflict, prosperity and poverty—both theoretically and historically. The course exposes students to basic theories that have been offered by political scientists to explain and predict the working of the international system and demonstrates the application of these theories to historical and contemporary global events. Coursework will include team-based discussion assignments, two midterms and a final exam.

Transition from War to Peace

Full Term Colletta The modern day transition from war to peace is not a linear and irreversible process where conflict-prone and affected countries or regions simply move from one "phase" to another (preconflict, in-conflict and post conflict). More often than not, such countries/regions experience "reversals", and may experience several phases of conflict at the same time. The course will examine the transition from war to peace in a global perspective. This would include an exploration of the underlying causes, triggers, and dynamics of conflict as well as the process of transition from the initial humanitarian response through peacemaking, peace building, post conflict reconstruction, and the role of development and diplomacy in conflict prevention. The events of 9/11 have given added dimensions and challenges to war to peace studies. Consequently, the course will also examine the emerging linkages between peace building, "nation building", and the global "war on terrorism". The central theme of the course is a focus on the nexus of international conflict, peace building, and development concepts, practices and lessons learned in global perspective. The course learning methodology will use a combination of lecture-discussions and case studies supplemented by select films and simulations. The students will be expected to prepare one major research paper on a related topic of their choice and participate in a team analysis and presentation of a country case study of the conflict to peace cycle.

Prerequisites: an introductory course in political science, preferably in world politics or comparative politics, or permission of the instructor granted on the basis of regional expertise in one of the areas covered by the course.

Maximum enrollment should not exceed 15 students.

Sustainable Development

Alcock Full Term This course examines the tension between the need for economic development in less-developed countries and the necessity to protect and preserve the environment. It is an appropriate point of entry for environmental studies students with policy/international interests. Prior coursework in economics, sociology and/or political science is helpful but not a mandatory prerequisite. The course covers domestic issues facing developing countries as they attempt to solve their economic and environmental problems as well as the relationship between developing countries and the rest of the international community in dealing with environmental problems. There will be a midterm and final exam in addition to a series of group writing assignments and structured debates. Students will be given an option of writing a substantial research paper in lieu of the final exam.

Democratic Theory

Fitzgerald Full Term This course is an advanced introduction to democratic theory. It is designed for students with a strong background in political science, social theory or political philosophy. The purposes of the course are to familiarize students with both the history and tradition of democratic theory and democratic practice; to familiarize students with contemporary issues and dilemmas in democratic theory and democratic practice; to explore ideas about how democracy can work better in light of contemporary realities; to aide the students thinking through their own obligations as democratic citizens and help them improve their citizenship skills. This is a reading and writing intensive class with an emphasis on theory. Topics: Classical Democracy (Thucydides); Republicanism; Origins of the Modern Idea: Rousseau; Liberal Democracy (Locke, Mill); Madison and Tocqueville: Direct Democracy; Competitive Elitism; Pragmatism (Dewey); Pluralism (Dahl); The Polarization of Political Ideals (Hayek and Nozick); Deliberative Democracy; Membership (Walzer, Benhabib, Bourne): Size and Place (Dahl, Oliver); Democracy Today.

Introduction to American Politics*

Fitzgerald

Full Term

We will review the nature of American political institutions and rhetoric. We will also explore the patterns of political action and participation in the United States. Topics include the Constitution, Congress, the Presidency, the judiciary, the bureaucracy, political parties, interest groups, the news media, elections, and the formation of public policy. This is an introductory level course intended for first term students and those who have not begun a concentration in political science.

Comparative Politics*

Hicks Full Term Comparative politics is the study of different political systems and their relationships to their societies. Work in this field ranges from detailed, historical single case studies to macroquantitative studies of all governments or all societies. Regardless of the type of study one does, the questions and hypotheses driving the study derive from a comparative method, and that will be the starting point of this course. After surveying strategies of comparison, we will look at how different political systems are structured using a diverse set of countries as examples. All along we will examine the key factors authors use to explain differences in systems and policy outcomes, e.g. institutional development, culture, development, and decision-making by key individuals. Students will be expected to read and discuss the material, complete a set of comparative data exercises with a very user-friendly program that comes with the text, take two in-class guizzes on key concepts in the course, and write a take-home final project. No Prerequisite. This course will be capped at 35 students if the split section option is not in effect. If that option is in effect, there will be no cap and, most likely, a second section.

New College Capitol Semester in Tallahassee

Fitzgerald

Full Term

This semester entails three components and students will be required to participate in each one as follows: 1) the Advanced Seminar in American Politics: State Policy and Politics, led by Professor Fitzgerald; 2) an independent tutorial arranged by the student and sponsored by a member of the New College faculty; 3) an internship consisting of 24-30 hours per week and taking place in one of the various branches of government or related agencies. Internship placements will be arranged by Professor Fitzgerald, or students may elect an internship currently established in the capital. The semester will culminate with a final research paper assigned by Professor Fitzgerald. The term may also include independent study projects as assigned.

This is an intermediate-level course of study and all qualified students are eligible to apply. Those pursuing long-range studies in social sciences, political science, public policy, law, and economics are especially encouraged to apply. Applications are available in Career Services and Off-Campus Studies.

Russia in Transition

Hicks This course will examine Russia's troubled transition to democracy and capitalism. The land of Tsars, revolution, Stalin, and the "other" nuclear superpower is now engaged in an effort to break a centuries-long history of authoritarian rule punctuated by crisis and dramatic change. The challenges are monumental. In order to understand the nature and tasks of the transition, the first half of the course will look at the structure and disintegration of the Soviet Union and its communist system. Then we will turn to the political and economic transformations and to Russia's attempts to secure its federation in the aftermath of losing its "internal empire" in the Soviet Union. This last topic will lead us to an examination of the enduring crisis in Chechnya. Each student will take an in-class exam on the Soviet system and do a small research project (15-20 pages) on an aspect of the post-Soviet transformation in which she or he is most interested. As class "experts" students are expected to integrate the findings from their research into our class discussions of the transition. The final written requirement will be a take-home final exam.

Pre-requisite: an introductory political science course or permission of the instructor. This course will be capped at 20 with preference going to students concentrating in political science, international studies, European studies, or Russian language and literature.

Politics of the European Union

Hicks Full Term

The European Union has developed into an extensive set of supranational governing institutions, whose decisions already influence over half of the domestic legislation of member countries. While the E.U. serves the interests of these nationstates, it also encroaches on their autonomy, and this tension has produced an ebb and flow of momentum for integration over the years. Current efforts to codify the institutions and strengthen citizen rights in a new constitution have come up against a renewed defense of sovereignty and popular fears of a distant institutional juggernaut over which citizens have little control. Part of the resistance to and difficulty of this process comes from the organization's simultaneous enlargement, leading to some preferences for and fears of a two-tiered Europe. This intermediate level course reviews the evolution of the E.U., its institutions, its accession processes, and the issues surrounding the interface between E.U. and national governance. Tentative assignment structure: an early midterm, in-depth analysis of an institution, and a take-home final.

Prerequisites: an introductory political science course. With the instructor's permission an appropriate modern European history course may be substituted for this prerequisite.

Visions of the City

Mink

This intermediate course examines the changing and contested meaning of urban life in the United States. Cities have sometimes been described as disordered spaces that corrupt our most fundamental attachments. But cities have also been presented as well-ordered cosmopolitan spaces in which the American experience could be almost perfectly expressed. In interrogating the tension between these two depictions of urban life, we will specifically discuss: attempts to inform daily practices through the design of the city; anxieties about immigration and mobility; the relationship between architecture, nature, and democracy; the origins of housing reform and urban planning movement; and American legacies of residential segregation.

Transitions to Democracy in Comparative Perspective (Advanced Seminar)

Hicks Full Term

This advanced seminar will tackle the burgeoning literature on the wave of democratization that started in Southern Europe in the 1970s and then swept through Latin America, the old Soviet Bloc, and into Asia and Africa. We will examine several theoretical approaches to understanding why transitions happen and whether they succeed in consolidating democracy. In our discussion of each approach or issue we will examine its usefulness in explaining cases from more than one of the regions mentioned above. Students will choose whether they prefer to do assignments along a "research track" or a "literature track." All students will write response papers to the literature and lead discussions on their assigned days of "rapporteur duty."

Prerequisites: an introductory political science course, one intermediate level course in political science or specialized knowledge of one of these geographical areas. Limited to 15 students in their 5th or higher contract. In exceptional cases students in their 4th contract may be admitted.

The American Regime

fink Full Term

This advanced seminar considers the American political tradition as a response to the profound political, social, economic, and religious changes that began to take place during the European Enlightenment and continue to inform our experiences today. Specifically, we will explore liberal commitments to freedom, equality, and human reason by examining the everyday practices embodied in those roles (work, family, religion) that are thought to exist, at least in part, beyond the reach of legitimate political authority. These relationships were (and continue to be) important in the American liberal tradition because they provide the foundation upon which political society is built, but these relationships also reveal a curious tension. Although they seem to impose limits on government demarcating the limits of political authority, they also impose boundaries upon freedom, individuality, and equality constituting both the political society and the individuals who compose that society.

Constitutional Theory

Full Term Constitutions are often thought of in terms of the specific limits they impose upon the power of governing institutions. In most constitutional orders, political authority, in the strictest sense of the exercise of governmental power, is not thought to be unlimited. In this tradition, constitutions both: attempt to define these boundaries through the articulation of rights; and serve as a mark (a reminder) that sovereignty ultimately rests with 'the people.' But to think of constitutions only in terms of the limits they impose on the institutions of government can obscure the theoretical foundations of constitutional practice. Constitutions attempt to produce order in the act of making-constitutions create or recognize political institutions, allocate authority, and structure political practice. Because this course examines the nature of constitutional theory, we will not rely solely (or even predominately) on application of constitutional principles through case law. Instead we will focus on texts that interrogate the assumptions of constitutionalism. Specific topics will include change and continuity in the constitutional order, constitutional structure and the ordering of political practice, the importance of shared norms, the demands of constitutional interpretation and contested constitutional meanings, and role of sovereignty in the creation and maintenance of a constitutional order.

Prerequisites: intro politics class and one intermediate class or philosophy class. Class size will be limited to 15.

Craft and Rhetoric

Mink Full Term This course is designed for students planning to complete a concentration in political science. Although students will be introduced to some of the intellectual questions that have been inspired by the methodological pluralism of political study, the main focus of this course will be to help students design a research project that is both intellectually important and workable as an undergraduate thesis. Specifically, we will talk about how to construct arguments for academic audiences, the different theoretical schools that engage in the study of politics, how to determine the potential and potential weaknesses of particular methodological approaches, the importance of finding you place within the current academic literature, and how to employ the logic of inference while avoiding some of the most common pitfalls. More importantly, this course is organized to help students to develop a project that identifies an important intellectual puzzle, explains and defends the theories and methods that will be used to resolve that puzzle, and finally specifies the logistics necessary to complete the proposed project.

Psychology

Cross-Cultural Perspectives in Child Development

Barton

This seminar will explore the issue of how culture impacts theories of developmental psychology. Much of developmental theory has been based on research with Euro-American samples, yet to what extent are these principles appropriately applied to other cultural groups? The goal of the class will be to examine how our perspectives and theories of development are shaped by culture, and to what extent those theories are limited to the cultural samples studied. We will discuss research on parental and cultural values as they bear on childrearing practices and developmental theory. We will explore research examples from a variety of cultures, from within the United States and from other countries

Prerequisite: Developmental Psychology. Class size limited to 15.

Research Methods in Psychology

Barton Full Term

This course will survey the range of research methods available to psychologists. Students will become familiar with each phase of the research process through readings, lectures, class discussions, field observations, surveys, interviews, and laboratory measurement. The advantages and limitations of each method will be emphasized. In addition, students will practice using appropriate statistical analyses to interpret data.

Prerequisites: Introduction to Psychology **AND** at least one additional Psychology course. CLASS SIZE WILL BE LIMITED.

Mod II

Lab in Developmental Psychology: Conversational Analysis

Barton

What makes for a fluid conversation and what makes for a confusing or disjointed one? What do we do when a partner doesn't understand us? What do we do when we are interrupted? These types of questions will be explored in this lab class as we examine some of the ways psychologists sample and measure speech and conversation in children and adults. Students will learn the CHILDES computer program for transcriptions, coding, and analyses, in coordination with reviewing some of the literature on both observational and experimental language research. Weekly exercises and readings will lead to a final group designed project examining a

topic in conversational analysis. CLASS size limited to 15. Prerequisites: Developmental Psychology OR Cognitive Psychology OR Social Psychology OR Biological Psychology.

Animal Behavior Processes Laboratory

In this advanced laboratory seminar students will participate in studies of animal learning, cognition, and sensory processes. Students will design experiments, analyze data, and write reports. Although credit for only one module is offered, we will meet one day a week throughout the term to discuss relevant literature and experimental design. Species to be studied will include honeybees and manatees.

Prerequisites: Animal Learning, Comparative Cognition, Animal Behavior, or permission of the instructor.

Developmental Psychology

Barton Full Term

This course will survey topics in social, personality, and cognitive development from infancy through adolescence. We will discuss major theoretical perspectives, methodologies, and both past and present research in the field. Projects in the course will include the opportunity to observe child behavior, and to assess a variety of real world issues of developmental psychology that have direct impact on children's lives.

Prerequisite: Introduction to Psychology.

Animal Learning

Full Term

This course considers the mechanisms and processes of learning. We will discuss the basic issues in traditional learning theory including habituation, sensing, and discrimination learning.

Prerequisite: Cognitive Psychology, Biological Psychology, or Animal Behavior. Enrollment 7-15 students.

Biological Psychology

TBA Full Term

This course introduces the student to the biological bases of behavior and mind. We will address physiological, evolutionary, and ecological explanations for various psychological. Topics will include neural transmission, nervous system organization, lateralization and language, sensory processes, movement, biological rhythms, thirst and hunger, sexual behavior, emotional behavior, learning and memory, psychopathology, personality, and consciousness. Prerequisite: Introduction to Psychology or General Biology

Environmental Psychology

Full Term Callahan

This course will explore the relationships between people and their social, natural, and built environments. Although the field draws on work from a number of disciplines, psychological theory and empirical research will guide our exploration. Issues and applications such as place attachment and identity, wayfinding and cognitive maps, images of wilderness, landscape preferences, noise, personal space and proxemics, territoriality, crowding, and the design of residential and work environments will be reviewed. Prerequisite: An Introductory Psychology Seminar.

Introduction to Environmental Studies*

Callahan Full Term

Interdisciplinary environmental inquiry in a liberal arts setting is supported by a foundation of disciplinary knowledge; engaged through team and individual projects; and guided by a variety of research methods. This introductory course will feature New College faculty and staff from a range of disciplines (biology, ecology, history, political science, and psychology) exploring both environmental topics and skills. Students will work for two weeks with each presenter and will gain content knowledge in each presenter's area of expertise as well as skills through which to consider and analyze environmentally oriented concerns. This class will prepare students for New College's unique approach to studying the environment.

Self and Identity

Graham Full Term Course description pending

Comparative Social Cognition

Harley/Callahan Mod 2

In this seminar we will read and discuss journal articles that focus on perception of intentionality and joint intention and attention in humans and animals. The course is designed to draw links between animal cognition research and recent social cognitive advances pointing to more immediate (versus mediated) processing of social information.

Prerequisites: Intro Psychology and Cognitive Psychology or Social Psychology.

Topics in Comparative Cognition: Communication

Harley Full Term In this seminar we will read and discuss systems by which animals communicate with each other and by which humans and animals communicate. Topics will range from bird song to matching-to-sample paradigms to pointing to animal language research projects. In addition, we will work together to construct an artificial communication system based on our readings. The seminar will require careful reading, enthusiastic participation, and creative problem solving.

Prerequisites: Intro Psychology, Cognitive Psychology, and an animal-oriented course in psychology or biology.

Abnormal Psychology

Graham
Course description pending

Full Term

Social Psychology

Callahan Full Term

This course will provide an introduction to theory and research in social psychology. We will focus on several core themes in the discipline, including the subjective construction of social reality, the shortcomings of social inference, the influence of social setting on individual and group behavior, and interpersonal and group processes. In short, we will explore how we think about, influence, and relate to one another. Students should have completed an Introductory Psychology Seminar prior to enrolling in this course.

Laboratory in Comparative Cognition

Harley Full Term

The focus of this course is to improve students' skills in methods typically used to answer questions generated by comparative psychologists. Students will gain this knowledge through readings, discussions, planning sessions, materials preparation, data collection and production of A.P.A. lab reports. Data collection will occur with people and other species.

Prerequisites: Cognitive Psychology, Research Methods, Statistics, or instructor permission.

Cognitive Psychology

Harley Full Term Neisser (1967) defined cognitive psychology as the study of the processes by which sensory input is transformed, reduced, elaborated, stored, recovered, and used. This course will focus on the models and experiments that address these cognitive processes. A major goal of the course is to help students develop

their abilities to read and understand cognitive experiments and to use experimental data to support hypotheses.

Psychology Senior Thesis Tutorial

Barton/Bauer/Callahan/Harley Full Term All students who plan to graduate with an area of concentration in psychology must enroll in the Psychology Senior Seminar Tutorial. Students will meet weekly to discuss various aspects of

the thesis process, including the literature review, hypothesis generation, research design, and data analysis. Most weeks we'll meet in small groups to focus on specific problems and topics. Students will be required to complete weekly written assignments and will formally present their thesis prospectus in the final weeks of the semester.

Offered exclusively for graduating students with psychology thesis advisors.

Psychology Senior Thesis Tutorial

Prerequisite: Introductory Psychology

Barton/Bauer/Callahan/Harley

Full Term

This tutorial is a continuation of the fall Psychology Thesis Tutorial, but on a more individualized schedule. Our focus will be on data analysis and interpretation, and above all, organization and writing skills. Tutorial participants will work together with their primary sponsor to discuss and critique ongoing work; occasional full group meetings will also be scheduled, hence the common scheduling. All students will complete a final oral presentation of the thesis.

Offered exclusively for graduating students with psychology thesis advisors

Introductory Psychology Seminars

An Introductory Psychology modular seminar is a foundation course. Each course serves as a prerequisite for more advanced psychology courses. All of the courses will introduce students to the basic methods employed in psychology. Students will collect and analyze data, write reports in American Psychological Association format, and give oral presentations. First year students have priority for these seminars. Other students can sign up for one seminar on a space available basis. A student can take only one seminar. All seminars will be capped at 15 students.

Mod II students must pre-register with appropriate professor before the contract submission date.

Introductory Psychology Seminar: Animal Thinking

Module I

Animals learn, remember, reason, and communicate. For example, honeybees dance to indicate the location of food sources. Clark's nutcrackers remember thousands of locations in which they stored nuts. In this course we will explore the methods and results from studies of animal cognition.

Introductory Psychology Seminar: Memory Development

Barton

Can a 2 1/2-year-old toddler accurately recall details about a trip taken to Disney World when she was 2 years old? Probably. Can a 6-month-old baby remember what he learned when he was 2 months old about operating a mobile? Probably, or at least under certain circumstances. Can a 5-year-old child remember three items out of seven after a 15 second delay? Probably not. This course will introduce students to findings like these, investigating the development of memory during infancy and childhood. We will examine a variety of methods used to measure memory skills (e.g., how do you test memory of a 6month-old?), explore explanations for different memory skills at various points in development (e.g., why does that 5-year-old forget something after 15 seconds, but that 6-month-old baby can remember something from 4 months ago?), and compare children's memories to those of adults (e.g., how much can you remember of a trip taken 6 months ago?)

Introductory Psychology Seminar: The Sensory World of **Animals**

Bauer Module I Animals sense worlds that are very different from our own. For example, honeybees detect polarized light and homing pigeons navigate using the earth's magnetic field. Whales hear very low frequencies that may allow them to hear other whales hundreds of miles away. Bottlenose dolphins recognize object by reflected sound. Students will be introduced to the behavioral and physiological evidence that provides a glimpse of the other worlds of animals.

Introductory Psychology Seminar: The Power of Persuasion (M1)

Full Term Callahan "Attitudes" are considered to be the causes of individual behavior and the bases of inter-group prejudice and conflict. Just what are "attitudes"? How are they formed, maintained, and Explorations of the attitude construct and the principles of social influence and persuasion will allow students to become familiar with theory and research methods in social psychology. We will pay special attention to the impact of electronic media on persuasion. This module-length seminar is designed for first year students; enrollment is limited to 15 students.

Sociology

Sociology Senior Seminar

Full Term This seminar is designed for students in sociology who are working on their thesis this year. The purpose of the seminar is to help these students get their projects off the ground, and to provide a context in which thesis writers can share ideas and benefit from one another's comments, reactions, and inspirations. The group discusses planning and organization of a sociology thesis, techniques and strategies of research, and the craft of writing itself, as well as substantive problems related to identifying an analytical framework and developing a coherent and well-supported argument. Students are required to participate in class discussions, to turn in written work on a weekly basis, to give one another feedback on both their written work and ideas brought up in class, and to give formal presentations to the group on their research. They are required

Note: Open only to sociology concentrators who have submitted their thesis prospectus prior to the fall term.

to submit two draft chapters by the end of the term.

Social Theory*

Brain Full Term

This course explores central issues and concerns of modern social theory through an examination of the works of four major thinkers: Alexis de Tocqueville, Karl Marx, Max Weber, and Emile Durkheim. The course is designed to focus on key issues raised by a few important theorists rather than attempt to survey the range of classical or contemporary theory. Critical reading of these works will serve as an introduction to recurring themes. fundamental orientations, and epistemological dilemmas in modern social thought.

Not open to first year students. Class size limited to 25 students).

Practicum in Community Building

Full Term

The main focus of this course will be a community-based project. The exact project will be determined, and will depend on what is available that term. The general focus of the practicum, however, will be on the problem of housing. The readings will include theoretical discussions and empirical studies relevant to understanding current debates concerning so-called "affordable" and "workforce" housing, current "best practices" and their limitations, and, more generally, the sociology of civic engagement, community action and community-based planning as relevant to solving community challenges of this sort. Readings, case studies, and classroom discussions will also cover skills and techniques relevant to community building and sustainable development (e.g., facilitation, vision-based planning, charrettes and other tools and techniques of collaborative public process).

Prerequisites: Background in the social sciences. Class size limited to 20 students.

Urban Sociology

Full Term Brain

This course is an introduction to the sociological study of the urban landscape, with a particular focus on the United States. The first part of the course will focus on conceptual and theoretical issues associated with sociological study of the city, from the "Chicago school" sociologists at the turn of the century to more recent analyses of the "social production" of urban space and the sociology of place. In the middle weeks of the course, we turn to the task of gaining an historical understanding of the processes of urbanization and suburbanization in the United States. The last part of the course will focus more on current issues relevant to the challenge of building livable and sustainable cities. Throughout the course, particular emphasis will fall on three themes that have been at the center of recent discussions of the city: the active production of urban space through a variety of political processes and social practices; the character of spatial forms as cultural representation; the significance of visual and material characteristics of the city as a dimension of the ordering of social space.

This class is a pre-requisite for "Sociology of Sustainable Communities" and for "Space, Place & Community".

Sociology of Gender

Fairchild Full Term In this intermediate-level course, we will examine what the "social construction" of gender means to how we live our everyday lives. We will explore how and why society prescribes different gender roles to females and males, and how these roles affect the expectations, experiences, and opportunities of men, women, girls, and boys. In doing so, we will take a critical look at what "feminine" and "masculine" mean, and employ a range of theoretical tools for analyzing the personal and institutional consequences of different social constructions of gender.

Class size limited to 25 students. Preference will be given to sociology students.

Introduction to Research Methods

Fairchild Full Term This course provides a broad introduction to the sociological research process. We will address both general issues in research design, such as measurement and sampling, as well as various data collection techniques and approaches, including survey research, experiments, interviewing, ethnography, and archival methods. We will discuss the advantages and disadvantages of various research methods and how sociologists choose the most appropriate method for their research. These discussions will provide information regarding how to conduct a study and a basis for informed evaluation of other researchers' claims.

Studying Culture on the Micro Level: Employing Qualitative Methods

Fairchild

Full Term

How is culture – something many think of as "outside" of individuals

– employed in peoples' lives? How can qualitative social science
research methods help us answer this question? Students will
choose an element of culture to study, and a method appropriate to
their research interest from among the range we will cover:
individual in-depth interviewing, focus groups, ethnography, case
studies, historical and comparative methods, and content analysis.
In addition to data collection techniques, discussions will emphasize
theoretical and ethical considerations in designing research on
culture and issues regarding interpretation and writing.

Students must have taken at least two previous sociology courses.

Sociology of Gender and the Body

Fairchild

Full Term

This introductory-level course highlights general sociological concepts as we focus on the intersection between gender and the body. We will cover a wide range of topics, including: body image and self-confidence, attractiveness, cosmetic surgery, menstruation, reproduction, the body and sports, violence, and disability, among others. Within these, we will talk about boys' bodies, girls' bodies, men's bodies, and women's bodies. Although our main focus will be on gender and the body, we will approach our study with attention to other forms of inequality, including race and class.

Class size limited to 25 students.

Introduction to Sociology through Social Psychology*

Pittman Full Term A primary goal of the course is to convey a sense of what a "sociological perspective" is while also introducing students to an important sub-field of sociology. Social psychology is the systematic study of behavior, thoughts, and feelings of interacting individuals and of their relationships to groups in society. The core concepts, theoretical approaches, and research methods within social psychology will be presented.

Social Psychology Research Practicum: Studying Social Influence

Pittman

This practicum focuses on how social psychologists study social influence. This course focuses on learning research techniques through classroom lectures, workshops, and actively participating in the design and implementation of a full-scale research project. The first module (MOD 1) focuses on the design of the research project including developing a working knowledge of research methodology, reading relevant substantive literature, designing a draft data collection tool, writing a proposal, and obtaining Human Subjects approval. The second module (MOD 2) focuses on the implementation of the project including pre-testing & refining the data collection tool, collecting data, developing a working knowledge of data analysis software, managing & storing data, and early data analysis.

Prerequisite: At least one sociology course.

Full Term

Introduction to Environmental Studies* Callahan See description under Psychology	Full Term	Urban Sociology Brain See description under Sociology	Full Term
STRESS – Seminar for Thesis Research of Env Studies Students Lowman See description under Biology	Full Term	Conservation Biology: Climate Change* Lowman See description under Biology	Full Term
Tropical Ecology Lowman See description under Biology	Full Term	Advanced Tropical Ecology Lowman See description under Biology	Full Term
Governing the Oceans Alcock/Morris See description under Political Science	Full Term	Sustainable Development Alcock See description under Political Science	Full Term
Seminar in Ecological Anthropology Andrews/Dean See description under Anthropology	Full Term	American Environmental History Johnson See description under History	Full Term
Intro to Entomology McCord See description under Biology	Full Term	Animals, Oil, Atomic Power: A History of American Energy Johnson See description under History	i can Full Term
Introduction to Entomology Laboratory McCord See description under Biology	Full Term	Coral Reef Ecology Beulig See description under Biology	Module 1

Judaism and Ecology

See description under Religion

Marks

Anglo-American Feminist Theory: Conceiving V Wallace See desciption under Literature	Vomen Full Term	American Masculinities Dimino See description under Literature	Full Term
Medieval Women: Art, Gender, and Spirituality Carrasco See desciption under Art History	Full Term	Performances of Gender: Readings of 19 th -cent fiction Reid See description under Literature	ury French Full Term
Women and Religion* Marks See description under Religion	Full Term	Sociology of Gender and the Body Fairchild See description under Sociology	Full Term
Sociology of Gender Fairchild See description under Sociology	Full Term	Introduction to Sociology through Social Psych Pittman See description under Sociology	nology* Full Term
General Biology in a Cultural Context* Gilchrist See description under Biology	Full Term	Fairy Tales of the Brothers Grimm Sutherland See description under Literature	Full Term
Peoples and Cultures of the Middle East* Baram See description under Anthropology	Full Term	A Cultural and Historical Examination of Coloni America* Dungy See description under History	i al Latin Full Term
Introduction to the Study of Religion* Seales See description under Religion	Full Term	Seminar on Race, Class, and Gender in the Ame Dungy See description under History	ericas Full Term
Contemporary Anthropology of Africa Dean See description under Anthropology	Full Term	Sustainable Development Alcock See description under Political Science	Full Term

Full Term

See description under Anthropology

Mathematical Tools for Economists and Other Social Scientists*

Elliott Full Term

See description under Economics

Full Term

Renaissance Epic: The Poetry of Nationalism

Myhill

See description under Literature

Chaucer—The Dream Visions and Troilus and Criseyde

Myhill Full Term

See description under Literature

Theaters of Social Change--Revenge Tragedy and City

Comedy

Myhill Full Term

See description under Literature