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## Art

### **Art Seminar**

An advanced level art course that focuses on the development and understanding of context, concepts and critical theory. The class will provide a structure for students to conceptualize, develop, analyze and create work in their chosen artistic medium. Mediums may include, but are not limited to painting, sculpture, drawing, video, and performance. *Lab Fee. Prerequisites: Four studio art courses and consent of instructor. Class size limited to 12.*

### **Casting and Multiples**

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.*

### **Drawing I**

Drawing I introduces students to a survey of approaches intended to cultivate familiarity with materials and competencies in observational techniques, compositional organization and idea development. Topics range from descriptive drawing based in observation, expanding into collage-based approaches. Assignments encourage creative problem solving with the aim of improving effectiveness in visual communication. Slide presentations, critiques, readings, research, and writing foster critical skills valuable in the making, analysis and interpretation of artwork. Students are expected to purchase their own materials. *Class size limited to 15. Lab fee required*

### **Intermediate/Advanced Sculpture**

This class is designed to build upon previous sculpture methodologies and is directed for the individualized study towards the actualization of finished work. Students can expect to address the question of why artists create and how that inquiry directs their own exploration. Critical readings provided by the instructor as well as students' readings will be required. Students will purchase their own materials, and studio work outside the class meeting time is expected.

### **Kinetic Systems for Art**

Contextualized by artists ranging from Moholy-Nagy to Roxy Paine, kinetic systems for art is a technical exploration of electro-mechanical systems for art. The class explores the expressive and conceptual properties of motors, electronics, interactive switching mechanisms, light and sound. *Prerequisites: Sculpture I and Drawing I. Class size limited to 12. Lab fee required*

### **Metalworking Processes in Sculpture**

An in-depth exploration of concepts and issues relating to the production of steel and metal fabricated sculptural forms. The class explores the expressive and conceptual properties of metal by examining structural properties and fabrication techniques. Processes will include welding, brazing, as well as mixed media fabrication. *Prerequisites: Sculpture I. Class size limited to 14. Lab fee required*

### **Painting I**

Painting I is a foundations studio course intended to familiarize students with a variety of painting concepts and processes. Through guided investigations students will gain an understanding of painting materials, color theory, descriptive painting, nonrepresentational painting, and theoretical concerns relevant to painting today. Through a series of thematic assignments students will learn to develop an increasingly personalized painting vocabulary with historical and contextual relevance. Outside homework, reading, and research will be required. 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*

### **Painting II**

Painting II expands on concepts covered in Painting I and encourages the refinement of technical skills, broadening of historical context, and experimentation with pictorial strategies. Assignments encourage an increasingly personalized painting vocabulary within the framework of skill based and thematic topics. Readings, presentations and critiques provide students the opportunity to further contextualize their work and ideas.

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Painting 1 or an equivalent introductory college level painting course is required. Students are expected to purchase their own materials.

*Class size limited to 15. Lab fee required*

### **Performance Art**

Contextualized by artists ranging from Annie Sprinkle to Chris Burden to Zhu Yu, Performance Art is an exploration of the individual as communicative tool. The class will engage in the use of time and space as well as audience interaction. Projects will take form of solo performances, followed by extensive critiques.

*Prerequisites: Sculpture I and Drawing I preferred, but not required. Class size limited to 12.*

### **Sculpture I**

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**

### **American Painting of the Twentieth-Century**

This course will survey American Art from the beginning of the twentieth-century to the present day. In a roughly chronological order we will cover: 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, which should develop a clear thesis or theoretical framework, will be required. 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 art such as Conceptual Art, Basquiat and David Salle.

*Prerequisites: Preference will be given to students who have had "Introduction to Twentieth-Century Painting" and one other course in Art History.*

### **An-Other Story: The Art of Women through the Ages**

This course surveys the work of women artists from Hildegard of Bingen in the 12th century to contemporary postmodern artists such as Cindy Sherman, Barbara Kruger, Kara Walker, and Jenny Saville. The course will not simply explore the paintings produced by these women but will also look at the circumstances under which they worked, the training it was possible for them to receive, and how they negotiated their personal situations in different historical periods. Topics related to content will be discussed through appropriate readings (maternity, pregnancy, the body as lived, cross dressing as a strategy, identity, etc.) Students will be expected to report on several women artists (write short papers and make class presentations of their research). Several texts will be used along with a number of supplementary readings.

*Enrollment will be limited to 12 students. No prerequisites; open to beginning students. Admission will be determined by a short two- to three-page paper on a work by a woman artist that you find interesting, explaining why you find it interesting. This course counts for both Art History and Gender Studies requirements.*

### **The First Millennium: The Invention of a New Tradition**

The first millennium of Christian art (roughly 200 - 1200) saw the creation of a rich and distinctive visual tradition. This period has traditionally been marginalized as an era of darkness and decay, ignorance and superstition, an

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interruption of the achievements of Greco-Roman antiquity brought about by the rise of Christianity and the invasions of barbarian hordes. Some would say that art, and civilization in general, essentially died. And yet much of what we take for granted about modern western culture had its origins in the early medieval era, and many of the distinctive features of our own historical moment—issues of ethnic conflict and identity, the unsettling rapidity of social and economic change, and the uneasy coexistence of competing cultural ideals—have parallels with the early Middle Ages. This course will examine some of the most important works of art produced in western Europe between 200 and 1200, from Late antiquity through the Romanesque, including ivory, metal work, and manuscripts, as well as the monumental arts of architecture, sculpture, fresco, and mosaic.  
*Open to all interested students.*

### **The Gothic Cathedral**

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. The emphasis will be on French cathedrals, 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. Consideration will also be given to Gothic outside of France (Italy, Germany, Spain, and England), and to sculpture and stained glass as integral components of these monuments. Finally, we will also consider the Gothic revival and the cultural values associated with Gothic in the modern era. *Previous work in art history, or in some aspect of Medieval/Renaissance studies, would be desirable but is by no means required.*

### **The Image of the Artist in the Western Tradition: Craftsman, Courtier, Businessman, Genius**

A reading and discussion course designed to provide a thematically focused examination of an issue that is central to the practice as well as the study of art. Each group of readings will focus on a specific image, for example the artist as courtier, or on a specific theme, such as artists' self-portraits or the representation of the artist in his studio. The course format will emphasize reading, discussion, oral presentations by students, and short papers. The course will cover a broad time period, from the Middle Ages to the present, with brief reference to classical antiquity. Open to all interested students, with the understanding that this is a new course, taught for the first time, and active student participation will be especially important.

### **Italian Renaissance Art: The Fifteenth Century**

This course will provide a detailed introduction to the major artists and the central issues in the art and architecture of the early Italian Renaissance, from the fourteenth through the fifteenth centuries. We will begin with a brief review of the fourteenth century (Giotto, Duccio, and the Black Death). We will then concentrate on the careers of several key sculptors (Donatello, Ghiberti), architects (Brunelleschi, Alberti) and painters (Masaccio, Botticelli, and Piero della Francesca). Consideration will also be given to specific issues, such as the depiction of three-dimensional space, the development of portraiture, treatises on the nature of art, the revival of Classical antiquity, and the functions of visual images, with emphasis on recent scholarship in the field. *Open to all interested students.*

### **Landscape and Art**

In the last few decades the study of landscape painting, inaugurated by Kenneth Clark's *Landscape into Art* (1949), has been transformed by new approaches that replace Clark's vision of nature as a universal ideal with an emphasis on landscape as a cultural product. New perspectives situate views of nature in specific places, times, ideologies, and experiences, examining issues of power, politics, national identity, social transformation, and gender. This course will consider the phenomenon of landscape painting in the western tradition, combining a treatment of major periods, styles, and artists with a consideration of how to interpret nature, landscape, and art. The final weeks of the semester will center on the preparation of individual research projects and the writing of a substantial analytical paper. Although some experience in art history is desirable (college-level work or high school AP course), motivated students with background in history, the humanities, or any other relevant area should also find this course accessible.

### **Major Artists of the Baroque**

This course will explore the artistic and stylistic innovations of the seventeenth century in three different ways. First, the major artists (architects, painters and sculptors) of the period will be investigated through lectures on their individual development. (Lectures will be devoted to Caravaggio, Bernini, Borromini, Velazquez, Vermeer, Rubens, Rembrandt, George de la Tour, Poussin, etc.) Second, a number of lectures will cover innovations in genre and iconography. Finally, the course will use Heinrich Wölfflin's now classical study of stylistics, *Principles*

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of *Art History*, to define the Baroque style and to explore its various national forms of expression. During the first module, a number of class sessions will be scheduled in the Ringling Museum of Art. The Ringling's excellent Baroque collection will provide the basis for the discussion of Wolfflin's theory.

*No prerequisites; open to beginning students.*

### **Masterpieces**

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 may include, among others, Michelangelo's "David," Rembrandt's "Night Watch," Manet's "Olympia," Goya's "The Third of May 1808," "Las Meninas," by Velázquez, and perhaps some of Cézanne's apples. *No prerequisites.*

### **Medieval Women: Art, Gender, And Spirituality**

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.

### **Michelangelo and His Era**

This course will examine in detail the career of Michelangelo Buonarroti (1474-1564), the great painter, sculptor, and architect of the Italian Renaissance. The emphasis of the course will be on a detailed chronological study of Michelangelo's major works, beginning with the early sculptural pieces such as the *David* and the Vatican *Pietà*; we will also consider the tomb projects (for Julius II and the Medici) as well as the major fresco programs (the Sistine Ceiling, the Last Judgment, and the Pauline Chapel), and we will conclude with the architectural projects (the Capitoline Hill, the Laurentian Library, and St. Peter's). We will also consider Michelangelo's major contemporaries, including Leonardo da Vinci, Raphael, and the Venetian painters, Giovanni Bellini and Titian. The emphasis will be on a close study of the artists' works and on a critical assessment of the scholarship, including classic texts as well as the most recent publications in the field. Open to all interested students; previous work in art history, or in some aspect of the Italian Renaissance, would be useful but is not a prerequisite. Requirements will include frequent short papers as well as a final research project, to be presented in oral and written form.

### **Motherhood: Image and Experience**

The image of mother and child may well be the oldest continuously treated theme in the history of art. Yet mothering is far more than a biological constant; it is also a socially constructed activity whose meaning has altered considerably over time. Changes in fundamental cultural values, including attitudes toward children, the shifting status of women, and the nature of the family cannot be understood without close study of the experience of mothering. This course will explore the changing social construction of motherhood, using a series of historical "case studies" and emphasizing visual materials. These will include the sort of works traditionally encountered in art history courses, but also such items as illustrated child care manuals and commercial advertisements. We will consider normative ideals of motherhood as well as women's own experiences as mothers. *No prerequisites;*

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*students with relevant background in fields such as anthropology, literature, and psychology, among others, are especially welcome.*

### **Nineteenth Century Painting**

This course concentrates primarily on French art from the end of the 18th century (Rococo) to the end of the 19th century (Decadents, Symbolists, Art Nouveau, etc.). The French artists to be covered include the Neo-Classicalists (David, Ingres and their followers), the Romantics (Gericault and Delacroix), the Realists (Courbet and Manet), the Impressionists (Degas, Morisot, Cassatt, Renoir and Monet), and the Symbolists (Redon and Moreau). If time permits, other movements of the end of the century will be included. Open to beginning students. This course provides excellent background for two nineteenth century seminars: *Fin de siècle* (Interdisciplinary study of Art History, Social History, Gender Studies, and Literature) and *Paris of the Impressionists* (Social History of Art). The course not only surveys the art of the period, but in doing so, foregrounds definitions of style. Style is seen as a complex issue that depends on a number of variables (formal and expressive qualities, choice of subject matter, attitude toward the world, etc.). These issues are explicated in several of the course texts: Robert Rosenblum's *Transformations of Late Eighteenth Century Art*, and Hugh Honor's *Neo-classicism*. Depending on the term paper project chosen, this course could be counted towards fulfillment of a Gender Studies Joint Area of Concentration.

### **The Renaissance in the North**

A reading and discussion class examining the most significant developments in northern European art of the fifteenth and sixteenth centuries. We will consider the great Flemish painters (such as Jan van Eyck, Roger van der Weyden, and Pieter Bruegel) as well as German artists (Dürer, Holbein, Cranach, Altdorfer, and Grünewald). Among the issues to be considered are: the nature and significance of "realism;" the function, production, and patronage of visual images; the relationship between art and religious devotion, including the impact of the Reformation; and the rise of new, secular categories of art (landscape, portrait, still-life, and genre scenes). No prerequisites, although some background in history, religion, or art history would be useful.

### **Seminar: Film Noir, Dark Visions of the City**

This course will explore a number of classic examples of Film Noir as well as the various theoretical ideas of this approach to film in terms of both its vision of the city and the formal qualities inherited from earlier film traditions. Seven films will be shown in the first module in an additional session on Wednesday to familiarize students with both the early period of film noir and one later example. Films to be shown include: *The Maltese Falcon* (1941), *Double Indemnity* (1944), *Laura* (1944), *Gilda* (1946), *The Lady from Shanghai* (1949), *Sunset Boulevard* (1950), and *Chinatown* (1974). Readings will include works on film theory, psychology, gender studies and relevant film criticism. Since these films usually show a new type of woman as well as a new type of male, which often invert or reverse gender expectations, this is a course that is useful to gender studies students. Students interested in visions of the city who have taken *Urban Anthropology* with Professors Andrews and Vesperi may find film noir an interesting "specific case history" of the post-war period of disillusionment in America. Admission to this seminar will be based on a description of the project/film that the student wishes to work on for their paper/lecture in the second module. Students will need to write a brief description of the film, the approach they plan to take, and make clear the specific topics and theory they plan to cover. Preference will be given to students who have some familiarity with early twentieth century films through other courses such as Prof. Cuomo's "Introduction to Film Studies: Weimar Cinema." Enrollment will be closed/ completed by the end of the first week of the term and no late admissions will be considered. There will be a Wednesday session the first week of the term. If you are interested please come to the mini session **and** contact Prof. Hassold as soon as possible. *Enrollment may be limited. This visual culture course may be counted towards fulfillment of a Gender Studies Joint Area of Concentration.*

### **Seminar: Images Of Women**

This course will explore how women have been seen in the twentieth century through the investigation of seven visual texts: Picasso's *Les Femmes d'Alger (O. J. R. M.)*; 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 Philip Pearlstein's *Female Model in Robe Seated on a Platform Rocker*. 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

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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 be limited to 12 students. *This visual culture course may be counted towards fulfillment of a Gender Studies Joint Area of Concentration.*

### **Seminar: Modernism And Madness**

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. This visual culture course may be counted towards fulfillment of a Gender Studies Joint Area of Concentration.*

### **Twentieth Century Painting**

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 twentieth century. This is an introductory course designed for continuing students. This course is required background for seminars in Cubism and Surrealism. *Enrollment limited to 24. Preference will be given to students who are majors in the field or who have had previous work in art history.*

## **Classics**

### **Elementary Greek I**

Classical Greek is useful for students of literature, philosophy, history, theater, and religion. The world of the Greeks, the architects of western civilization, can only truly be understood in the original language. We will master basic morphology and syntax and prepare students for Elementary Greek II in the spring.

### **Elementary Greek II**

More advanced grammar and morphology and some readings in classical Greek will prepare students for reading classes in the fall. *Prerequisite: Elementary Greek I.*

### **Intermediate Greek**

Review of grammar will be accompanied by readings in classical Greek.

### **Advanced Greek**

Readings in classical Greek literature.



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### **Elementary Latin I**

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**

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**

Readings in Latin literature.

## **Languages (Modern Languages)**

### **Chinese:**

#### **Elementary Chinese 1**

This is the first introductory language course in Modern Standard Chinese (Putonghua) designed for students with little or no background to develop 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 materials for everyday conversation. Our in-class meetings will focus 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 every day preparing for classes, lab sessions, weekly quizzes, four tests, among other activities. *Enrollment limited to 20.*

#### **Elementary Chinese II**

This is the follow-up course on Elementary Chinese 1. The emphasis of the course will be on basic vocabulary, structures, and everyday conversations. In this course, the students will learn 9 chapters (Lessons 14 to 22) in the *New Practical Chinese Reader*, including: 1) 220 new characters; 2) 440 (320+120) new words; 3) 70 key sentence patterns and more advanced structures; 4) everyday conversations, and information about the Chinese language, culture and society. The bulk of in-class work will be devoted to developing oral and aural skills. Students should demonstrate satisfactory completion of Elementary Chinese I or equivalent level. *Enrollment limited to 20*

*See also course descriptions under Literature/Chinese*

### **French:**

*Students who have studied French before and who are interested in continuing at New College need to take the French placement test which will be offered during orientation (time and place to be announced).*

#### **Beginning French I**

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. *Enrollment limited to 20.*

#### **Beginning French II**

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 quizzes, frequent dialogues, and a comprehensive final exam. Attendance, active participation, and individual study in the

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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.*

### **Intermediate French I**

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 written work. The grammar lessons are supplemented with a 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**

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**

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.*

*See also course descriptions under Literature/French*

## **German:**

### **Elementary German I**

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**

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.*

### **Intermediate German I**

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.*

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### **Intermediate German II**

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.*

### **German Culture: The New Germany**

This course covers history, geography, education, legal, political and social systems, economics, the European Union, culture, festivals, and daily life. Issues such as: reunification, unemployment, xenophobia, and current events will be covered. The course will use texts, films, internet resources, newspaper and magazine articles. Taught in German.

*Prerequisite: four semesters of college-level German or the equivalent.*

### **Advanced German: Berlin and the New Germany**

This course is meant to give the student of German an in-depth introduction to the history, geography, political, social and culture life of Germany's capital. Special topics include development of the city, art, architecture, theater, immigrant literature and Berlin stories and current events. This course will use texts, films, newspaper and magazine articles as well as internet resources. Taught in German.

*Prerequisite: German Culture: The New Germany and four semesters of college-level German or the equivalent.*

### **Advanced German: Deutsche Kulturgeschichte 1945-2007**

Participants in this advanced-level German course will work with a variety of cultural materials in the German original, which will include poetry, prose, such as Peter Schneider's *Der Mauerspringer*, radio plays, and films, in addition to materials from the Internet that shed light on German cultural history since 1945. Our focus will include the immediate postwar period and the division of German territory, the confrontation with Fascism's legacy, reconstruction, the GDR period and the fall of the Berlin Wall, reunification, issues of multiculturalism in contemporary Germany, and "Ostalgie." These texts will be the basis of oral and written reports, in-class discussions, and group projects designed to expand students' working vocabulary and command of German grammar and stylistics. As part of the revisions of writing assignments, there will some review of advanced grammar and stylistics, but the major emphasis will be the application of students' active and passive German skills. *Prerequisite: two years of college-level German or its equivalent. Students with questions about their proficiency should contact the professor.*

### **Advanced German: Die Deutsche Lyrik**

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 texts will be the basis of oral and written reports, in-class discussions, and creative exercises designed to expand students' working vocabulary and command of German grammar and stylistics. While some time will be spent on grammar review, the major emphasis will be the application of students' active and passive German skills.

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

### **Advanced German: Turks in Germany**

This course has two components: The first covers advanced grammatical structures and vocabulary such as synonym verbs, prepositional usage, and syntax; the second covers the presence and life of Turks in Germany and their reception in German culture. The following issues will be discussed:

identity, gender roles, the role of marriage and interracial dating, sexuality, the role of Islam, family honor and honor killings, the role of the Kopftuch (headscarf), and finally the discussion of Turkish integration into German society. We will read various newspapers and magazine articles, two nonfiction texts written by Turkish-German women living in Germany, and screen a variety of films directed by Turkish-Germans and Germans. Students should plan on attending regular film screenings.

*Prerequisite: Intermediate German or the equivalent.*

*See also course descriptions under Literature/German*

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### Hebrew:

#### **Elementary Hebrew I**

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**

This is a continuation of Hebrew I

### Russian:

#### **Beginning Russian I**

This course will focus on the basics of Russian grammar and syntax, and it is envisioned as the first component of a four-semester Beginning/Intermediate sequence. It is designed for students with a serious and confirmed interest in the language. Although Russian is not as daunting as many assume and as it might first appear to the uninitiated, even early mastery of materials in the text will require real commitment on the part of the student. Students should plan on spending at least two to three hours of preparation for each of the three weekly fifty-minute class sessions. For obvious reasons, faithful class attendance and consistent, conscientious preparation of assignments will be essential. This semester we will be working from a new textbook, *Golosa*, which stresses active use of the written and spoken language. When students have acquired necessary skills, we will include in our study materials from sources outside the textbook, which will provide further exposure to contemporary lexicon and usage. Our work in this introductory course will be both challenging and rewarding. We will begin from the ABVs. The course is open to all interested students

#### **Beginning Russian II**

A continuation of the Fall Semester offering.

#### **Intermediate-Advanced Russian I: A Third-Semester Course**

This third-semester course is a continuation of the Beginning Russian I/II sequence, which was offered last year. During the semester we will complete our study of the essentials of grammar as presented in *Golosa, Book Two*. 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.

*See also course descriptions under Literature/Russian*

### Spanish:

#### **Elementary Spanish I**

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 quizzes, take-home grammar exercises, reading/writing, laboratory assignments, and 3 to 4 major exams. Three 50-minute 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 Labrador-Rodriguez 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.

#### **Elementary Spanish II**

This course is 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

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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-minute 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. 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**

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 quizzes, 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-minute 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. 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 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**

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.

### **Lecturas Hispánicas**

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.

### **Advanced Spanish: Caribbean Prose Literature**

This course will focus in the twentieth-century literary production of short stories, poetry, a novel and essays in Puerto Rico, Dominican Republic and Cuba. Readings and discussions will be centered on what makes this area

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a distinctive one from Continental Spanish America as well as what has been each country's contribution to the literary field. Three historical events will organize the material studied in class: the urban transformation of Puerto Rico, Trujillo's dictatorship in Dominican Republic (including the invasion of the Marines and the relationship with Haiti), and the Cuban revolution. Each of these events not only marks the literary production of these islands but also helps to explain the relationship between them. At the end of the class students should have a better understanding of the complex issues involving the Islands of the Spanish Caribbean, as well as the role of intellectuals and literature play in their cultural and social-political life. Structured in a seminar format, all class discussion in this course will be organized around detailed readings and written comments. Students will write weekly 2-pages essays. In addition, students will create a web page; each student will write a bio-bibliography of an author studied in class. Students are expected to actively participate in class discussion, and provide feedback to their colleagues. The course is designed for advanced students in Spanish: those who completed *Lecturas Hispánicas* at New College or its equivalent, and bilingual/bicultural students.

### **Advanced Spanish: Film and Literature in the Spanish Caribbean**

This course will be centered on how film and literature interconnects to inform us more about a society, in this case the Caribbean society and its culture in a historical context. We will focus on Puerto Rico and Cuba, and to a lesser extent, Dominican Republic. Students should be prepared to watch a weekly or bi-weekly movie. Schedule TBA. Readings will include novels, short stories, poetry, and a few critical essays about film. Classes will be conducted in Spanish. Active discussion and participation is expected. Students will write bi-weekly essays, conduct peer editing work, and do oral presentations on texts and films. They will also write a longer essay about a movie and a literary text analysis as the final project. *This course is intended for students who have successfully completed Lecturas Hispánicas or its equivalent, a study abroad program, or for native speakers of Spanish.*

### **Advanced Spanish: The Spanish American Novella**

This course will study the development of the “in between” genre: too long to be called a short story, too short to be called a novel. Who were the masters of this genre? Why and which topics were more appropriate to deal in a short novel? Students will read 7 texts, including: Carlos Fuentes' *Aura*, Rosario Ferré's *Maldito Amor*, Gabriel García Márquez's *Crónica de una muerte anunciada*. This class is conducted in Spanish. Students should be able and willing to actively participate in class discussion, and to write essays on a regular basis. Prerequisite: 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 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

### **Advanced Spanish: Spanish-Americanisms**

This course will study the major literary movements that contribute to the foundation and canonization of Spanish American literature from nineteenth century to mid twentieth century. Some of the movements included are: romanticism, modernism, and vanguardism. This course is intended for students who have successfully completed *Lecturas hispánicas* or its equivalent. Student should be prepared and ready for active discussion in class. Since students will write regularly, and have oral presentations on one of the literary movements, students should feel comfortable reading, writing and speaking in Spanish. Students should also be available to work in groups outside the classroom. . 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.

### **Advanced Spanish: Spanish as the Fabric of Verse**

This course offers advanced students of Spanish an opportunity to focus on the study of language through literature. The course is organized as an introduction to modern poetry in Spanish. We will read from a vast selection of poets and poems from Spanish America and Spain. There will be a strong emphasis on descriptive and analytical work. We will develop a variety of interpretive approaches to poetry, including recitation and translation. Students are expected to actively participate in class discussions. All students will be responsible for class presentations of poems, and recitation exercises [in-class and recorded]. Written assignments of a varied nature and extension. The final project will consist of a descriptive-analytical essay on a chosen poem [or a group of poems] and a translation exercise—either the annotation of an existing translation of that poem into English, or

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the creation of a new translation. Class discussions and assignments will be all in Spanish. Prerequisite: 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 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: Latin American Short Stories**

This course is designed for advanced students in the language: those who have completed “*Lecturas Hispánicas*” at New College—or the equivalent fifth semester of Spanish at College Level—and heritage speakers with good reading ability, who want to develop writing skills. We will be reading short stories from the Nineteenth and Twentieth Centuries in Latin America. Our interest will be both in the study of the “language” and of the “world” as presented in those texts. Grammar review will be done through translation exercises. Class discussions, and the reading and writing assignments will be oriented towards the preparation of the final project: an annotated edition of a short story. Through our discussion sessions, and through group and individual research, students will develop the paratextual material necessary to make the story “accessible” to readers who are learning Spanish: an introduction to author, time, and place; critical commentaries, and interpretive keys; explanatory notes of relevant historical and cultural issues; clarification of linguistic aspects, through annotations or translations; reading comprehension exercises. Strong commitment to in-class work, to individual and group research, and careful preparation of assignments will be required. No background in literary studies is expected, some will be provided, but appreciation of literature and love of the language is required.

### **Advanced Spanish: Latin American Essays.**

In this course we will study Latin American essays written in the 19<sup>th</sup> and 20<sup>th</sup> Centuries. Our interested will be focused on works devoted to the elaboration of key topics in the narratives of identity [questions of nation, ethnicity and gender]. We will try to understand the particularities of the genre as it has been practiced in particular cultural environments, and look into its possibilities as a form of intellectual inquiry. We will pay close attention to the play of language, and develop appropriate strategies to understand, describe, and explain idiosyncratic uses. Throughout the semester the course will demand intense reading, active in-class participation, in-class presentations [individual and group], and written assignments in a variety of formats [including interpretive and free essays, and the translation and annotation of assigned texts]. Written assignments, class discussions, and all main readings will be in Spanish. Secondary readings in English may be assigned as support material for class discussion or be part of the research for the final project. The final project will be the “edition” of a selected essay: a short study of the text [an essay on the essay] and annotations clarifying questions of language and context.

*The course is open to students who have completed ‘Lecturas Hispánicas’ or ‘Advanced Spanish’ at New College. All others need permission of the instructor.*

### **Advanced Spanish: Storytellers/Los que cuentan historias**

We will focus on three main authors, Juan Rulfo (México), Gabriel García Márquez (Colombia), and Tomás Rivera (Texas). We will read Rulfo’s collection of short stories “*El llano en llamas*”; we will pay special attention to García Márquez’s earlier collections, “*Los funerals de la Mamá Grande*” and “*La increíble y triste historia de la cándida Eréndira y su abuela desalmada*”; and to Rivera’s short novel *...y no se lo tragó la tierra*. We will look into the representation of marginal spaces (the hinterland, the border) and precarious communities (the isolated small town, migratory farm workers) and we will pay special attention to the role of myth, ritual, and storytelling in those universes. The reading list will include pieces by other authors and we will also show a selection of Latin American films. All readings, writing and discussion will be in Spanish. Active participation in class (includes short, individual, in-class presentations), and satisfactory completion of all written assignments will be the base for evaluation. Short written assignments in a variety of formats throughout the semester and a final essay/project will be required.

Open to students who have completed *Lecturas Hispánicas* or Advanced Spanish at New College. All others need permission of the instructor.

### **Advanced Spanish: Mujer Que Sabe Latin... ("A Woman Who Knows Latin ...")**

The module course will be devoted to the Mexican writer Rosario Castellanos (1925-1974). We will read and discuss [a selection of] her short stories and essays. Our focus will be on the representation of women in her fiction, and her reflections on the role of women in contemporary society. Readings, discussions, and written

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assignments will be in Spanish. Strong participation in class will be required. Students will be responsible for class presentations, and one final paper (a short story or an essay) in Spanish. The course is open to students who have completed "Lecturas Hispánicas" at New College (or those who have completed five college-level semesters of Spanish at another institution).

See also course descriptions under Literature/Spanish.

### Literature

#### **Chinese:**

##### **Cinema and Cultural Memory: "New Cinema" in Hong Kong, Taiwan, and China**

This course is designed for students who are interested in either film or in Modern Chinese society and culture. Through a comparative exploration of films made in Hong Kong, Taiwan, and the PRC, three different "Chinese" regions, in the recent decades, we will study Chinese cinema as a unique genre of modern arts, a powerful social and political discourse, and an instrument of cultural memories. In other words, we will explore what cinematic styles and techniques employed by generations of filmmakers and how cinematic differences and changes reflect social, cultural, and political concerns, and demonstrate diversities, specificities, contradictions, as well as interactions within and between these Chinese communities. *No prerequisites.*

##### **Heroism and Chinese Narratives**

What makes a Chinese hero? How does the image of a hero vary across time and media? How do gender, sexuality, and class affect the construction of a hero in literature? How do stories and images of heroes contribute to the formation of an individual's identity? We will discuss these issues while reading stories about valiant warriors, wise ministers, selfless martyrs, loyal bandits and unruly gods in traditional Chinese narratives. Many of these characters, such as the female warrior Mulan, the Hegemon King of Chu, the General Guan Yu, and Monkey King, have entertained popular imagination both in and outside China. By tracing the heroic prototypes and their transformations into mock heroes, anti-heroes, and female heroes that occurred in literature especially during historical transitions, we will observe the historical, social, and literary changes in the imperial China. Most of the readings are short prose fiction and chapters from longer fiction. Important contextual materials will be provided, such as historical reviews and excerpts from the treatises of early schools of thought such as Confucianism, Daoism, and Buddhism. Movie clips will also be used to illustrate modern reception and transformation of traditional heroes.

All readings are in English. *No prerequisites.*

##### **A Survey of Classical Chinese Literature**

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 19<sup>th</sup> century. 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 short papers of 5 to 7 pages, a *final examination* consisting of identifications and short essays, and in-class writing exercises (e.g. an analysis of a poem, a story, or an essay from the readings). *Participation in discussion* will be graded (10%) (Students who feel difficult to talk in class may write response papers).

#### **Creative Writing:**

All courses offered by visiting writers at this time; descriptions will vary.

##### **Beginning Creative Writing**

Past courses have included:

Introduction to Creative Writing: Emerging Writers

Narrative Forms: Five Ways to Write a Short Story



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### **Advanced Creative Writing**

Past courses have included:

Writing Sarasota

Advanced Composition: Writing for Change

The Essay: Alive and Doing Well

Screenwriting

### **English:**

#### **Acoustic Machines: Modern Poetry and Music**

This class will consider how the ancient ties between poetry and music are reconfigured, reinvigorated, and problematized by modernist poets. Music and poetry are always interested in one another, adopting each other's methods, responding to each other's themes, and each invoking the other as an ideal. This lively, sometimes tumultuous relationship is particularly vibrant during the twentieth century, when the intense drive to "make it new" swept through the arts. The poet Ezra Pound, for instance, once declared that, "any poet who does not study music is deficient." We will consider a number of poets who seem to heed Pound's warning, including major poets such as T. S. Eliot, Langston Hughes, Gertrude Stein, and Wallace Stevens, and other, lesser known poets whose work explores the text-music nexus, such as Basil Bunting, Ted Enslin, Nathaniel Mackey, and Louis Zukofsky. In order to explore the ways in which modern poetry participates in larger cultural discussions about music, musical ideas, and musical modes of thought, we will also read select works in music theory (including those by Pierre Boulez and Arnold Schoenberg), and aesthetic philosophy (Theodor Adorno, Roland Barthes, and Vladimir Jankélévitch, among others). Although this is an interdisciplinary class, students need not be expert in music in order to succeed in the class. We will discuss relevant musical forms and genres (such as opera, sonata form, and several iterations of jazz), and part of our work will be to develop the vocabulary and habits of attention necessary to listen critically to the music, with the goal of thus also listening more attentively to the poetry.

Students will write two analytical papers treating the poets discussed in class and one 10 -15 page research paper on a poet, group of poets, or poet-musician collaboration, to be determined in consultation with the professor and presented to the class.

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

#### **African American Literature**

In this course we will explore a key question in contemporary literary studies: in the words of critic Henry Louis Gates, Jr., "what importance does 'race' have as a meaningful category in the study of literature...?" One major focus will be the concept of "signifying"—how do works of African American literature respond to each other, how do African American authors establish a critical relation to non-African American authors? When we examine the signifying of such writers as Frederick Douglass, Harriet Jacobs, W. E. B. Du Bois, James Weldon Johnson, and Octavia Butler, how do we conceive of an African American literary tradition? Our reading will also include works from the Harlem Renaissance, the period of Realism, Naturalism, and Modernism, and the Black Arts movement; the last section of the course, "Conjuring," will deal with such women writers as Alice Walker, Gloria Naylor, Toni Morrison, and Maya Angelou. Students will write two eight-to-ten-page papers and will be expected to participate actively in class discussions.

*This course is most appropriate for students who have taken at least one college level course on American literature; enrollment may be limited.*

#### **American Fiction**

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 and value of American fiction. Our reading will include works that deal with the power of money, such as James's *The Portrait of a Lady* and Dreiser's *Sister Carrie*, 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*. As we compare these works, we will also examine how they embody the American "cultural debate," and consider the issue of "canon formation": how do we decide which American fiction is the most powerful or the most significant? To what extent may important texts be strongly engaged with the established canon, and to what extent may they highlight other aspects of American culture or challenge the idea of a canon? Students will write two eight-to-ten-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.*

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### **American Humor**

"It was wonderful to find America," says Mark Twain's Pudd'n'head Wilson on Columbus Day, "but it would have been more wonderful to miss it." In this course we will explore the comic vision of America in literature and in film. In our reading of literature we'll examine such topics as the legacy of Old Southwest humor (Longstreet, G. W. Harris, Thorpe, Faulkner); humor and race (Chesnutt, Hughes, Hurston, Reed, Bambara, Twain, J. C. Harris); "black" (absurd) humor and its precursors (West, Barth, Heller); and women's humor (Fanny Fern, Holley, Loos, Parker, Welty, O'Connor, Bombeck, and many others).

Movies for the course will be selected from the following: Buster Keaton and Charlie Chaplin films; Marx Brothers films; adaptations of stage comedies (*Arsenic and Old Lace*, *You Can't Take It With You*, *The Man Who Came to Dinner*); comic classics of the thirties and forties (*Bringing Up Baby*); and the class's choice of contemporary films.

Students who are not interested in humor should consider taking the following course, described by Woody Allen in *Getting Even*: "Psychopathology: Aimed at understanding obsessions and phobias, including the fear of being suddenly captured and stuffed with crabmeat, reluctance to return a volleyball serve, and the inability to say the word 'mackinaw' in the presence of women. The compulsion to seek out the company of beavers is analyzed."

This course is open to students who have taken at least one college course on American literature; for other students, permission of the instructor is required. People with college experience in film study are especially welcome. Students will write two eight-to-ten-page papers, a statement of goals, and a self-evaluation, and will be expected to participate actively in discussions.

*Enrollment will be limited to 25.*

### **American Literature, American Culture**

This course will concentrate on two important topics in American culture, and will focus on American fiction from 1835 to the present, though other genres will be included. We'll also view a number of films. Our reading for "American Literary Environmentalism" will include Thoreau, *Walden*, De Lillo, *White Noise*, Williams, *Refuge*, and selections from Lopez, Ray, and others. The reading for "Violence in America" will be drawn from the following: Bartolome de las Casas; Cooper, *The Pioneers* and *The Last of the Mohicans*; Poe, *Tales*; Douglass, 1845 *Narrative*; Twain, *Adventures of Huckleberry Finn*; Crane, *The Red Badge of Courage* and Civil War poetry by Whitman and Melville; Chesnutt, *The Marrow of Tradition*; Dreiser, *Sister Carrie*; Glaspell, *Trifles*; Wright, "The Man Who Was Almost a Man"; Ellison, *Invisible Man*; O'Connor, "A Good Man is Hard to Find"; Ginsberg, *Howl*; Heller, *Catch-22*; O'Brien, *The Things They Carried*, and Allison, *Bastard Out of Carolina*. We'll certainly see *The Godfather*, Part I, and an example of film noir; students will help to select other films for this topic. Students will write two eight-to-ten-page papers, a statement of goals, and a self-evaluation, and will be expected to participate actively in discussions.

Since we'll be examining novels and stories in depth, the course is most appropriate for students who have had at least one college course on fiction; for other students, permission of the instructor is required.

*Enrollment will be limited to 20.*

### **American Women Writers, 1890-1945**

This course will explore the achievements of turn-of-the-century and modernist women writers in the U.S. The work of these writers looks in two directions. As they respond to their precursors, writers help to create a "woman's tradition" in literature; as they explore the new possibilities of transitional and modernist culture, women writers may rebel against established forms. Fiction writers devise new narrative strategies in order to "write beyond the ending" of earlier romance plots. Though these authors may differ in terms of age, race, class, religion, and region, they are united in what Elizabeth Ammons calls their "interest in radical experimentation with narrative form itself" and their development of a "network of recurrent, complicated themes" that focus on issues of power. Our reading will include such writers as Mary Wilkins Freeman, Charlotte Perkins Gilman, Sarah Orne Jewett, Mary Austin, Sui Sin Far, Edith Wharton, Willa Cather, Gertrude Stein, Ellen Glasgow, Anzia Yesierska, Nella Larsen, and Zora Neale Hurston.

Students will write two eight-to-ten page papers, a statement of goals, and a self-evaluation, and will be expected to participate actively in class discussions. This course is most appropriate for students who have taken at least one college literature course; enrollment will be limited.

### **Becoming Jane Austen: The Romantic-era Novel and Women's Writing**

The subject of sequels, films, reading groups, fan clubs, websites, and even satires, Jane Austen is one of the great cult authors of English literature. Moving beyond "Aunt Jane" the fine painter on "two inches of ivory," or the woman writer who established the novel as a feminine and feminist form, we will locate Austen's work and writing in the larger field of her contemporaries and some influences.

The latter half of the eighteenth century included the rise of British abolitionism, the impact of enclosing the commons and changes in landscape gardening, a decrease in the significance of the royal family and the British aristocracy, the growing impact of both trade and professions such as the Navy, and a marked increase in the number of professional women writers. Jane Austen was complexly the product of the "long eighteenth-century" (1680—1830); she composed her first drafts of *Sense and Sensibility*, *Northanger Abbey*, and *Pride and Prejudice* between 1795-1798, in a period of Revolutionary fervor and nationalist backlash. Not the lone or intellectually isolated writer that we used to imagine, Austen was both complexly engaged by and in some tension with her contemporaries, including Ann Radcliffe, Elizabeth Inchbald, Frances Burney, Jane West, Elizabeth Hamilton, Maria Edgeworth, Susan Ferrier, Mary Robinson, Hannah More, Mary Wollstonecraft, Mary Hays, Sydney Owenson (Lady Morgan), Charlotte Smith, Amelia Alderson Opie, Thomas Love Peacock, Walter Scott, and others. Reading Austen with some of her immediate predecessors and contemporaries situates her work among important gothic fictions, educational and moral fictions, evangelical writers, the historical novel, the national tale, the moral tale, and a range of alternate narrative traditions.

In this course we will read the bulk of Austen's fiction alongside other novels that influenced her or that were contemporaneous. Some poetry and essay may be included, but the focus will be on the novel form. There may be an option to read a "Chawton House" collection novel of your choice, making use of the resources provided by the special collection of women's writing collected at Austen's brother's estate. *This class is directed to more advanced students of literature and may be limited.*

### **British Modernist Fiction: Haunted By the Victorians**

This class surveys modernist writers, primarily those with strong connections to the British prose tradition. We will concentrate on the conjunction of innovative literary style with new approaches to psychological character, linguistic play, social criticism and fascism. Although like the Victorian novelists they sometimes deal with sexuality, social injustice, and the meaning of history, the moderns do so in new ways, sometimes considered inherently apolitical, defined by "art for art's sake." Their focus is more inward and psychological, expressed through creative and fragmented stylistic devices. The modernists create new narrative forms, new sentence structures, and new ways of revealing character, thus artistic style becomes increasingly important as the interior self becomes the focus of the modern novel. We will study a representative sampling of these writers including Joseph Conrad, Ford Madox Ford, E. M. Forster, James Joyce, Virginia Woolf, D. H. Lawrence, Katherine Mansfield, and Jean Rhys, asking what is the driving concern of each work? How does the literary style support or reveal that concern?

By the end of the term, students should be able to identify salient characteristics of modernism, explain what some modernists thought they were doing and offer opinions about how successful individual writers were. Literary terms such as plot, style, mood, setting, symbolism, stream of consciousness, epiphany, character, frame story, irony, omniscient narrator, and unreliable narrator should become familiar. Students will also gain some familiarity with important historical contexts from the censorship of *The Rainbow and Ulysses*, to the thinkers and artists of the "Bloomsbury group," to World Wars I and II as the respective beginning and end markers of the modernist period. Students are expected to write three 6-8 page papers, one of which must be a thorough revision of an earlier effort. *This class is open to beginning students of literature and non-majors*

### **Chaucer—Canterbury Tales**

Geoffrey Chaucer's *The Canterbury Tales* is a collection of tales of love and marriage, sex and death, magic and religion, mastery and servitude, battles and shipwrecks, talking animals and practical jokes, and a great deal more besides. Even in its unfinished state, it is an astonishingly ambitious and successful exploration of the range of social and narrative types in the rapidly changing England of the fourteenth century. While the tales contain examples of most of the major genres of medieval narrative (the romance, the fabliau, the beast fable, the moral exemplum, the saint's tale, the tragedy, and the sermon), Chaucer's handling of this material consistently defies convention, offering problems rather than solutions and demanding active involvement from his readers in the face of some very unreliable and idiosyncratic narrators. The frame narrative of a group of pilgrims from a wide variety of occupations and backgrounds telling tales on their pilgrimage to Canterbury allows for a diversity of

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narrative voices and experimentation with the relationship between the tale and its teller. The course will focus on Chaucer's strategies of narration and his experiments with genre and audience. We will read 10-12 of *The Canterbury Tales* in the original Middle English. The course will involve a small amount of philology, but Chaucer's English is close enough to modern English that reading it is more a matter of learning a few conventions and pronunciations than learning a new language. Students are expected to participate actively in class discussion and write a few brief translation exercises, two short papers, and one 10-12 page seminar paper. Previous experience with Middle English is not expected, but some familiarity with medieval or Renaissance European literature, history, art, or religion would be helpful. Enrollment will be limited to 25.

### **Chaucer—The Dream Visions and *Troilus and Criseyde***

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.

### **Contemporary Women Writers/Toni Morrison**

In this course we'll read some major works of contemporary women's fiction—novels that portray the diversity of American women's cultural experience, engage in dynamic literary experimentation, and build in a powerful way on an important, recovered women's tradition. We'll discuss these novels in depth, highlighting in particular what contemporary women writers share with Nobel prizewinner Toni Morrison: in Sandra Gilbert and Susan Gubar's words, the "ethical determination to examine the interdependence of the private female self and the public world." Our reading will be drawn from the following: Eudora Welty, *Losing Battles*; Maxine Hong Kingston, *The Woman Warrior*; Marilynne Robinson, *Housekeeping*; Louise Erdrich, *Love Medicine*; Amy Tan, *The Bonesetter's Daughter*; Dorothy Allison, *Cavedweller*; and several of Morrison's novels—*Sula*, *Song of Solomon*, *Beloved*, and *Jazz*.

This course is most appropriate for students who have taken college courses on fiction, American literature, or women writers. Students will write two eight-to-ten-page papers, a statement of goals, and a self-evaluation, and will be expected and encouraged to participate actively in class discussions. *Enrollment will be limited to 25.*

### **Critical Theory in the US: An Introduction**

This course examines the dominant strains of critical theory pertinent to literary study in the US and their critiques. Students will have an opportunity to become familiar with the range of critical theory from Classical and New Criticism through deconstruction and post-structuralism up to current cultural, historical, and postcolonial approaches. In addition to reading each theorist closely for his/her argument, we will investigate the assumptions and philosophical presuppositions built into each theoretical approach. For example, why does New Criticism work so well with poetry and less well with prose fiction? What are the implications of focusing on close textual analysis rather than historical or social context? We will note the ways in which new theoretical approaches are often born from the old, either in imitation or in contention. While this course is primarily concerned with the implications of critical theory for literary study, we will read several key theorists whose work is most clearly aligned with other disciplines including Sigmund Freud, Jacques Derrida, Laura Mulvey, Michel Foucault, and Donna Haraway. In addition to theoretical texts, we will read four short literary texts and try out some of the approaches we have studied. Further, some of the theoretical texts themselves put the division between 'literature' and 'theory' into question. An underlying concern of the course will be thinking about what is the proper work of theory, and what is the relation of critical theoretical discourse to literary analysis. Students are expected to write 4 short 2-3 page response papers, to give one in-class presentation on a theoretical article of their choice, to write one longer 7-8 page paper, and to participate actively in discussion.

### **Desire and Devotion: Renaissance Lyric Poetry from Skelton to Marvell**

Samuel Johnson, writing in the late eighteenth century, described metaphysical poetry, the poetry of Donne, Herbert, and Crashaw, as "a kind of *discordia concors* ... the most heterogeneous ideas are yoked by violence together." This idea can be applied more broadly to the English Renaissance lyric as a whole, which was a

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continuous experiment with the contradictions of poetic expression in its attempt to create a golden world while living in a brazen one. Lyric poetry of this period covers a startling variety of subjects—love, sex, friendship, death, religion, the classical tradition, poetry, creation, space, time, the nation, the new world, beer—in surprising and potentially contradictory combinations. The language of love sonnets is applied to religious subjects, the creation of the poem becomes the creation of its subject, poetic forms from imperial Rome mock the follies of seventeenth-century London. This course will cover the major genres of lyric poetry—the sonnet (sacred and profane), imitations of classical models, metaphysical, and Cavalier poetry) in the works of Skelton, Wyatt, Surrey, Spenser, Shakespeare, Sidney, Wroth, Drayton, Daniel, Herbert, Donne, Jonson, Lanier, Herrick, Crashaw, Lovelace, Milton, and Marvell. There will be some secondary criticism. Students are responsible for one class presentation, occasional written responses to the readings, two short papers and one longer essay, and consistent participation in class discussion.

This course is designed for students who have previously taken courses in literature, classics, or the Renaissance. *Enrollment may be limited.*

### **Faulkner And Intertextuality**

William Faulkner is widely considered the greatest twentieth-century American novelist, and our course reading will be selected from his best works: *The Sound and the Fury*, *As I Lay Dying*, *Light in August*, *Absalom, Absalom!*, *The Hamlet*, and *Go Down Moses*. Building on our discussion of these novels, we will explore the concept of intertextuality both by considering Faulkner's own body of work as an "intertext" and by putting Faulkner side by side with other writers: Toni Morrison, Russell Banks, and Gabriel Garcia Marquez. We will discuss such issues as narrative experimentation, the depiction of race and gender, and the importance of cultural boundaries and cultural conflict.

In our close reading of Faulkner's novels, we will examine a number of other key topics: his depiction of southern history; his comic imagination, alternatively mellow, wild, and grotesque; the psychology of his troubled or troubling characters; and his distinctive, varied style, which can reach outrageous rhetorical heights. Each student will write two eight-to-ten-page papers, a statement of goals, and a self-evaluation, and will be expected to participate actively in discussions. This course is open to students who have taken at least one intensive college course on American literature or on fiction; for other students, permission of the instructor is required. Enrollment may be limited.

### **History of the Novel in English 1720-1930**

In this course we will investigate the "rise" of the novel to literary dominance in the English tradition, and ask why the novel form was so well-suited to the purposes and needs of 18<sup>th</sup>- and 19<sup>th</sup>-century British society. Critics have argued that the novel is importantly tied to the development of the middle-class, the enlightenment individual, and to a history of social and political critique. The story of the novel's "rise" to dominance is both familiar and open to question. In recent years, critics have debated hotly whether the English tradition "invented" the novel, or whether other traditions, such as the prose narratives of classical Roman literature, the *Quixote* of Spanish "Golden Age," or the Romance traditions of the middle ages and the French 17<sup>th</sup> century may also qualify as "novels." While we may not solve these problems, we will gain some sense of the richness and complexity of narrative prose fiction usually associated with the English-language "novel."

We will read prose fiction including a variety of subgenres such as romance, satire, travel narrative, epistolary fiction, gothic, historical narrative, and we will range from the eighteenth century beginnings of the novel to high Victorian examples, ending with an example of modernist fiction. We will ask how these diverse types of narrative fiction may be understood as a single genre. What ideologies does the novel form serve better than other forms? How do those ideological needs change over time as reflected in narrative fiction? Ending with the modernist novel's experimentation with narrative structure and representations of psychological interiority, we will interrogate Victorian assumptions about realism and narrative representation. Finally, we will ask how formal experimentation functions to work for social change or/and to deflect energy away from material concerns toward "art for arts sake". Writers considered will include several of the following: Aphra Behn, Jonathan Swift, Daniel Defoe, Eliza Haywood, Samuel Richardson, Henry Fielding, Horace Walpole, Frances Burney, Jane Austen, Walter Scott, Charles Dickens, Thomas Hardy, Charlotte Bronte, George Eliot, Mary Elizabeth Braddon, Joseph Conrad, James Joyce, and E. M. Forster. Some secondary reading on theories of the novel may be included. *This course is open to beginning students of literature and non-majors.*

### **Imagining and Reimagining Early England: Medieval Texts and Modern Adaptations**

An enthusiastic reviewer of T.H. White's *The Once and Future King*, a twentieth-century adaptation of Thomas Malory's fifteenth-century *Morte D'Arthur*, described it as "A glorious dream of the Middle Ages as they never were but should have been." What "should" the middle ages have been, in the dreams of its writers and the writers (and filmmakers) of subsequent ages? How was medieval England imagined and reimagined? What do modern versions of medieval texts tell us about the ages that produced them? This course will introduce a selection of English literature written before 1500 (to be read in modern English translations) and then examine nineteenth and twentieth-century adaptations of this material. Texts and issues fall into three basic units: 1) The relationship between the human and the divine in medieval poetry, personal narrative, and drama, and the uses of allegory and psychomachia in twentieth-century drama. 2) Building knights and nations in narratives of King Arthur and Camelot--the medieval texts include Crétien de Troyes, Marie de France, Geoffrey Chaucer, Thomas Mallory, and several anonymous writers including the author of *Sir Gawain and the Green Knight*; modern adaptations include Tennyson (*Idylls of the King*), Twain (*A Connecticut Yankee in King Arthur's Court*), Lerner and Lowe (*Camelot*), and Monty Python (and the Holy Grail), 3) Exclusion and community in *Beowulf*, John Gardner's *Grendel*, which retells the story from the monster's point of view. We will conclude with *The Doomsday Book*, Connie Willis's science fiction novel of academia, plague, and the future's encounters with fourteenth-century England. Students are expected to present one oral report, participate actively in class discussion, and write periodic short responses to readings and three 4-6 page papers. *This course is designed for beginning students of literature; enrollment will be limited to 25.*

### **Introduction to Narrative**

In the study of fiction, the term "narrative" refers to the representation of events in time; in our lives, as H. Porter Abbott reminds us, "we are all narrators, though we may rarely be aware of it," and "we are also the constant recipients of narrative: from newspapers and television, from books and films, and from friends and relatives. . . ." As we examine this exciting area of contemporary literary and cultural study, we will discuss a broad range of issues: how are narratives constructed, and what is the importance of beginnings and endings? how do narratives act upon us, and what kind of power do we have as readers and audiences? what is the relation of literary narrative to narrative in other media, such as film? and how is narrative related to ideology, as "storytellers and readers seek to negotiate the claims of competing and often intractable conflicts"?

Our reading on elements of narrative will include essays by Ellison, Kundera, Genette, Bal, Chatman, Cohn, Bakhtin, Lanser, Barthes and Prince; our reading on the relation of ideologies to narrative will cover Deleuze and Guattari, Du Plessis, Gates, Sedgwick, Brooks, and Jameson. Throughout the term we'll ground our discussion of narrative in our reading of texts by such authors as Austen, Faulkner, Welty, Baldwin, and O'Connor, and in our viewing of several films.

Students will write two eight-to-ten page papers, a statement of goals, and a self-evaluation. The course is open to students with an approved area of concentration in literature; for others, the permission of the instructor is required. Enrollment will be limited.

### **Introduction to Poetry**

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 as many facets of that experience in as much detail as is possible. We will conclude the class by reading a complete collection of contemporary poetry, bringing to bear all of the faculties of critical attention that we have developed earlier in the course. By the end of the course, students should be able to identify a number of poetic forms, and should be able to effectively use the strategies and vocabulary of close reading. Even as the course is intended to develop students' skills as readers of poetry, it is equally concerned that students learn to write well about poetry. Toward this goal, students will write several short assignments focusing on specific aspects of close reading, as well as two explications of poems, both of which will be eligible for revision. Students will write a somewhat longer (roughly 8 pages) final paper.

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

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### **Jane Austen/Emily Dickinson**

This course will examine in depth two great writers of the nineteenth century, a British novelist and an American poet. In such novels as *Pride and Prejudice* and *Emma*, Jane Austen brilliantly depicts young women coming into adulthood, characters who gain knowledge about the self as they try to understand the workings of their society and to make their way within it. Our reading will also include *Sense and Sensibility*, *Mansfield Park*, and *Persuasion*. In her 1775 poems, very few of which were published during her lifetime, Emily Dickinson helped to reinvent American poetry for the nineteenth century. Dickinson achieves her "Divine Insanity" by means of the distinctive style and form of her poems, and by creating an exciting array of poetic "masks"--the ecstatic and inebriated "Debauchee of Dew," "the only Kangaroo among the Beauty," a "Soul at the White Heat," the enigmatic "Spider" that seeks "Immortality," an ironic "Nobody," the "Queen of Calvary," the "Wayward Nun," the explosive "Vesuvius at Home."

Austen's and Dickinson's works will serve not only as a springboard for broad discussions of how each contributed to their genres, fiction and poetry, but also as a window into some key issues in contemporary criticism: for example, the "Janeites" of the 1990s were particularly interested in Austen's relation to the political developments of her time and in contemporary film versions of her novels. For both writers, we'll pay special attention to feminist criticism, including such topics as "women's culture" and women's literary traditions. Students will write two eight-to-ten-page papers, a statement of goals, and a self-evaluation, and will be expected to participate actively in class discussions.

*This course is most appropriate for students who have taken at least one college course on literature, and it may be used to fulfill area of concentration requirements in Gender Studies; enrollment will be limited to 25.*

### **Jazz Poetry**

This course focuses on the longstanding and fascinating relationship between jazz and American poetry. Jazz is often referred to as the only 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 thematic, structural, and conceptual interchange between jazz and American poetry of the last hundred years. The thematic treatment of jazz in American poetry is perhaps the most obvious element of this exchange – one need only think of Langston Hughes or the Beat poets of the 1950s. These same examples also bring to mind the role of jazz as a structural or stylistic influence, what we might call the jazz cadence of American poetry. As we will find, the jazz aesthetic also has broader conceptual implications for poets who do not so much seek to mimic jazz with their poetry, but, rather, write out of an artistic perspective deeply rooted in jazz. We will read several major figures in jazz poetry, including Hughes, the Beats, Amiri Baraka, Jayne Cortez, Michael S. Harper, Nathaniel Mackey, and Sonja Sanchez (among others). We will also read the work of some lesser-known but remarkable poets who work with jazz, such as Wanda Coleman, Erica Hunt, Ed Roberson, and John Taggart, and we will listen to and watch several performances of jazz poetry. Throughout the class, we will be interested in how American poetry participates in the sometimes heated debates that shape the history of jazz, particularly as those debates bear on questions of race and gender. Students are expected to participate actively in class discussion and give one class presentation; writing will consist of occasional informal reading responses and three 4-6 page papers. This class is directed to more advanced students of literature and may be limited.

### **Lines of Sight: Poetry and the Visual Arts**

Perhaps the most famous poem written by the British Romantic poet John Keats contemplates a visual work of art, "Ode on a Grecian Urn." As the poem concludes, this urn apparently breaks into speech, proclaiming, "Beauty is truth, truth beauty," a gesture that is not only brilliantly enigmatic, but that also situates the poem as an important part of a very long and still active tradition revolving around questions of beauty, truth, and representation in poetry and images. The technical term for this tradition is *ekphrasis*, poetry written in response to the visual arts, and it extends from at least Homer to the twenty-first century. In this class, we will consider the breadth of this tradition, reading poetic responses to visual art (mostly, but not only painting) by Homer, Virgil, the British Romantics (in addition to Keats, William Blake, Percy Bysshe Shelley, and William Wordsworth), the Anglophone modernists W. H. Auden and William Carlos Williams, poets of the New York School (especially John Ashbery and Barbara Guest), and the contemporary poet Cole Swensen. There will be others, but these are the biggies. We will also read key theoretical texts, including selections of foundational works such as G. W. F. Hegel's *Introductory Lectures on Aesthetics* and Gotthold Ephraim Lessing's *Laocoön*, as well as modern treatments of the relationship between poetry and the visual arts by Charles Altieri, Murray Krieger, and W. J. T. Mitchell. As we will find, the ways in which poets respond to the visual arts change over time, conditioned by and

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giving expression to their larger cultural, philosophical, and political contexts. *This class is directed to more advanced students of literature and may be limited.*

### **Literature and Psychoanalysis**

This 7-week module-course will provide an introduction to psychoanalysis and its literary implications. We will read several psychoanalytic treatises of different schools, ranging from Freudian psychoanalysis to object-relations to film-theory, including work by Sigmund Freud, Franz Fanon, Nancy Chodorow and Laura Mulvey. In conjunction with the more overtly theoretical work, we will read literary texts including "The Strange Story of Dr. Jekyll and Mr. Hyde", *Turn of the Screw*, *Dutchman*, *Measure for Measure*, *To the Lighthouse* and will also view some films. Students will write a brief paper on each segment of theory and literature and are expected to participate actively in class discussion.

*This course is open to beginning students interested in Literature or Psychoanalysis. Enrollment will be limited to 20.*

### **Medieval, Renaissance, and Restoration Theater: Playwrights, Actors, and Audiences**

This course is an introduction to dramatic writing and theatrical production from several important periods in the history of the European (primarily British) theater, beginning with the open-air religious drama of Medieval Europe (primarily but not exclusively England), and ending with the Restoration and eighteenth-century theater with its proscenium arch and perspective scenery. In addition to these periods, the course will also cover the Italian commedia erudita of the sixteenth and seventeenth centuries, the drama of the Spanish siglo del oro (1580-1680), and the commercial theater of Shakespeare and his contemporaries, which flourished between the opening of the first professional theater in London in 1567 and the closing of the London theaters by Parliamentary forces in 1642. For each of these periods, we will read several plays and examine theatrical records and (where available) dramatic criticism written by contemporaries. With these materials, we will consider the changing artistic interests, staging conventions, and social position of theater in the communities for which it performed. Texts may include plays by several anonymous but highly skilled medieval playwrights, Guarini, Lope de Vega, Calderón, Marlowe, Shakespeare, Ford, Behn, Etherege, Dryden, and Goldsmith. All texts will be in modern English translation except those from England after 1500. Because the course's focus is as much on plays on the stage as it is scripts on the page, students should be prepared to participate in performance projects as well write several short papers, present an oral report on a theatrical/historical topic to the class, and actively contribute to class discussions. This course is open to beginning students of literature and non-majors, but enrollment may be limited. Students with experience and/or strong interest in theatrical production are particularly welcome. Each student is responsible for three 4-6 page papers, one oral report, one scene performance and write-up, and consistent attendance and participation.

### **Motherhood**

In Sarah Orne Jewett's *The Country of the Pointed Firs* (1896), one of the finest works of American regionalism, the city-bred narrator rediscovers in a small seaside town in Maine the beneficent power of the mother: old Mrs. Blackett links her children and even her distant neighbors in a "golden chain of love and dependency." Nearly a hundred years later, Canadian writer Margaret Atwood's *The Handmaid's Tale* (1985) depicts a totalitarian society that reacts to an environmental catastrophe by enslaving young "handmaids" to bear children for elite infertile couples. This course will examine the complex meanings of motherhood in literature, covering works by such writers as Louisa May Alcott, Harriet Beecher Stowe, Mary Wilkins Freeman, Willa Cather, Gwendolyn Brooks, Alice Walker, Marilynne Robinson, Louise Erdrich, Dorothy Allison, Toni Morrison, Rita Dove, and many others. Though the course will focus on American literature, we will invite New College faculty in several disciplines to join us for "guest sessions." Students will write two six-to-eight page papers, a statement of goals, and a self-evaluation, and will present a topic of their choice in class; they will also be expected to participate actively in discussions. "Motherhood" is especially recommended to students who have had at least one college course in literature, and the course may be used to fulfill area of concentration requirements in Gender Studies. *Cross-listed with Gender Studies. Enrollment will be limited to 25.*

### **Postmodern/Postcolonial Literature**

This course is intended for advanced students of literature and will examine texts that are both difficult and demanding. Strong background in literary genre and formal analysis is recommended. We will read prose fiction largely, but not exclusively, written in English-some of which has been labeled "postmodern" and some of which has been labeled alternately or in addition as "postcolonial." One of our major concerns will be defining these terms as they pertain to literary texts and how these works fit into these problematic and contentious categories.



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We will discuss narrative structure and stylistic experimentation, the political implications of form and style, and questions of authorship and historical/cultural location. We will begin with some samples of modernist writing and then move on. Likely writers whose works we will study include some of the following: John Fowles, Thomas Pynchon, Christine Brooke-Rose, Jorge Luis Borges, Naguib Mahfouz, Martin Amis, Art Spiegelman, Don DeLillo, Tom Stoppard, Italo Calvino, Marguerite Duras, Alasdair Gray, Salman Rushdie, Zadie Smith, and Maxine Hong Kingston. Some readings in secondary criticism will also be assigned. Students are expected to write several short papers, and are encouraged to draw upon background in critical theory.

*Enrollment may be limited. Prerequisites: Critical Theory or permission of the instructor.*

### **Pre-Thesis Seminar**

This course is designed for students with a declared AOC in British and American Literature, or others who will be writing a primarily B&A thesis in the following year or beginning their thesis research in this term. The course will include a balance of literary texts with critical and theoretical essays that intersect with those texts, to be determined. Four units, each related to the specialization of a member of the B&A literature faculty, will be included. There will likely be 1) a section on pre-1700s dramatic literature and New Historical approaches, 2) a section on 18th- or 19th-century literature (prose and poetry) and Cultural Studies approaches, 3) a section on 20th-century American fiction and race, class and gender approaches, and 4) a section on poetic verse with some emphasis on formal and post-Romantic approaches. Students will be expected to produce solid written work in all units of the course; these preliminary essays may serve to develop a potential thesis topic, to serve as a section or chapter of a longer thesis, or may be combined and revised into a larger "Senior Project" portfolio option.

*Prerequisites: a declared AOC in B&A Literature or permission of the instructor; students must be in at least their 6th contract.*

### **Renaissance Epic: The Poetry of Nationalism**

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 limited.

### **Restoration and Eighteenth-Century British Drama: Staging Political Change**

This course will examine British dramatic literature from the Restoration of the monarchy in 1660 through eighteenth century aristocratic and bourgeois forms, ending with late century sentimental and political forms. Once thought of as a period of relative social and political stability, the flowering of the bourgeoisie, and the realm of rational thought, the drama of the eighteenth century saw enormous changes and developed in active relation to a changing public and political world. Public theaters were reopened under Charles I and women actors were introduced to the English stage for the first time; Parliament passed the Licensing Act of 1737 in an explicit attempt to curtail political criticism of Walpole's government in the theaters (forcing Henry Fielding to turn to writing novels); the movement of sensibility inundated the eighteenth-century theaters with plays representing

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pathetic scenes and extending sympathy to “others” such as women, the poor, Blacks, and Jews; so-called “weeping comedy” was challenged by a modified return to less sentimental “laughing comedy” in the 1770s. Finally, the late-century theater became a locus for popular political critique, with plays that famously named the profession of the gentleman “useless” and audiences who hissed and booed apparently “anti-government” sentiments off the stage. Styles of acting changed extensively from the stylized and sexually explicit Restoration stage to the more “natural” innovations of actor/producers like Colley Cibber and David Garrick, and important actresses like Sarah Siddons. While our emphasis will be on the plays, the historical, political, and theatrical contexts will be important.

We will read a select range of plays, beginning with Restoration drama up to late eighteenth-century pieces. While some generic range will be explored, the majority are likely to be comic or tragic-comic pieces. Students will be expected to write several short papers and to pass a final exam. The emphasis will be on drama as literature, although students with interest and experience in drama as performance are also welcomed.

### **Romantic-Era British Novel: 1780-1820**

"There is nothing that human imagination can figure brilliant and enviable, that human genius and skills do not aspire to realize" (Godwin, *St. Leon*)

The term "Romanticism" in English literature traditionally conjures poetry, nature, genius, imagination, and individualism. Until recently the field was dominated by the "Big Six" Romantic poets: Wordsworth, Coleridge, Shelley, Keats, Byron, and Blake. But in the same period the majority of British writing was in prose fiction, and much of it was written by writers whose names are unfamiliar to most of us. Besides the famous Mary Godwin Shelley and Jane Austen, women writers such as Mary Hays, Mary Wollstonecraft, Charlotte Smith, Frances Burney, Maria Edgeworth, Sidney Owenson, Susan Ferrier, Amelia Alderson Opie, and Elizabeth Hamilton wrote important and popular novels. Novel writers who may be considered "Romantics" also include famous authors such as William Godwin and Walter Scott, and lesser-known writers such as Thomas Holcroft, Thomas Love Peacock, Charles Lloyd, James Hogg, Thomas DeQuincey. This course will trace the emergence of Romantic fiction from the radical writings of English "Jacobin" circle, locating the works in their historical contexts and examining the rising significance of national tale, travel narrative, fragmentary narratives, and the prevalence of women-writers despite the canonical assumption that Romanticism was driven by an androgynous or masculine sensibility. Readings will include novels, selected poetry and essays, and some 20th and 21st-century criticism.

*Prerequisites: Permission of the Instructor. Students should have taken at least one Literature course previously; those with background in the Romantic poets or in other national Romanticisms will be given preference.*

### **Shakespeare—Plays and Poetry**

We will read a substantial amount of Shakespeare's lyric and narrative poetry in addition to plays from all four genres he worked with—History, Comedy, Tragedy, and Romance—in the context of the social, literary, and theatrical environments of London late in the reign of Queen Elizabeth I and early in the reign of King James I. The course will consider the idea of the author in Renaissance England, the social and literary positions of poet and playwright, the opportunities and challenges the theater's unique social position offered to Renaissance dramatists, and the logistics of play production. We will focus on Shakespeare's use of the rhetoric of the Petrarchan sonnet, and his exploration of the consequences of imagining the world in these terms. This is a broad survey of Shakespeare's career and will involve about a play a week. Students are expected to write several short papers and participate actively in class discussion. *This course is designed for beginning students of literature and non-majors; enrollment may be limited.*

### **Shakespeare-Theatrical Career and Cultural Afterlife**

The question for the course is not “who was Shakespeare?” but “what is Shakespeare?” We will read plays from all four genres Shakespeare worked with—History, Comedy, Tragedy, and Romance—in the context of the social, literary, and theatrical environments of London late in the reign of Queen Elizabeth I and early in the reign of King James I, and in the context of Shakespeare's cultural significance since then. The course will consider the opportunities and challenges the theater's unique social position offered to Renaissance dramatists, the logistics of play production, Shakespeare's use of his sources and how his work has been adapted and appropriated in the past 400 years. This course is not intended to serve as a survey of Shakespeare's career; we will be working on no more than seven plays. Our other reading will include sources and adaptations of Shakespeare's work, contemporary political documents, and substantial amounts of secondary criticism. The course is designed for students with some previous experience in drama, Renaissance literature and culture, or literary theory. Expectations for students include regular attendance and participation, occasional scene work, attendance at

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some off-campus productions of interest, regular short writing assignments, an oral report, and a seminar paper. *Enrollment will be limited to 20.*

### **Theaters of Social Change—Revenge Tragedy and City Comedy**

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 latter 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. The course includes plays by Shakespeare, Marlowe, Jonson, Kyd, Middleton, Dekker, Ford, Shirley, and Webster and a substantial amount of secondary criticism. Students are responsible for one class presentation, occasional written responses to the readings, two short papers and one longer essay, and consistent participation in class discussion. This course is designed for students who have previously taken courses in literature, history, and/or theater. Enrollment may be limited.

### **The Canon of British Literature**

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 counter-canonical 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.

### **The City in American Literature and Culture**

How has urbanization changed American literature and culture, in terms of cultural forms and the depiction of the self and of society? This course will concentrate on literature that is set in major American cities—New York, Chicago, and Los Angeles. Throughout the course we'll compare the portrayal of the city in literature and in film. Our reading will include some of the following authors: Melville, Whitman, Child, James, Wharton, Dreiser, Jane Addams, Crane, Yesierska, Eliot, Hurston, Hughes, Williams, Wright, Brooks, Ellison, Miller, Pynchon, Mamet, Auster, Janowitz, and Millhauser. Films will include Chaplin's *Modern Times*, *Rear Window*, *Chinatown*, a Woody Allen film, *After Hours*, and a film chosen by the class. Students will write two eight-page papers, a statement of goals, and a self-evaluation; will do a presentation on a topic of their choice; and will be expected to participate actively in class discussions. This course is open to students who have taken at least one college course on American literature; for other students permission of the instructor is required. Enrollment will be limited.

### **The Gothic Tradition: 1760-1870**

Gothic novels emerge at the end of the eighteenth century, but the tradition carries on today in popular fiction that blends horror with the exploration of the human psyche. We will read mostly classic gothic fiction in this course, from some early gothic novels through satirical imitations, and several nineteenth century permutations. Beginning with Horace Walpole's "first" gothic, *The Castle of Otranto*, we will read William Beckford's orientalist fantasy, *Vathek*. From Anne Radcliffe's gothic endorsement of reason in *Mysteries of Udolpho*, we will move to Mathew Lewis's more overtly demonic and fantastic work, *The Monk*. Jane Austen was one of many who critiqued the fashion for gothic fiction and neo-gothic architecture with her *Northanger Abbey*, which nevertheless derives much of its strong social critique from the despised gothic form. At nearly the same time as Austen is penning her

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mock-gothic, William Godwin and Eliza Fenwick in England and Charles Brockden Brown in America are using gothic tropes to engage in political critique in *Things as They Are*, *Secresy*, and *Wieland*. In the Victorian era, the gothic fosters the return of the repressed in both detective forms (Wilkie Collins' *The Woman in White* and Arthur Conan Doyle's *The Hound of the Baskervilles*), and in the form of horror (Bram Stoker's *Dracula* and Robert Louis Stevenson's "Dr. Jekyll and Mr. Hyde"). We will conclude, if time permits with some examples of 20<sup>th</sup>-century gothic from Sigmund Freud's case history *Dora* to Angela Carter's *The Bloody Chamber*. We will ask why the gothic persists, how it changes in each age, and what needs it fulfills to have remained a popular, if despised, literary form for so long. Students are expected to write three short papers (6-8 pages) or two longer ones (10-12 pages) using secondary sources.

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

### **Theater to 1642: Playwrights, Actors, and Audiences**

This course is an introduction to dramatic writing and theatrical production from several important periods in the history of the European theater, beginning with the civic drama of classical Athens, and ending with the commercial theater of Shakespeare and his contemporaries, which flourished between the opening of the first professional theater in London in 1567 and the closing of the London theaters by Parliamentary forces in 1642. In addition to these periods, the course will also cover the drama of Republican Rome, the religious drama of Medieval Europe (primarily but not exclusively England), and the Italian commedia dell'arte and commedia erudita of the sixteenth and seventeenth centuries. For each of these periods, we will read several plays and examine theatrical records and (where available) dramatic criticism written by contemporaries. With these materials, we will consider the changing artistic interests, staging conventions, and social position of theater in the communities for which it performed. Texts may include plays by Aeschylus, Aristophanes, Plautus, Terence, several anonymous but highly skilled medieval playwrights, Guarini, Marlowe, Shakespeare, Jonson, and Fletcher. All texts will be in modern English translation except those from England after 1500. Because the course's focus is as much on plays on the stage as it is scripts on the page, students should be prepared to participate in performance projects as well write several short papers, present an oral report on a theatrical/historical topic to the class, and actively contribute to class discussions. This course is open to beginning students of literature and non-majors, but enrollment may be limited. Students with experience and/or strong interest in theatrical production are particularly welcome.

### **Transvestite Theater: Costume and Identity in Early Modern Drama**

The fact that all characters, regardless of gender, were played by male actors on the English stage until 1660 has long been regarded as a convention that audiences of the time would have accepted without question. That all characters, regardless of rank were played by men whose highest social position was citizen is so taken for granted that it is not even discussed today. But in a culture in which many people accepted that costume was "set down [from God] as a sign distinctive between the sexes" and which produced laws regulating by rank who could wear what fabrics, the potentially transformative nature of costume was the subject of serious attention. This course will examine the place of the theater in constructions of class and gender in the period. Readings include plays by Lyly, Shakespeare, Jonson, Ford, Middleton and Dekker, and Brome, an exciting and contentious variety of early Modern writings on the theater, costume, class, race, and gender, and a significant amount of feminist and new historicist secondary criticism. Students are responsible for one class presentation, weekly written responses to the readings, one 12-15 page paper, and consistent participation in class discussion. *This course is designed for students who have previously taken courses in literature and/or gender studies. Enrollment may be limited.*

### **Twentieth-Century British and American Drama—Realism and its Discontents**

This course will survey the major trends in British and American drama in the twentieth century, exploring the ways the theater in both countries worked with and against the conventions of both naturalistic drama and the utterly artificial well-made play. The drama of the last century is enormously varied in the issues it addresses, the types of characters it presents on the stage, the techniques it uses to do so, and the audiences it envisions. This variety reflects the consistent interest in the drama of the last hundred years in how people see the world around them, and how these ways of seeing can be changed. Realistic drama's attempt to use what Bernard Shaw called the "problem play" to bring contemporary social issues to the attention of the public by representing them on stage was as much an experiment with vision as the absurdist drama of Beckett was in its suggestion that the forms of society are devoid of human meaning. The majority of the plays we read in this class explore the limitations of realism, and offer new ways of seeing the societies in which they participate. Authors may include Tennessee Williams, Arthur Miller, Eugene O'Neill, Tom Stoppard, Harold Pinter, Edward Albee, Caryl Churchill, August Wilson, Bernard Shaw, Samuel Beckett, David Henry Hwang, Susan-Lori Parks, Oscar Wilde, Sam

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Shepard, Anna Deveare Smith, Tony Kushner, and Brian Friel. Students are expected to participate actively in class discussion, present an oral report on a play the rest of the class has not read, present one performance project, and write two short papers and a take-home final. This course is open to all interested students, although enrollment may be limited.

### **Victorian Literature: Home and Empire**

This course surveys "Victorian" literature, primarily British prose fiction written during the reign of Queen Victoria. We will investigate Victorian cultural identity as created and explored in literature and cultural documents. Themes to be explored include the construction of the concept of "Empire" and its parallel, the idea of "Home". We will ask how gender, nationality, race, sexuality, and class are reconfigured and solidified through Victorian literature, and how our assumptions about Victorian ideas measure against the literature itself. Our readings will include fiction, essays, and poetry by selected writers from the following list: Charlotte Brontë, Wilkie Collins, Charles Dickens, Arthur Conan Doyle, George Eliot, Robert Louis Stevenson, William Makepeace Thackeray, Rudyard Kipling, Alfred Lord Tennyson, Robert Browning, Christina Rossetti, Henry Mayhew, and Frederick Engels. Students are expected to write two short papers (6-8 pages) and give an in-class presentation based upon independent research on a topic which will contribute to our understanding of the cultural contexts of Victorian England. These presentations will require library research, and students will choose their topic near the beginning of the term. A final post-presentation written version will be due during Exam week. *This course is open to beginning students of literature and non-majors, but enrollment may be limited.*

### **Virginia Woolf: Art and the Artist**

This 7-week module-course covers a selection of the novels of Virginia Woolf and is open to beginning students of literature. Arguably one of the creators of "stream of consciousness," Woolf has been an important site of critical contention, from the sensitive invalid of British literature to the "guerilla in victorian skirts" of the Feminist canon. We will focus on her novels as both exemplars of modernist British fiction and as challenges to British social order. We will examine both the stylistic experimentation of Woolf's writing and its exploration of the social and psychological world.

Novels to be considered include *Jacob's Room*, *Mrs. Dalloway*, *The Waves*, *Orlando*, and *Between the Acts*. We will also read some essays and short stories, and selected critical essays on Woolf's work. Enrollment will be limited to 20.

### **Whose Renaissance? Female and Male Perspectives on Sixteenth and Seventeenth-Century British Literature**

In 1925, Virginia Woolf speculated on why "no woman wrote a word of that extraordinary literature [of the English Renaissance] when every other man, it seemed, was capable of song or sonnet." More than fifty years later, historian Joan Kelly asked "Did Women Have a Renaissance?" and concluded that they did not. But in the thirty years since then, interest in this question has led to greatly increased knowledge and availability of early modern texts by female authors. This course will examine paired texts by male and female authors that explore the same issues and/or experiment with the same forms. The object of the course is to investigate important trends in Renaissance poetry, prose, and drama from a variety of perspectives—to see the canon before it became canonical, and to attend to the voices which it left out. The course includes substantial work on recent trends in Renaissance scholarship and their effect on the revision of the canon of texts from the period. Expectations for students include regular attendance and participation, an oral report, several short papers, and an online anthology of texts and excerpts with a critical introduction. This course is designed for students with previous work in literature, history, or gender studies. *Enrollment may be limited.*

### **Writing America(n)**

This class is an introduction to American literature. Reading essays, short-fiction, novels, and poetry by both canonical and lesser-known yet equally compelling authors, we will explore several major tensions at the heart of American literature (including industrialization, race, and the role of European influence, among others), and engage with some of its most significant movements (including Modernism, Naturalism, Transcendentalism, and others). We will also be very interested in the question of how literary forms are claimed and reshaped (sometimes radically so), in response to these tensions. For this reason, several of our texts represent transitional moments in American writing, moments at which the shape of lyric poetry or the form of the novel, for instance, are revolutionized. We will begin with the work of two major contributors to American thought, Ralph Waldo Emerson and W. E. B. Du Bois, paying particular attention to the ways they conceptualize literature and literary language. We will then read short fiction by Nathaniel Hawthorne, Herman Melville, and Kate Chopin, as

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well as the multi-genre collection *Cane*, by Jean Toomer. Our novels will include Henry James' *Wings of the Dove* and Frank Norris' *McTeague*, and we will conclude the class by reading large selections of poetry by Walt Whitman, Emily Dickinson, and William Carlos Williams. As we will find, even as the class contemplates a number of concerns common to many American writers, American literature is rather more plural than it is singular with our authors often presenting us with vastly different conceptions of just what it means to write as an American. Students will form reading response groups, each of which will lead class discussion at least once during the semester. Students will write two roughly five-page papers and one roughly eight page final paper which might revise and expand the inquiry of one of the earlier papers. *This class is open to beginning students of literature and non-majors*

### **French:**

#### **L'Amour interdit**

Adultery, incest, homosexuality—what constitutes forbidden love, and how have notions of transgression evolved in the past millennium? Focusing on the theme of *l'amour interdit*, this course examines works of prose, drama, and film from the Middle Ages through the end of the twentieth century. 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.*

#### **'Black Orpheus' at the turn of the 21<sup>st</sup> century: novels and short-stories from Francophone Africa**

In 1948, Jean-Paul Sartre published his essay « Black Orpheus » [« L'Orphée noir » ], which appeared as the introduction to Senghor's *Anthologie de la Nouvelle Poésie Nègre et Malgache*. The recent turn of the century provides us an opportunity to look back on Sartre's historic essay as we consider how contemporary African authors are writing the continent's present and future. In this course we will read novels and short-stories written in the past 20 years from across Francophone Africa—from Cameroon, Ivory Coast, the Congo, Guinea—works that are both political engaged and textually innovative. Our readings will allow us to consider representations of the colonial legacy and the post-colonial present, as well as the challenge of remembering the Rwandan genocide. We will read works by authors such as Calixthe Beyala, Emmanuel Dongala, Ahmadou Kourouma, Tierno Monémbo, Patrice Nganang, and Véronique Tadjo. All readings will be available in both French and English translation. This course is cross-listed under Gender Studies.

*The course is open to beginning and advanced students in literature, 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 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.*

#### **Contes et conteurs**

*A seminar in French literature, open to students who have completed Advanced French, or by permission of instructor. The course is designed to help students make the transition from the study of French language to the study of French literature in the original. All discussion will be in French. There will be several short papers, as well as in-class writing assignments and projects designed to broaden students' active vocabulary. This literature survey is conducted entirely in French. Prerequisite: satisfactory completion of Advanced French.*

Si la littérature se définit par l'écriture, comment est-ce que la littérature met en scène l'oralité? Notre première introduction à la littérature passe à travers la langue parlée; bien avant que nous ne puissions lire, on nous raconte des histoires. Notre amour de la littérature est donc littéralement bercé par la voix humaine. Dans ce cours, nous étudierons comment les écrivains cherchent à s'appropriier la voix et son pouvoir dans leurs écrits. Nous lirons un choix de textes français et francophones—des contes traditionnels aux récits de la fin du XX<sup>e</sup> siècle. Nous commencerons avec des fables, des contes de fée, et des extraits de *l'Heptaméron* de Marguerite de Navarre. Ensuite nous lirons des textes par des auteurs tels: Honoré de Balzac, Guy de Maupassant, Albert Camus, Michel Tremblay, Joseph Zobel, et Véronique Tadjo.

#### **Double Stories: Historic Heuristic Fictions**

Taking contemporary French, Francophone and English literature and film as its corpus, this advanced seminar explores the use of thematic and structural doubling—from parallels and repetition to hybrid genres and hybrid languages—in fictional representations of history. Work includes: rotating leadership of class discussions, papers, individual presentations on independent readings. Previous study of literature, film, or history is highly desirable. *French and English sections offered. Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor.*

### **Eighteenth-Century French Literature**

This course explores major literary works of eighteenth-century France in their historical, political, and intellectual context through substantial reading assignments from the works of Montesquieu, de Graffigny, Laclos, Prévost, Voltaire, Beaumarchais, and Diderot. Work includes: rotating leadership of class discussions, papers. French and English sections offered. Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor

### **Francophone Literatures of the Americas: Giving Voice to Identity (Seminar in English and in French)**

The French Crown may have lost Québec on the Plains of Abraham in 1759, but the French language has continued to flourish in the Americas through the 20th-century. Using the language of Voltaire and Derrida to express the New World realities of the Americas is not a self-evident task, however. This course will explore how contemporary authors have shaped the French language to speak to the lived experience of contemporary Québec and the Antilles (Haïti and the French *départements* of Martinique and Guadeloupe), and how they articulate their claim to a uniquely American identity. Our readings will include works by authors such as Aimé Césaire, Patrick Chamoiseau, Maryse Condé, René Depestre, Anne Hébert, Dany Laferrière and Michel Tremblay, authors whose experimental work has shaped the contemporary francophone literary canon, as well as Edwige Danticat, a Haitian-American who writes in English. We will focus on prose fiction, but will also consider works of poetry, drama, and film. Our discussions will be informed by essays in post-colonial and gender theory. The course is open both to students with a strong knowledge of French and to students who have no familiarity with the language. Readings will be available in both French and English; the course will be run with both English and French discussion sections. Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor. This course is cross-listed under Gender Studies.

### **The French Renaissance: Contextualizing Sixteenth Century Literature**

The literary production of the sixteenth century was both rich and varied, ranging from the carnivalesque writing of Rabelais to the private contemplation of Montaigne. Our readings will include fiction (Rabelais' Gargantua and Pantagruel, Marguerite de Navarre's Heptameron), poetry (Ronsard, du Bellay, Scève, and Labé), and a selection of Montaigne's Essays. We will also look at how the Renaissance esthetic was expressed in art, music and architecture. To understand the socio-political context that gave rise to the French Renaissance, we will need to consider the broad debate between the Church and the Reformation, and the subsequent rise of Humanism. Our discussions will be informed by readings in both social history, such as the work of Natalie Zemon Davis, and literary criticism. This course puts a premium on participation: each participant will be responsible for preparing discussion questions and for making at least two (short) oral presentations over the course of the term. Written work will consist of either: 1) a series of four short papers; or 2) a short paper, an in-class exam, and a research paper (12-15 pgs). The course is taught with both French and English discussion sections. Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor. The course is cross-listed under Gender Studies.

### **Literary Movements of Nineteenth-Century France/*Ecoles littéraires du dix-neuvième siècle: a literature survey conducted in French and English***

This course explores the development of and conversation between literary schools over the course of the 19th Century. How did Romanticism set itself off against Classicism and the Enlightenment? How did Realism incorporate an understanding of the *romantic plot* into its representations of the world? How did Naturalism express the rapid changes taking place in the City (Paris)? In what ways is the Decadent emphasis on the Senses a reaction to the Naturalist emphasis on Truth? Readings for this course will be primarily fiction (short stories and novels), although we will read poetry and essays as well. We will read works by authors such as Balzac, George Sand, Hugo, Lamartine, Desbordes-Valmore, Flaubert, Baudelaire, Zola, Maupassant, Huysmans, Rimbaud, Verlaine & Rachilde. A premium will be placed on class participation; each student will either give a 10-15 minute presentation or lead discussion at least once. The course is open to beginning and advanced students in literature, to students with an advanced level of French (by permission of the instructor) and to those with no knowledge of French. The class will meet once a week as a whole, for discussion in English, with separate meetings on Thursday or Friday for students working in French and English (time TBA). Readings will be available in both French and English. Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor. This course is cross-listed under Gender Studies.

### **Proust's Remembrance Of Things Past**

This course is devoted to the study of Marcel Proust's 1913-1927 masterpiece *Remembrance of Things Past*, an eight-volume work about time, memory, love, jealousy, social climbing, homosexuality, hypochondria, art, literature, music, good-night kisses, and a very special cookie. This seminar involves unusually extensive reading assignments. Previous study of literature is recommended. Work includes: rotating leadership of class discussions, papers, group presentations on the historical and cultural context of Proust's novel. *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**

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.*

### **Seventeenth-Century French Theater**

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.*

### **The Twentieth-Century French Novel**

Focusing on experimental fictions, this course covers the major literary movements of the twentieth century, including surrealism, existentialism, and the *nouveau roman*. We will study representative works by Proust, Gide, Breton, Sartre, Beauvoir, Robbe-Grillet, Duras, and Charef. Work includes: rotating leadership of class discussions, papers, group presentations on twentieth-century literary movements. *French and English sections offered. Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor.*

### **Twentieth-Century French and Québécois Theater**

In this course we will read and stage scenes from a selection of innovative plays that shaped the experience of theater in France and Québec. We will consider how the plays invoke and challenge literary and linguistic traditions, and how they participate in the political debate of their time. Our readings will include works such as: Alfred Jarry, *Ubu (Ubu roi)*; Samuel Beckett, *Waiting for Godot (En attendant Godot)*; Jean Anouilh, *Antigone*; Jean Giraudoux, *The Trojan War won't take place (La Guerre de Troie n'aura pas lieu)*; Eugène Ionesco, *Rhinoceros*; Albert Camus, *The Just (Les Justes)*; Jean Paul Sartre, *No Exit (Huis-clos)* or *The Flies (Les Mouches)*; Jean Genet, *The Maids (Les Bonnes)*; *The Balcony (Le Balcon)*; Michel Tremblay, *Les Belles Soeurs*; Anne Hébert, *The Cage (La Cage)*; Yasmina Reza, *Art*. Students will be evaluated on a series of short response papers, scene readings; and a final exam. French and English discussion sections offered. Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor.

### **World War II France in Film and Fiction**

This advanced interdisciplinary course on World War II France will examine the phony war, invasion and occupation, collaboration and resistance, deportation, liberation and the aftermath as well as the changing representations of W.W.II in works from the postwar period. Primary readings include works by Gracq, Saint-Exupéry, Dutourd, Sartre, Vercors, Chardonne, Delbo, Perec, and Duras; films include documentaries (*The Eye of Vichy, Night and Fog*) and fictional features (*The Last Metro, Les Violons du bal*) as well as historical and critical texts. Work includes: rotating leadership of class discussions, papers, individual presentations on independent readings. Previous study of literature, film, or history is highly desirable. *French and English sections offered. Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor.*

### **German:**

### **The Age of Goethe: German Literature of the Storm and Stress Period, Classicism and Early Romanticism**



## New College of Florida – Division of Humanities

This survey of German literary trends in the late 18th- and early 19th centuries will cover eight plays and Goethe's "dramatic poem" *Faust*, in addition to prose, and poetry of his contemporaries. Our consideration of drama will include G. E. Lessing's plays *Emilia Galotti* and *Minna von Barnhelm*; Lenz's *The Soldiers*; Wagner's *The Childmurderess*, and Friedrich Schiller's *The Robbers* and *Maria Stuart*. The focus on Goethe will feature selections from his poetry, *Faust I*, and his novels *The Sufferings of Young Werther* and *Elective Affinities*. We will also examine poetry by Gellert, Hölderlin and Eichendorff; short prose by Kafka's favorite author Heinrich von Kleist: *The Marquise of O*, *Michael Kohlhaas*, and other stories. Texts by such authors as Sophie von La Roche, Rahel Varnhagen, and Caroline Fischer, who had been previously excluded from the "canon," will round out the survey, which will close with Büchner's *Woyzeck*. Students will be responsible for in-class presentations and two medium-length analytical essays. All readings will be in English.

### **Fairy Tales of the Brothers Grimm**

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.

### **From Caligari to Goodbye Lenin!: A Cultural History of German Cinema**

This consideration of seminal films from Germany's tumultuous 20<sup>th</sup>-Century will cover works from the silent era to the present. After covering the basics of film study in our first sessions, we will address the Weimar period with the help of such works as Wiene's *The Cabinet of Dr. Caligari*, Murnau's *Nosferatu* and *The Last Laugh*, Lang's *Metropolis* and *M*, Pabst's *Joyless Street*, Sternberg's *Blue Angel*, Sagan's *Mädchen in Uniform*. With Riefenstahl's *Blue Light* serving as a transitional work, we will cover National Socialism with excerpts from her *Triumph of the Will* and *Olympia*, and Harlan's *Jud Süß*, before proceeding to postwar films such as Staude's *The Murderers among Us*. Our consideration of works up to 1990 will include Fassbinder's *Merchant of Four Seasons* and *The Marriage of Maria Braun*, Schlöndorff and Trotta's *The Lost Honor of Katharina Blum*, Herzog's *Stroszek*, and Wenders' *The American Friend* and *Wings of Desire*, Trotta's *Marianne and Juliane*, Sanders-Brahms' *Germany, Pale Mother*, and Brückner's *Hunger Years*. We will conclude with such recent films as Tykwer's *Run Lola Run* and Becker's *Goodbye Lenin!* Students are required to attend all discussion sessions, contribute to the web board, prepare in-class presentations on the works, and to write two analyses. *No knowledge of German is required.*

### **From Minnesang to Migrantenlyrik: Nine Centuries of German Poetry in English Translation:**

Within the space of fourteen weeks, course participants will consider key epochs in German poetry from 1170 to the present. We will touch on representative poets from the High Middle Ages (e.g. Der von Kürenberg, Walter von der Vogelweide, the Nibelungenlied), the Baroque (Andreas Gryphius, Christian Hofmann von Hofmannswaldau), the Enlightenment (Christian Fürchtegott Gellert), Sturm und Drang (Gottfried August Bürger, Christian Friedrich Daniel Schubart, J. W. von Goethe, Friedrich von Schiller), Classicism (Goethe, Schiller, Friedrich Hölderlin), Romanticism (Joseph von Eichendorff), Young Germany/19<sup>th</sup> Century (Heinrich Heine, Annette von Droste-Hülshoff, Conrad Ferdinand Meyer, Theodor Storm), Neoromanticism (Stefan George, Hugo von Hofmannsthal, Rainer Maria Rilke), Expressionism (Gottfried Benn, Georg Heym, Else Lasker-Schüler, Georg Trakl, and others), Weimar Germany (Walter Bauer, Johannes R. Becher, Kurt Tucholsky, Bertolt Brecht, Ina Seidel, Günter Eich), the Third Reich/Exile (Werner Bergengruen, Albrecht Haushofer, Brecht), "Point-Zero" and Holocaust Poetry (Eich, Paul Celan, Nelly Sachs, Rosa Ausländer, Sarah Kirsch); "critical verses" and "Vietnam Poetry" of the 1960s and 1970s (Yaak Karsunke, Ingeborg Bachmann, Erich Fried); the GDR and feminist poetry (Wolf Biermann, Helga Novak, Verena Stefan, Inge Müller, Christa Reinig, Karin Kiwus, and others), and conclude with examples of lyrics by bilingual immigrants in contemporary Germany (e.g. Gino Chiellino, Zafer Senocak). Students are expected to contribute regularly to the course web board and class discussions, prepare presentations on selected texts, and to submit two sets of medium-length analyses. While the knowledge of German will certainly be an advantage in this course due to the inadequacies of most translations, it is not required.

If sufficient students with the requisite language proficiency participate in the course, a separate class session conducted in German may be offered.

### **Race in 18<sup>th</sup>- and 19<sup>th</sup>-Century German Culture**

In this discussion-based course we will read in English translation texts that address issues of race by leading German intellectuals and authors from the late 18<sup>th</sup>- and early 19<sup>th</sup>-Centuries. Our scrutiny will include works by Johann Gottfried Herder and Immanuel Kant, prose by Heinrich von Kleist, Theodor Storm, and other authors, as well as relevant contemporary studies by Robert Bernasconi, Emmanuel Eze, and Christian Neugebauer.

### **The Theatre of Bertolt Brecht: 100 Years of German Drama**

This survey of Modern German, Austrian, and Swiss theater will trace the origins of Bertolt Brecht's concept of the non-Aristotelian or "Epic Theater" with the help of Gerhart Hauptmann's naturalist dramas *Before Daybreak* and *The Weavers* and examples of expressionism by Reinhard Sorge and Hanns Johst. Our examination of Brecht's development will cover *Baal*, *The Threepenny Opera* (both the Brecht/Weill "opera" and G.W. Pabst's film adaptation), *The Mother, Mother Courage and Her Children*, and *The Good Person of Szechwan*, in addition to some of his poetry, short didactic plays (*Lehrstücke*), and theoretical writings. We will examine Brecht's posthumous contribution to Western drama with respect to Friedrich Dürrenmatt's *The Visit*, early works by Peter Handke, Peter Weiss's *Marat/Sade*, and possibly R. W. Fassbinder's drama and film adaptation *The Bitter Tears of Petra von Kant*. Special attention will be given to Brecht's legacy in the former GDR and Heiner Müller's *The Correction*, *Hamletmachine*, and other texts. Some of these works will only be available on reserve at the library, and supplementary materials will be on the instructor's web site (<http://ncf.edu/cuomo>). Students will be expected to contribute regularly to a webboard conference as preparation for our discussion meetings. They will write two sets of essays and give an in-class presentation, which can take the form of performance of scenes from the works under consideration. No knowledge of German is necessary.

### **Thomas Mann, Franz Kafka, and Robert Musil and the Crisis of Identity in Early 20<sup>th</sup> Century Central Europe**

Focusing on major works in prose by Thomas Mann (Germany), Robert Musil (Austria-Hungary), and Franz Kafka (Austria-Hungary/Czechoslovakia), we will trace the crisis of individual identity in modern Europe. Our scrutiny will include Mann's novellas "Tonio Kröger," "Little Herr Friedemann," and "Death in Venice," in addition to *Buddenbrooks*, the novel that won him the Nobel Prize in Literature. We will consider the novel *Confusions of Young Törless* by Mann's contemporary 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 instability of identity will address 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, oral presentations on selected topics, and two medium-length analytical essays. All readings will be in English translation. This course is open to all interested students.

### **Women and Seduction in 18<sup>th</sup>- and 19<sup>th</sup>-Century German Drama**

This course deals with the development of the German bourgeois tragedy from 1755 to 1843, and includes a comparative look at English domestic tragedy, which influenced the development of the genre in Germany. Topics include: the role of women, the father-daughter relationship, bourgeois honor, seduction, the role and importance of marriage and social class, female virtue and vice, and infanticide. Primary texts include: Gotthold Ephraim Lessing's *Miss Sara Sampson and Emilia Galotti*; Jakob Michael Reinhold Lenz' *The Soldiers and The Tutor*; Heinrich Leopold Wagner's *The Childmurderess*; Friedrich Schiller's *Intrigue and Love and Friedrich Hebbel's Maria Magdalena*. English dramas, such as George Lillo's *The London Merchant* or the *History of George Barnwell*, Edward Moore's *The Gamester*, and others will also be read and discussed.

### **Russian:**

#### **The Brothers Karamazov: A Seminar**

An in-depth examination of Dostoevsky's last novel from a variety of literary and extra-literary perspectives. The seminar will include both a close reading of Dostoevsky's text and consideration of a wide range of relevant critical, literary-historical, theological, and socio-political sources. Recommended for students with previous college-level experience in the study of literature and literary theory. Each student will be responsible for leading two forty-minute discussions, one devoted to a section of the text, the other focusing on one or another of the contextual areas suggested above. Not for the faint of heart.

**F. M. Dostoevsky: The Short Fiction**

Dostoevsky made his literary debut in 1844 as the author of a short epistolary novel (*Poor People*) and, for the rest of his career, he never abandoned the short prose genres. In this course we will consider several of Dostoevsky's short stories and short novels, among them *White Nights*, *Notes From Underground*, *The Gambler*, and *Dream of a Ridiculous Man*, written in 1877, four years before Dostoevsky's death. This will be a lecture/discussion course; one analytical essay will be required.

**Lesser Luminaries of Nineteenth- and Twentieth-Century Russian Literature**

A rather small number of Russian writers have cast very long shadows, which have unfortunately eclipsed the work of many of their talented countrymen. This course, which is still in the planning stage, will focus on short fiction and novels by seven such figures, covering more than a century, from Romanticism to the Soviet era. We will read and discuss texts by V. Odoevsky, M. Saltykov-Shchedrin, N. Leskov, F. Sologub, B. Pilnyak, A. Platonov, and Yu. Trifonov. Enrollment will be limited to ten students who have completed at least two college-level courses in Russian literature and who are, as a result, familiar with the work of some of the Big Names.

**Readings in Russian: Language and Verbal Art (A)**

In this fifth-semester language offering, students will have the opportunity to read both short fiction and poetry in Russian. As envisioned, the course will be divided into two modules. During the first module we will read and discuss, in Russian to the extent possible, short stories by Pushkin, Tolstoy, and Chekhov. The second module will be devoted to an examination of selected poetry from Romanticism to Acmeism (a period of approximately one hundred years), including work by Pushkin, Lermontov, Tyutchev, Fet, Bryusov, Bely, Blok, and Akhmatova. Students may choose to enroll in either or both of the modules. This course has been designed for student who have completed four semesters of Russian language study at New College or the equivalent at other colleges or in travel study programs. Native speakers and heritage speakers of Russian may find this course of interest as well; their participation will be especially welcome. We will meet twice per week; one short essay in Russian will be required for each module. All qualified students are encouraged to enroll.

**Russian Realism: Five Masterpieces**

This lecture/ discussion course will focus on the emergence and eventual dominance of the Realist novel in the nineteenth century. We will begin with N. V. Gogol's *Dead Souls* (1842) as a direct precursor to the rise of Realist long forms, and proceed chronologically through the century, keeping always in mind the tenets of canonical Realism and the extent to which texts exhibit or flout those norms. We will examine in detail I. A. Goncharov's, *Oblomov* (1859), I. S. Turgenev's, *Fathers and Sons* (1862), F. M. Dostoevsky's, *Crime and Punishment* (1866), and L. N. Tolstoy's, *Anna Karenina* (1873-76). *This course is open to all interested students, but enrollment will be limited to approximately 20. Active participation in class discussion will be expected, and two in-class presentations and one analytical essay will be required.*

**Russian Short Fiction: Sentimentalism to Neo-Realism**

An examination of approximately forty short stories and short novels from the Sentimentalism of Karamzin to the Neo-Realism of Maxim Gorky. The evolution of these genres will be studied in relationship to the development of the novel as the dominant prose genre of the century. Major tendencies in short prose fiction will be represented and most major writers—Pushkin, Gogol, Dostoevsky, Turgenev, Leskov, Tolstoy, and Chekhov—will be included. The contributions of some lesser-known writers such as Garshin and Korolenko will be covered as well. Several brief analytical essays will be required, and *consistent, informed participation in class discussions will be expected.* Enrollment will be limited to twenty; priority will be given to first-year students and to those students for whom this course is an essential component of the area of concentration.

**Tolstoy and Chekhov**

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 *The Cossacks* (1862), *The Death of Ivan Il'ich* (1886), and *The Kreutzer Sonata* (1889) and Chekhov's *The Duel* (1891), *Ward #6* (1892) and *Peasants* (1897). This will be a lecture and discussion course; two brief analytical essays will be required. *Limited to 15 students. Consistent participation in class discussions will be required for satisfactory evaluation.*

**Spanish:**

**Blacks and National Discourse in Spanish America (In English)**

This seminar will study the problems and consequences of the representation of blacks in Spanish America, and how it affected the articulation of national discourses. On the one hand it will study the objectification of the black as a slave, later on as a problem to be solved, and as scientific object of study. On the other hand, it will study the different ways of constructing a subjectivity and its consequences in the production of a black aesthetic. The seminar will work with representations of blacks in literature, film, photography, and newspapers. It will be organized around the following topics: slavery as an obstruction of the national project; slaves and the self-articulation; the representation of the mulatto/a; the black as an object of study in the anthropological photography; the female black body in literature; and the incorporation of blacks in revolutionary Cuba. Students will write 4 essays (4-5 pages long), will make one or two oral presentations (depending on the class size), and a group final project. *Because of the work required for this course enrollment may be limited.*

**An Introduction to Colonial Texts: Spanish America (In English)**

We will focus on two main authors of the 16th and 17th Centuries. We will work with selections from *The Florida*, and *The Royal Commentaries [La Florida & Comentarios Reales de los Incas]* by Garcilaso Inca de la Vega; and with the *Answer to Sor Filotea de la Cruz*, and selections of poetry by Sor Juana Inés de la Cruz. We aim to develop a basic understanding of the complexity and variety of colonial literature through the contextual reading of our (limited) selection. Strong in-class work is expected. Readings on selected criticism will be required. Evaluation will be based on class participation and the completion of two take-home exams.

**An Introduction to Modern Latin America (In English)**

The objectives of this course are: to offer the necessary background to understanding the development of the cultural, political, and socioeconomic elements that bear upon the formation of Modern Latin America; to familiarize the student with relevant bibliography on Latin American issues; to stimulate the discussion of ideas in an informed manner; and to stimulate research and writing on diverse topics concerning Latin America. We will focus on some key issues [Independence, Modernization, Identity...] and trace them through case studies [Mexico, Brazil, Argentina & Cuba, Peru, Chile] in terms of both the historical and literary records. Selected readings will cover a wide variety of genres, and will include material from different disciplines. Participants in this course will be responsible for class presentations on selected topics and texts. Active class participation is expected. Course journal and three [satisfactory] analytical papers will be required. Readings and discussions in ENGLISH. Open to first and second year students.

**Modern Latin American Literature: Borges and Cortázar**

This course is offered as a preliminary examination of the works and worlds of Jorge Luis Borges and Julio Cortázar. We will read short stories and essays by these two masters of invention—plus Cortázar's novel *Hopscotch (Rayuela)*. In addition to the work with the primary texts, the course will require that students explore different aspects of the vast cultural universe (axolotl, Buddha, Coltrane, druids, etc.) released by these authors. This class requires voracious readers, love for literature (largo sensu), a sense of humor, high tolerance to frustration, and a clear orientation towards communication (oral and written). Students will need to work with a variety of secondary sources. Weekly position papers (1.5 to 2 pages) on the texts under consideration. Two major essays, one on each author.

**Narrative and Social Dramas (in English)**

This course will focus on Latin American novels and short-stories from the 1940's to the 1960's. We will study them as explorations through fiction of moments of crisis in society. We will read novels such as *Men of Maize (Hombres de Maíz)* by Miguel Ángel Asturias (Guatemala), *Deep Rivers (Los ríos profundos)* by José María Arguedas (Perú), *The Book of Lamentations (Oficio de tinieblas)* by Rosario Castellanos (México), *Son of Man (Hijo de hombre)* by Augusto Roa Bastos (Paraguay), among other texts. We will study different strategies through which fiction makes possible insights in and gives form to our knowledge and experience of the nature of social dramas. We will explore the worlds these narratives construct and trace in them the impact of and the responses to the process of modernization, to the long struggles for land, to the ambivalent dynamics of continuous intercultural conflict, to the threat of devastation through social violence. In addition to the primary texts, a selection of critical works and works on Latin American society and history will be required reading, and will be available as reserved items at the college library. The course will demand intense reading and strong engagement in class discussion. Two substantial critical essays [mid-term and final] will be required. Number of

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students may be limited. Preference will be given to students with previous work done in literary and/or Latin American studies.

### **The Need for Fictions: The Narratives of Gabriel García Márquez and Juan Rulfo [In English]**

We will devote this course to the study of two masterpieces of Latin American fiction: *Pedro Parámo* by Juan Rulfo (Mexico) and *One Hundred Years of Solitude* by Gabriel García Márquez (Colombia). We will trace the creation of the fictional worlds of “Comala” and “Macondo” in the early works of these authors (Rulfo's *The Burning Plain* and García Márquez' *Leaf Storm* and *The Funerals of Mama Grande*). We will explore the terms in which the act of fictionalizing mediates between facts and imagination: making sense of the outbreaks of social violence in Mexico and Colombia; and giving a recognizable form to the collective responses to them. Readings and discussion sessions in English. Active class participation is expected. Course participants will be responsible for class presentations on selected topics and two medium-length analytical papers. Selected

### **The Representation of the Indian and the Indian World (In English)**

The Indian and the Indian world have been a central problem in the configuration of the artistic and intellectual discourse in and about Latin America. In this course we will examine this process through one key aspect: the role of the representation of the Indian and their world in the production of major narratives. We will work with novels by non-Indian writers from Mexico, Guatemala, Ecuador, Peru, and Brazil, written between the 1880s and the 1980s. This course will demand very intense reading: in addition to the novels (9 to 10) the class will require a significant amount of work with secondary sources (literary criticism, history, and social sciences). Strong in-class participation is expected, and will be an essential factor in the final evaluation. Weekly position papers (1.5 to 2 pages) before class meetings, and two essays (mid-term and final, 8 to 10 pages each).

### **Representations of Power in Modern Latin American Novels (In English)**

In this course we will work with six Latin American novels published between 1946 and 2000. The course will be organized in three segments. In the first one, we will study novels that focus on processes and figures of Latin America's late 18th and early 19th centuries: *The Kingdom of this World* by Alejo Carpentier [on the Haitian slaves' revolts and revolution], and *The General in His Labyrinth* by Gabriel García Márquez [on Simón Bolívar's last journey]. In the second segment we will read novels that focus on early 20th-Century dictators and dictatorships: *The President* by Miguel Ángel Asturias [on Guatemala under Estrada Cabrera], and *The Feast of the Goat* by Mario Vargas Llosa [on the Dominican Republic under Trujillo]. The third segment focuses on two novels that deal with the Chilean experience during the period of the military regime [1973-1990]: *Custody of the Eyes* by Diamela Eltit, and *By Night in Chile* by Roberto Bolaño.

The course will require intense reading of both primary and secondary sources, and strong engagement in class discussions. Close attention to the novels will be privileged in this course; nevertheless significant research needs to be in place to grant a productive engagement with the texts. A selection of essays on literary/cultural criticism and on Latin American society and history will be required readings, and will be available as reserved items [electronic reserve] from Cook Library.

Oral examinations [individual or small groups] may be selectively required. Two substantial critical essays [mid-term and final] will be required from all participants. The essays must demonstrate: very good-to-excellent control of the primary sources [the novels], good knowledge and use of secondary sources [both in literature and the social sciences], clear critical vocabulary, and a well defined compositional approach.

Students with background in either Literature or Latin American Studies will be able to take full advantage of this class. Students with a passion for Literature [novels in particular] and Latin America, regardless of academic background, will benefit from the experience. All students must be willing to engage in cross-disciplinary research and thinking.

### **Theater/Performance:**

#### **See Literature listings for related courses**

#### **Acting I**

Eginton, or FSU/Asolo Staff

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.

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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, or FSU/Asolo Staff

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.*

### **Fuzion Dance**

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.

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## **Music**

### **Chamber Music**

For instrumentalists interested in performance, New College has arranged for students to participate in intergenerational ensembles comprised of students and other members of the Sarasota community. Groups will be coached by members of the Florida West Coast Symphony, but evaluated by a New College faculty member. Auditions will be conducted at the Symphony Center in order to form appropriate groups.

### **Classical and Early Romantic Music**

This course offers an introduction to European music from the middle of the eighteenth century until approximately 1840. In the first module we focus on the emergence of the so-called "classical synthesis" in the music Haydn, Mozart, and early Beethoven, with particular emphasis on these composers' variegated approaches to the sonata principle. Beethoven's middle-period symphonies are the prime focus of the second module, which set the stage of the study of symphonies by Schubert and Schumann. The module concludes with the study of music that negated key aspects of Romantic aesthetics: Beethoven's late piano sonatas and string quartets, Schubert's song cycles, and Chopin's works for piano. While most class sessions included musical analysis, we always try to connect the music to social and intellectual developments of the time.

### **Composition for Chamber Ensembles**

Each year a select group of New College student composers create music for one of The Florida West Coast Symphony's resident chamber ensembles: The Florida String Quartet, The Florida Wind Quintet, and The Florida Brass Quintet. The students hear their music rehearsed throughout the year and benefit from the guidance of the Symphony's experienced musicians. The project culminates in a public performance of the compositions in Sainer Pavilion in the late spring. *Pre-requisites: Music Theory I and II, Counterpoint, permission of the instructor.*

### **Construction of Narrative in Nineteenth-Century Music**

Every piece of music has a history, but not all music tells a story. The rise of narrative structure in the music of the 1800s can be seen as an alternative to Enlightenment ideals of reason and orderliness. The turn away from "absolute" instrumental music transformed the old Classical forms into counter-narratives, spurring the development of ever more dramatic music. By studying and reading about vocal and instrumental music of the 19th century, we will explore the conflict between narrative and knowledge, and consider how it was influenced by the growth of nationalism and individualism.

*Pre-requisites: Music Theory I, or consent of the instructor.*

### **Contemporary Music**

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.

### **Counterpoint**

The study of counterpoint, the art of composing for multiple independent parts, is fundamental to the education of composers. This group tutorial focuses on the keyboard music of J. S. Bach, specifically his two-part inventions and three-voice fugues, the latter from *The Well-Tempered Clavier*. Students first analyze Bach's music and then compose works of their own. *Pre-requisites: Music Theory I and II, permission of the instructor.*

### **Electronic Music**

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 is divided into two units, which run parallel to one another. One unit is a comprehensive instruction in the techniques, sounds, and history of electronic music, emphasizing hands-on training with digital technologies that are available on today's personal computers. A solid foundation of acoustics and electronic audio theory will accompany the practical instruction. The final project will be a recording that the student has recorded, mixed and mastered. The other unit is a historical overview of electronic and electronic related music literature since its invention. All the various types of and uses for electronics will be covered as well as the aesthetics that inspired (or were inspired by) them. The social implications of this technology in both classical and popular music will be discussed, and also the implications to the composer and the performer.

### **Experimental Music in Theory and Practice**

Experimental Music can be defined as music that privileges process over product: the process may be rigorously controlled, but the outcome will be to some extent indeterminate. This course will address the theory and history of experimental music, with an emphasis on compositional applications. In addition to studying the work of such composers as John Cage, Kenneth Gaburo, and Trevor Wishart, this course will explore the musical implications of performance theory, social theory, and the psychology of play. Projects will take the form of compositions, performances, or research papers.

### **The History of Opera**

It has been said that opera was born of the Renaissance and died with the advent of psychoanalysis during the early twentieth century. However we conceive of current productions and their relationships to opera's past, the genre continues to raise questions about the power of the voice, the function of the orchestra in relationship to that voice, as well as the meaning of its convoluted, sometimes historical or mythological stories of love and death. We will raise these and other questions as we survey works from Monteverdi's *Orfeo* to Schoenberg's *Moses und Aron*. No musical experience required, but such experience is welcomed.

### **Introduction to Western Art Music**

This course introduces students with limited musical experience to musical genres fundamental to Western art music during the past three centuries. Like "Music Criticism and Appreciation at the Van Wezel," we will attend performances as a class over the course of the semester at student rush rates. These will include at least one opera, one ballet, one symphonic concert, one concert of chamber music, and one solo recital in a variety of venues in Sarasota. We will focus in particular on listening with attention to the formal construction of a musical

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work, as well as understanding the basic dramatic and musical conventions of ballet, opera, and instrumental music. In addition, some emphasis will be placed on historical and cultural context. No musical experience required. This course is not intended for music majors or advanced music students.

### **Keyboard Skills**

Independent Study for students who need keyboard skills to fulfill the Music AOC requirements. *Full term participation required for one module of credit.*

### **Medieval and Renaissance Music**

Why does music from before 1600 sound so different from music of the common practice era? When did people start notating music in Europe and why? How did musical notation develop, and what does it reflect about the values of the people who created its systems? These are some of the questions this class will raise through its exploration of music dating from the ninth to the sixteenth centuries. We will begin with Gregorian chant and the structure of the mass, which will serve as a foundation for understanding the invention of notated polyphony and its continued development during the centuries that follow. We will also examine the development of secular genres such as the chanson and the madrigal. Prerequisite: Music Theory I.

### **Music of the Baroque Era**

The Baroque period, spanning from the beginning of the seventeenth century to the first half of the eighteenth century, witnessed the rise of opera (not to mention the oratorio and the cantata), the symphony, the concerto, the suite, and the sonata. We will examine these genres, the social and intellectual activities that inspired them, issues of performance raised by them, and the situations in which people experienced them. Frequent short writing assignments including responses to readings and analysis projects will be required as well as a final research and analysis project. This course is required for music majors. Prerequisites: Music Theory I.

### **Music and the Environment**

Sound plays an enormous role in how we shape our environment and how our environment shapes us. In order to examine this dynamic relationship between people and their sonic surroundings we will study a variety of topics related to the environment as heard. These subjects include how the sounds of the canopy inspire musical expression among rainforest dwellers. In addition, we will consider the promise and the problems of musical movements to save the rainforests. The next unit of the class will consider the cross-cultural importance of bird songs and utterances as a source of inspiration for music. We will then move from this seemingly “natural” connection with sound to the purely constructed sonic environment: muzak. Class will conclude with a consideration of the politics of noise. Assignments may vary depending on the experience of the class, but may include short book reviews, responses to listening assignments, a description of a sound scape, quizzes and exams, and for more advanced students the possibility of a research paper related to material covered in the class.

### **Music, Language, Voice: Contemporary Issues and Problems**

Vocal music is often thought to represent an ideal of wholeness, of an integrated self. When we hear a vocal performance, we believe in the union of words and music, of thought and feeling, and of all that is rational and irrational. This notion has been challenged severely over the past forty years by composers who view the voice as both a metaphor for psychological multiplicity and as a means to new musical possibilities. This course will explore the work of these innovative composers, ranging from Luciano Berio and Kenneth Gaburo to Joan La Barbara, Trevor Wishart, and Pamela Z. Recurring topics will include the relationship of musical structure to linguistic structure, vocal music as bodily performance, the use of extended vocal techniques, and compositional methods

### **Music Theory I**

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 students to the vast array of systems that can be utilized in composition and analysis. Topics to be covered include: acoustics, systems of tuning and temperament, notational systems, rhythmic systems (isometric and multimetric), and pitch systems (modality and diatonic tonality). In addition to attending lecture sessions, students will be required to participate in two aural skills sessions each week.



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### **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.*

### **New College Chorus**

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

### **Opera, Ballet, and the Supernatural**

During the nineteenth century the fantastic played an important role in the plots of operas and story ballets, which often seem to test the boundaries between the everyday and the supernatural. In this course we will contemplate this tendency through Mozart's *Don Giovanni*, Schneitzhoeffter's *La Sylphide*, Adam's *Giselle*, Wagner's *Flying Dutchman*, Delibes' *Coppelia*, Offenbach's *Tales of Hoffman*, Humperdinck's *Hansel und Gretel*, Tchaikovsky's *Nutcracker*, and Stravinsky's *Petrouchka*. Is the supernatural always fantastic? What forms can the fantastic and the supernatural take? How does the act of singing or dancing and the instrumental music that accompanies it enhance the unnatural as it is perceived in these works? We will consider such fundamental texts as Freud's essay on the uncanny and Todorov's essay on the fantastic in addition to other readings associated with the subject. Assignments will include four five-page papers. Students need not have a background in either music or dance to take this course, but they should have a willingness to listen carefully and watch with attention to detail.

### **Orchestra**

The Youth Philharmonic, an ensemble of the Florida West Coast Symphony, is open to New College students by audition. This orchestra reads and performs major symphonic works. Emphasis is placed on advanced technique, reading and performance skills, solid intonation, musicianship and professionalism. Auditions are held in the spring and late summer. Student work is evaluated by appropriate New College faculty, in consultation with the conductor of the Youth Philharmonic.

### **Psychology of Music**

Why does some music sound good to you, and some not? Can that change? Do babies hear music the way we do, and can we make kids smarter by playing the right music? How do vibrations in the air stir our emotions? Why is music structured the way it is? The answers are fundamentally related to the way that our minds are constructed. This course will explore topics in cognitive, social, evolutionary, developmental, neurophysiological, and personality psychology in an attempt to answer these and other concerns about our most important media: music.

### **Representing Musical Culture**

This course introduces students to an ethnomusicological approach to music centered around documentary films and videos. We will explore ethnographic as well as fictional films that focus on a wide range of musical cultures, including displaced Afghan musicians in Pakistan, West African Drummers, the San of the Kalahari, Cajun, Creole, and urban inhabitants of Louisiana, and opera in Paris and New York. These films will be supplemented by articles and written ethnographies as well as exercises introducing the student to the process of transcription (representing music through writing), the open-ended interview, and participant observation in public spaces where music plays a role. Frequent short writing assignments including responses to readings and analysis projects will be required as well as a final analysis project focusing on one film. No prerequisites.

### **Schoenberg, Stravinsky, and Modernism**

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.

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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.

### Philosophy

#### Classical Philosophy

The ancient Greeks invented philosophy and, in doing so, they gave us many of our basic notions about reality, ethics, and knowledge. By focusing on the dialogues of Plato in the first module and the works of Aristotle in the second, we will explore the foundations of the Western philosophical tradition.

#### Ethics of Otherness

How can I ever "know" another person? How ought I treat him/her? Are these questions connected? Ought they be? In contemporary European philosophy, such questions are interrogated under the title of "otherness." This course will examine the paradigmatic paradoxes of "otherness" as found in the work of Hegel and Husserl. It will then inquire into the ethical articulation of "otherness" in the philosophies of thinkers such as Sartre, DeBeauvoir, Buber, Levinas, and Derrida.

#### Existentialist Themes

This course will be an introduction to some of the thinkers collected under the label of existentialism. Particular existentialist themes I want to stress in this course are freedom, responsibility and creation. Existentialism certainly discusses angst and despair and nausea, but there is also a very powerful creative message--we can create values, and we can create ourselves.

The course will include: selections from Dostoevsky's *The Brothers Karamazov*: "The Rebellion" and "The Grand Inquisitor", Soren Kierkegaard's *Fear and Trembling*, Nietzsche's *Genealogy of Morals* and *The Gay Science*, and Jean-Paul Sartre's "No Exit", *Nausea*, *Existentialism and Human Emotions*, and selections from his *Being and Nothingness*.

#### Formal Logic

This course will include work in syntax, semantics natural deduction for sentential logic and first-order predicate logic. The course may also include a brief introduction to some topics in basic metatheory and a similarly brief introduction to sentential modal logic.

#### German Idealism

This seminar will examine key texts and issues central to understanding one or more major figure working in the tradition of German Idealism (e.g. Kant, Hegel, Schelling). Participation will be limited to fourteen, and completion of "Modern Philosophy" is strongly recommended.

#### Hegel

Hegel offers a radical critique and development of the Kantian revolution in epistemology, ethics, and political philosophy. His approach has inspired many Marxist interpretations and is gaining new adherents today. This course will examine Hegel's philosophy through close readings of *The Phenomenology of Spirit* and *The Philosophy of Right* as informed by commentators from Marx to contemporary thinkers such as Pippin, Brandom, and McDowell.

#### Heidegger/Merleau-Ponty

"Post-modernism" would have been unthinkable without the phenomenological innovations of Martin Heidegger's being-in-the-world and Maurice Merleau-Ponty's lived-body/flesh. This advanced seminar will center on close reading and discussion of large portions of Heidegger's *Being and Time* and Merleau-Ponty's *The Phenomenology of Perception* and *The Visible and the Invisible*. Seminar participation will be limited to fourteen, and some familiarity with European philosophy is required.

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### **Husserl**

Edmund Husserl wrote that his phenomenological reduction was a sort of conversion experience and it's been joked that "Once you do the reduction you never get out." It at least seems to be the case that you never quite escape. Much of continental philosophy owes its impetus to an entanglement with Husserl's phenomenology. Martin Heidegger dedicates *Being and Time* to him; Merleau-Ponty and Sartre both pick up phenomenology and credit him as inspirations; Foucault finds it important to distinguish himself from him; Derrida's *Speech and Phenomena* is a prolonged critique of him—the list goes on. If you are seeking a firm foundation in your studies of continental philosophy, you should begin with Edmund Husserl. In this course, we will thus devote ourselves to this task.

The readings for this course will include selections from: *Logical Investigations*, *The Idea of Phenomenology*, *Ideas: General Introduction to Pure Phenomenology*, *Cartesian Meditations*, and *The Crisis of European Sciences and Transcendental Phenomenology*.

### **Introduction to Ethics/Environmental Ethics**

This course will begin with an historical introduction to important ethical theories that continue to influence our thinking about ethics today (e.g., virtue ethics, contract theory, sentimentalism, deontology, utilitarianism, and rational choice). It will then ask how such theories might be meaningfully applied to such environmental dilemmas as the extension of ethical principles to other species, competing needs of development vs. conservation, and the conflict between regional self-determination and global legislation and enforcement. The class will continually confront questions about whether traditional ethical theories can cope with the kind of responsibility care for the planet seems to demand.

### **Introduction to Philosophy**

An introduction to some of the areas treated in philosophy: Logic, Philosophy of Language; Philosophy of Religion; Ethics; Epistemology. We will look into the various areas by examining one or more problems that are traditionally treated in each of the areas we treat.

### **Language, Thought, and the World**

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.

### **Medieval Philosophy and Religious Thought**

The period from 200 c.e. to 1400 c.e. has often been described as the Age of Faith. And such figures as Augustine, Anselm, and Aquinas had important things to say about the nature of God, the relationships of human beings to God, and the nature of faith. They also discussed the nature of reality, analyzed language and its various uses, and offered a variety of theories about the nature of ethics. Their views became the foundation on which later philosophers and theologians constructed their systems. While we will pay special attention to the thought of Augustine, Anselm, and Aquinas, we will also be concerned with the influential views of such thinkers as Boethius, Scotus Eriugena, Abelard, and Duns Scotus.

### **Metaphysics Survey**

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).

### **Modern European Aesthetic Theory**

In this advanced seminar, we will pursue a close study of the major works founding the European tradition of Philosophy of Art, centering on the 19th and early 20th centuries. Readings will included Burke, Kant, Hegel, Nietzsche, Heidegger, and Benjamin.

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### **The Philosophy of Martin Heidegger**

Heidegger is generally regarded as the most important “Continental” philosopher of the 20<sup>th</sup> Century. In this course, we will concentrate on Part I and II of Heidegger’s *Being and Time*, but will also consider key texts of the “late Heidegger” as well as discussions of Heidegger by thinkers such as Derrida, Merleau-Ponty, and Deleuze. *Seminar participation will be limited to fourteen, and some familiarity with European philosophy is required.*

### **Philosophy of Music**

The purpose of this course is to think hard about fundamental issues concerning music: Does music have meaning? If so, what kind is it, and how may it be understood? How is music connected to emotion? If music is an art, what are its “artworks”? What, if anything, is special about written music, and what are the roles of composers and performers as musical creators? What values can music realize, and how can music be evaluated in terms of them?

### **Philosophy of Science**

What makes science science and distinguishes it from other pursuits? How does the evidence cited by scientists support the theoretical claims they make? Is there good reason to believe that those claims are true? In this course, we’ll consider these and other philosophical questions about science. We’ll begin with a fairly orthodox description of scientific method, and proceed to successively more radical accounts of science and scientific knowledge or “knowledge”, including recent feminist accounts.

### **Recent French Philosophy**

French philosophy can seem both tantalizing and elusive. My hope in this course is to retain all that is tantalizing, but at the same time to place it all within reach. One method we will employ to this end is to keep an eye on the methods that the philosophers themselves employ in their philosophical investigations—what are their methods, how and why do they shift? We will begin with the French phenomenologist Merleau-Ponty (reading his *Phenomenology of Perception*). Next we will examine Foucault who rejects phenomenology early in his career in lieu of new tools of investigation: *genealogy and archaeology*. We will see these tools in action in *History of Sexuality* and *Madness and Civilization* respectively. Finally, we will study one of the most famous methods of recent French philosophy, namely deconstruction, and we will do so by watching Derrida himself deconstruct a Platonic text in Derrida’s work “Plato’s Pharmacy”.

### **Theory of Knowledge**

‘What is knowledge’ is one of the traditional Big Questions of Philosophy. We’ll be concerned with the conditions which must be satisfied in order to know something, with potential sources of knowledge (most notably sense perception and pure thought) and with the nature of evidence and reasons for belief. We’ll also examine skeptical arguments purporting to show that nobody can know anything at all.

### **Thomas Aquinas**

Aquinas is one of the key figures of the Middle Ages. His views on the nature of human beings, the existence of God, the nature of morality, to mention a few issues, have influenced subsequent generations in countless ways. In this seminar we will use Brian Davies’s *The Thought of Thomas Aquinas* to come to understand this important thinker. Primary readings will be from a variety of texts, including his commentaries on Aristotle, the *Summa Theologiae*, and the *Summa Contra Gentiles*. We will devote equal time to metaphysical doctrines and ethical doctrines. Some background in the Middle Ages is recommended but not required.

### **Topics in Philosophy of Religion**

This regularly scheduled course will feature two or three important problems that concern people working in philosophy of religion. For this semester we will, in the first module, look at the nature of the soul by examining theories of the soul offered by Plato, Aristotle, Aquinas, Descartes, and certain contemporary authors (Swinburne and Lynn Baker). In the second module, we will examine questions about free will and determinism. While our focus will be on the relationship between God’s knowledge and human freedom, we will examine other forms of possible determinism.

## **Religion**

### **American Catholicism**

The American branch of the Roman Catholic Church is arguably the most innovative and the most influential community within this world-wide church. We will investigate the roots of the so-called “Immigrant Church” with an

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eye to articulating its enduring qualities. Turning to the effect of Vatican II and various papal encyclicals on the American Roman Catholic Church, we will examine the changes in this religious community and its future prospects.

### **The Ancient Novel: Pagan, Jewish, Christian**

This team-taught class is a study of the development, nature, and purpose of extended prose fiction in antiquity, which will reflect the concerns of both Classics and of Early Judaism and Christianity. We will do close readings of a wide variety of primary sources, considering the social, political, and religious backgrounds to the works, and the nature of ancient texts, authors and readers. We will also explore some of these themes in the secondary literature. Readings include Greek and Roman novels such as Chariton's *Chaereas and Callirhoe*, Achilles Tatius' *Leucippe and Clitophon*, Longus' *Daphnis and Chloe*, Petronius' *Satyricon*, and Apuleius' *Metamorphoses*; narratives found in canonical Jewish and/or Christian Scriptures such as Esther, Daniel/Susannah, Maccabees, Judith, and short selections from the New Testament; and extracanonical works including Apocryphal Acts, Joseph and Aseneth, and Martyrdom accounts. Students will write several short explorations and two papers.

### **Asian Religions**

Asia produced a wide variety of religious traditions that profoundly influenced the development of Asian cultures. This course will survey this rich diversity with an emphasis on the interactions between the specific religions and their cultural contexts. Among the themes we will consider are: the relationship between an individual's religious and societal obligations; the role of religion in the legitimation of secular authority; transcendent religious ideals and the realities of human existence; religion in Asian arts and sciences.

### **Asian Religions in America**

Asian religions have been practiced in America for more than a century; in recent years they have been adopted by increasing numbers of non-Asian Americans. This course examines Asian religions in America, with a focus on Buddhism and the ISKCON movement. We will begin with an historical overview of the transmission of Asian religions to the United States, and then study the characteristics of specific religious traditions as they are currently practiced by immigrant communities and non-Asian converts. *This course has as prerequisite previous classes in Buddhism and Hinduism.*

### **Buddhism**

Buddhism began as a small ascetic movement in India, but it eventually became the dominant religion of Southeast Asia, China, Japan, and Tibet. 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.

### **Christian Scriptures**

This course will provide a survey of the various texts that have been read as Christian Scriptures. We will consider some of the individual and communal perspectives that these writings imply. Readings will include New Testament, the so-called Apocryphal literature as well as texts known only from the Nag Hamadi discoveries. We will discuss reoccurring themes and address issues such as how various texts came to be included within a "canon" while others were excluded. Claims to orthodoxy as opposed to heresy will reveal some of what is at stake within competing interpretations of scriptures.

### **Cultural History of Tibet**

The Tibetans entered the stage of world history as an aggressive, warlike people who established a small empire in Inner Asia. Contact with Buddhism resulted in a radical rechanneling of Tibetan energies toward religion, which eventually culminated in the rise of a theocratic government headed by the Dalai Lamas. In 1949 the communist People's Republic of China invaded Tibet, and Tibet is currently occupied by China. This course presents an overview of the historical development of Tibetan culture from the prehistoric period to the present, with a look at Western representations of Tibet.

### **Daoism/Chan/Zen**

Daoism is the indigenous Chinese religion that emphasizes a spontaneous, intuitive approach to the dao (the "Way") that lies beneath being and non-being. Buddhist ideas and meditation techniques imported from India interacted with Daoism, giving rise to the Chinese Ch'an school of Buddhism. Ch'an was in turn transmitted to Japan, where it is known as Zen. We will examine the history, theory, and practice of these three traditions, and their impact on Chinese and Japanese philosophy, literature, and art.

### **Human Freedom in Modern Christian Thought**

Designed primarily for those already concentrating in Religion, this discussion-based course will survey the several senses in which human freedom has been a problematic issue within modern Christian thought. Against the background of the theme of the “bondage of the will” in Augustine, Luther, Calvin, and others, emerging modern conceptions of freedom have created a series of provocative challenges for theologians. The course will include consideration of the theological strategy of driving freedom “inward,” as a hidden part of the self, and the more recent insistence that authentic freedom must be social and political in nature, as in contemporary liberation theology. In addition, the course will consider thinkers who maintain that religious belief and authentic freedom are simply incompatible. *Enrollment limited to twenty students; permission of the instructor required.*

### **Indian Buddhist Thought**

Indian Buddhist philosophers produced a vast amount of speculative thought that is categorized under the heading of four schools. In their differing accounts of what exists and how we know it, the schools include the 'realist' Vaibhasikas, the 'idealist' Yogacaras, and the 'nominalist' Madhyamikas. Because Buddhist philosophy is intimately related to soteriology, the schools also vary in their descriptions of spiritual bondage, the path, and liberation. This course will survey fifteen hundred years of Indian Buddhist formal philosophy, with a focus on several of the classic texts.

*Prerequisite: Previous college coursework in Buddhism, e.g.: "Buddhism," "Asian Religions," "Cultural History of Tibet."*

### **Introduction to American Religious History**

This course is an introduction to the history of religion in the United States. It is organized *thematically* into five narrative sections that cover a general range of religious traditions in the United States, including Protestantism, Roman Catholicism, Judaism, Islam, and Buddhism. In each section, we will trace scholarly attempts to narrate the history of religion in the United States alongside primary sources. We will address such topics as disestablishment and democratization, immigration, race and ethnicity, social reform, urban religious life, revivals and awakenings, and religious diversity.

### **Introduction to Islamic Civilization**

This course is an introduction to the study of the origins and nature of Islam as a religious and cultural force. We will give special attention to its history, its founder, its sacred literature, its theological diversity, its cultural movements, its communities, and its representation. The course is divided into five sections. First, we begin by asking how western scholars approach the study of Islam. Second, we discuss the sacred sources of Islamic tradition. Third, we survey key themes of religion and culture in early Islamic civilization. Fourth, we trace cultural Islamic movements in transnational contexts, such as global Hajj. This section also includes American encounters with Islam in the nineteenth and twentieth centuries, from the World's Parliament of Religions in 1893 to the Oprah Winfrey show in 2001. Fifth, we read about particular Islamic communities in the United States. In this section, we emphasize cultural encounters with both America and modernity, two discursive categories critical to the construction of Muslim identities in the twenty-first century.

### **Introduction to the Study of Religion**

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.

### **Jewish Mysticism**

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

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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.

### **Jewish Scriptures**

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, peshet 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.

### **Judaism and Ecology**

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.

### **Kierkegaard**

Soren Kierkegaard, the grandfather of existentialism, was the most intriguing philosopher-theologian of the nineteenth century. Reacting against Hegel and his followers, he emphasized the existing individual and the a-rationality of religion. We will read and discuss his most important works. We will emphasize his reaction to Hegel but focus on understanding his own non-system.

### **Kierkegaard and Tillich**

Soren Kierkegaard, the grandfather of existentialism, was the most intriguing philosopher-theologian of the nineteenth century. Reacting against Hegel and his followers, he emphasized the existing individual and the a-rationality of religion. As an intellectual descendant of Kierkegaard, Tillich pursued Kierkegaard's existentialist program as posing the existing individual's concerns; but he found his theological answers within a framework of psychology and a classically oriented philosophy. Readings will include several of the two thinkers' major works.

### **Medieval Philosophy and Religious Thought**

*See Description under Philosophy*

### **Modern Christian Theology: First Year Seminar**

Designed for first year students, this seminar will survey developments in Christian theology from the Enlightenment to the present, with an emphasis on the twentieth century. During this period, Christian theologians faced an array of challenges to traditional Christian belief, due especially to developments in natural science and the historical criticism of the Bible. Progressive Christian theology during this period would thus become remarkably inventive in its efforts to restate or revise what Christianity might mean, in light of these challenges. Readings will include such authors as Hume, Kant, Kierkegaard, Barth, Bultmann, and Tillich. Bi-weekly short papers and one longer paper.

This seminar is limited to first time in college students, with enrollment limited to fifteen.

### **Orientalism**

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 Ian 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.*

### **Passover**

Subtitled "From Greco-Roman Meal to the establishment of a Seder/Order," this module course will provide an opportunity for students of Jewish Scriptures and/or Christian Scriptures to build upon their earlier studies. We will look particularly at new scholarship concerning Second Temple Passover practice, the meal context, and the

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co-emergence of Jewish and Christian liturgical material. We will use secondary sources as guides to explorations of a number of primary texts including Bible, Mishnah and the Passover Hagaddah. In addition to group explorations, each student will write and present a final research paper.

*Prerequisite: Jewish Scriptures, Christian Scriptures or consent of instructor.*

### **The Problem of Evil**

If God exists and is omnipotent, omniscient, and wholly good, why is there evil? This is the theological problem of evil, and many people have used it to argue that God does not exist. Other people have offered solutions (theodicies) to the problem. We will examine the problem and various proposed solutions to it. In this examination, we will have to pay particular attention to the nature of the divine attributes as well as the burdens of proof that fall on both those who accept the argument and those who dismiss it.

### **Religion in the American South**

This course is an introduction to basic thinking about cultural difference and the study of religion in the American South. The course encourages you to examine the ways social paradigms shape how we act, think, and imagine ourselves in this effusively religious region called the South. We will tackle some of the myths, tensions, and ironies of religious life in the South. For example, is it true that evangelical Christians in the south have been opposed to modernity and modern things? Or, in the antebellum South, how did white southern Protestants use the Bible to defend slavery? In addition to these questions, we will also address the increasing cultural and religious diversity in the South. The region is a much more diverse place today than it was ten or twenty years ago. How are new immigrants reshaping the cultural and religious landscape of the South? And how are Protestants, long entrenched in the region, reacting to these changes? Using social theory together with selected histories of regional religious practices, we will try to answer these kinds of questions while developing informed interpretations of cultural diversity in the American South.

### **Religious Themes In Literature**

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.

### **Ritual Theory**

Rites exist at the heart of religion. Yet how does one study ritual? The term 'ritual' comes into being in the modern world. A variety of theories use the word 'ritual' in order to insinuate competing value judgments about the relationship of 'ritual' and 'belief.' Together we will examine ideas about sacrifice, symbolic actions, rites of passage and practice. Experience will be an important tool for reflecting upon the strengths and weaknesses of competing theoretical frameworks. We will research and explore the hidden assumptions and conceptual insights of competing models of practice.

### **Vajrayana Buddhism**

Vajrayana Buddhism appeared in India within the Mahayana tradition about five hundred C.E., and it eventually spread throughout Asia. We will examine the doctrines, practices and history of this movement by reading scholarly studies and primary sources in translation. This is an advanced level course with prior academic study of Buddhism (e.g., my "Buddhism" or "Asian Religions" courses) as a prerequisite.

### **Varieties of Judaism in the Modern World**

This course will consider modern Jewish movements and currents in Jewish thought. We will explore the Jewish religious identities that developed in Europe, America and Israel, including Reform, Orthodox, Conservative, Reconstructionist, Hasidic and others. In addition we will trace Zionism and other explorations of Jewish ethnicity and culture that are not necessarily defined in religious terms. Additional explorations of Jewish philosophy, mysticism, and activism will allow us to pursue overlapping and competing ideas within these various streams.

### **Women and Religion\***

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 Christianity, Judaism and Islam as well as within certain Goddess traditions. We will examine historical exclusions and inclusions, focusing especially on the insights provided by



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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.”

## New College of Florida – Division of Natural Sciences

### Biology

#### **General Biology: The Vertebrates**

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.*

#### **General Biology in a Cultural Context**

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. *Lab fee required.*

#### **General Biology: From Molecules to Organism**

In this introductory course, we will investigate the mechanisms by which organisms are formed from macromolecules. Topics to be covered include biological molecules, cellular structure and function, the flow of genetic information in cells, cellular communication and organization into tissues, fertilization, and the embryonic development of plants and animals. Several major bodily systems will also be covered. Examples include circulatory, urinary, and digestive systems in humans and xylem and phloem in plants. Most reading assignments will be taken from a required text. However, we will also explore such controversial issues as gene therapy, human cloning and genetically modified organisms, which are prevalent in both the scientific literature and the popular press. Student presentations will be required.

*Lab fee required.*

#### **Current Issues in Human Genetics**

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. 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 20.*

#### **Science of Science Fiction**

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. This course is open to anyone with an open mind and an interest in science.

#### **Women and Science**

There are two components to this course. First we will examine the roles of women in contributing to science and technology. This will include an understanding of how women participate in the scientific community as well as major contributions by women. Second, we will explore how science has influenced the lives of women. This will open obvious areas of discourse such as reproductive technologies, medicine, and time-saving devices as well as more subtle influences such as the internet and energy technologies. The course is open to all with an interest in science.

## New College of Florida – Division of Natural Sciences

### **Introduction to Botany**

An introduction to the biology of plants, including cells, energy and biomass production, biochemical and physiological systems, in vivo structure, reproduction, diversity and ecology will be taught. Similarities between single celled photosynthetic organisms and multi-cellular vascular plants will be explored. Students are expected to successfully complete quizzes, a mid-term, a final, and write a research paper on an approved plant Topic.

*Limit 40 students*

### **Introduction to Botany Laboratory**

Laboratories will consist of plant dissections, external morphology, identification, drawings, field trips, and field collections. Morphological structure will be taught so that 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 an herbarium, either pressed or photographed. Students are expected to successfully complete a mid-term exam and submit an herbarium as a final project.

*Limit 15 students/section. Lab Fee Required.*

### **Introduction to Plant Ecology – An Environmental Approach**

Plants “rule the world” as the basis of all life on Earth. In this class, we will examine the important theories that represent the backbone of all 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 genetic breeding. Students will read primary literature from scientific journals, and we will discuss their major findings as well as assess the sampling designs of eminent plant ecologists. Although this is a lecture discussion class, there will be several laboratory field trips to introduce sampling techniques in plant ecology. The course will culminate with a *biodiversity blitz*, whereby students will survey a local ecosystem with respect to all its structure, function, and biodiversity. Students will design a sampling regime, conduct surveys and write up their results. Assessment will also include one exam and several short papers. This course satisfies the requirement for introductory environmental studies as well as introductory ecology.

### **Introduction to Entomology**

An introductory course designed for the beginning insect enthusiast who is interested in the uniqueness and/or the beauty of the world's most abundant animal. 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. Students are expected to successfully complete quizzes, a mid-term, a final, give a 10 minute insect related in-class presentation, and to write a research report on an approved insect topic.

*Enrollment limited to 30 students.*

### **Introduction to Entomology Laboratory**

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.

*Enrollment limited to 15 students. Lab Fee Required.*

### **Introduction to Oceanography**

We will examine physical, chemical, biological and geological phenomena of the oceans, emphasizing events in the tropics. More than 85% of all Americans live within 50 miles of a coastline (including major lakes). Though mountain climbers aspire to climb Mt. Everest on land, many people walk the peaks of the highest mountain on Earth, Hawaii (33,476 feet high from base on the ocean floor to tallest rise above sea-level), every day without notice. Students will be expected to participate in group projects and to engage in active learning. Some in-class experiments and field trips will enhance the lecture course. Those interested in a gender studies focus are welcome. Science background is not required.

*Enrollment limited to 25.*

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### **Coral Reef Ecology**

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.*

### **An Introduction to Aquarium Science: Its History and Methods**

This lecture course will cover the history of study of aquatic organisms in the “captive” environment. It will detail methodologies for maintaining marine and freshwater organisms and ecosystems for observation and experimental studies. A survey of commonly maintained species and their classifications and general biology will be included. Note, some class days will be devoted to field collecting or trips to local aquaria; lectures missed on those days will be made up in the next class, i.e. two lectures will be given with less laboratory time. Enrollment limited to 16 students. Preference will be given to students carrying out or planning research on captive aquatic organisms.

*Prerequisite: Concurrent enrollment in Laboratory Experience in Aquatic Biology and Aquarium Science and College level general biology or consent of instructor.*

### **Laboratory Experience in Aquatic Biology and Aquarium Science**

This laboratory course will feature collecting and identification of aquatic life in local habitats. Students will set up, maintain and monitor organisms in marine or freshwater aquaria. Field trips to local public aquariums will be arranged. Films and videotapes will be used to “visit” other aquariums and underwater habitats. Techniques for behavioral observation and underwater photography and videography will be discussed and students will carry out mini-projects on the ecology or behavior of selected aquatic organisms/ecosystems. With permission, students may assist staff in the maintenance and study of organisms in the larger aquariums of the LETRA (Living Ecosystems Teaching and Research Aquarium). Note, some class days will be devoted to field collecting or trips to local aquaria; lectures missed on those days will be made up in the next class, i.e. two lectures will be given with less laboratory time.

*Prerequisite: Concurrent enrollment in An Introduction to Aquarium Science and college level general biology or consent of instructor. Enrollment limited to 16 students.*

### **Invertebrate Zoology: Phylogeny, Form and Function**

This course will emphasize the ecology, structure and physiology of invertebrates, the largest assemblage of animals on earth. Systematics will be covered in the context of phylogenetic relationships of taxa. Representative invertebrates will be collected from Sarasota Bay and other local habitats for classroom/laboratory study. General Biology would be helpful but is not required.

*Laboratory fee is required. Limited to 20 students due to classroom/lab constraints.*

### **Introduction to Genetics**

Genetics is a comprehensive course encompassing classical Mendelian hypotheses, biochemical genetics, cytoplasmic heredity, population applications and new concepts in DNA technology. We will explore these areas using simulations, small observational experiments in class in addition to interactive lectures. Active learning is required, so students must be prepared to work with others and to engage material with curiosity. We will be using an electronic portfolio format in the class for shared projects and discussions.

*Prerequisite: College level General Biology or permission of instructor.*

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### **Genetics laboratory**

The genetics lab is a full term endeavor. It is divided into two parts emphasizing the major areas of genetic experimentation. THESE PARTS ARE SHOWN BELOW.

*Lab fee required for each module.*

#### **Genetics Laboratory Part I - Classical Genetics Techniques Laboratory**

Part One (Module 1)

Goals are to acquaint the student with laboratory instruments, to instill lab safety and to begin building lab poise. Experiments will center around classical Mendelian genetics. Thus, little knowledge of chemistry is required to complete this course successfully. Although knowledge of genetics would be beneficial, formal courses in the subject are not required.

*Prerequisites: General Biology or instructor permission. Class enrollment limited to 18 owing to laboratory space and safety.*

#### **Genetics Laboratory Part II - Fundamentals of Applied Genetics**

Part Two (Module 2)

Laboratory skills gained in the Module 1 Lab will be extended and amplified in this course. Students will be required to do a series of experiments using a variety of organisms. Development of micro techniques in this course is essential. Owing to the nature of the course, students may have to spend time in the lab outside of assigned class time.

*Prerequisites: Classical Genetics Techniques, Introductory Genetics. Class enrollment limited to 18 owing to laboratory space and safety requirements.*

#### **Cell Biology Laboratory**

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, sub cellular separation, protein and nucleic acid extraction, gel electrophoresis, immunoblotting, and real time RT-PCR will be emphasized.

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

#### **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 will be emphasized. Student presentations will be required.

*Prerequisites: College level introductory biology or equivalent. Enrollment limited to 35 students.*

#### **Fish Biology Laboratory**

Students will identify specimens of most major groups of fishes using frozen material from museum collections, fishes collected by the class, and live fish in aquarium displays. Emphasis will be on local freshwater, estuarine and marine animals. A comparative approach will be emphasized. Observation of the behavior of live animals will be carried out in the laboratory including the larger aquariums of the LETRA (Living Ecosystems Teaching and Research Aquarium). Note, some class days will be devoted to field collecting or trips to local aquaria; lectures missed on those days will be made up in the next class, i.e. two lectures will be given with less laboratory time.

*Prerequisite: Concurrent enrollment in Fish Biology Lecture or consent of the instructor. Highest priority for enrollment will be given to students doing independent study or thesis research on fishes or ecosystems involving fishes. Enrollment limited to 16 students. Lab Fee Required.*

#### **Fish Biology Lecture**

This course will cover in some detail the major features of modern fish biology, including a synthesis of material from "classical" ichthyology, fishery science, fish physiology including behavioral biology, and certain aspects of limnology and marine biology. The history of fishes will be covered in an evolutionary context. This will include all major fish groups. Discussion will stress adaptive features, which permit survival in diverse aquatic environments.

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Functional systems for: reproduction and development, feeding and growth, locomotion, sensory perception, cardiovascular and endocrine control, osmoregulation, territoriality, migration, behavioral ecology, genetics and conservation biology, will be considered in some detail. Note, some class days will be devoted to field collecting or trips to local aquaria; lectures missed on those days will be made up in the next class, i.e. two lectures will be given with less laboratory time.

*Prerequisite: General Biology, concurrent enrollment in Fish Biology Laboratory or consent of the instructor. Enrollment limited to 16 students.*

### **General Toxicology**

General Toxicology is an interdisciplinary course designed for the student interested in broadening his/her experience into the sciences of toxins (poisons) and their influences on biological systems and the environment. Course content will cover the history of the science, toxicant type (poisons, pesticides, solvents, oils, estrogen, estrogen mimics, triclosan, carcinogens, teratogens, natural toxins and other pollutants), adsorption, distribution, metabolism, biological elimination, sequestration, and remediation.

*Prerequisites: Organic chemistry, biochemistry and/or cell biology, entomology, or botany. Students not meeting the above criteria should meet with the instructor to discuss experiences/interests so that permission to attend the class can be determined.*

### **Animal Behavior Lecture**

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.

*Prerequisite: General Biology and preferably also Organismic Biology  
Enrollment limited to 30 students.*

### **80529 Animal Behavior Laboratory**

Experimental techniques of behavioral analysis in laboratory and field will be introduced. Students will become familiar with the techniques of behavioral observation in the field in the ethological tradition. They will learn how to construct an ethogram, design a field study, analyze data and write a research article. Instrumental conditioning will be covered in the laboratory using the shuttle-box avoidance paradigm. A Coulbourn Instruments computerized stimulus presentation and data analysis system is available for use with fish as experimental subjects and other taxa as well. Students will be required to prepare grant proposals for independent projects that will be carried out during the second module.

*Enrollment limited to 14 students. Lab fee required.*

### **Organismic Biology Lecture**

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 will be analyzed.

*Prerequisite: General Biology  
Enrollment limited to 30 students.*

### **Organismic Biology Laboratory**

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 electrophysiological techniques.

*Laboratory fee required. Enrollment Limited to 16 students.*

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### **Conservation Biology – Climate Change**

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 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 end with 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 three activities: 1. Field excursions with written reports and class discussion from these field trips; SPARKS or lively class debates on current events illustrating conservation principles; and one research paper.

### **SOS – Student Outreach in Science**

This environmental studies tutorial links New College students to community school classrooms to promote science for middle-schoolers. Participants in this course will create lectures relating to hands-on natural science about different topics to several area schools including Pine View, Sarasota Military Academy, Ashton Middle, and Booker as well as Boys and Girls Club, Girls Inc. and the local science museum, G WIZ. Others can be added as the program grows. Students will also create hands-on interpretive field units to teach nature walks on Saturday mornings in natural areas owned by Sarasota County aimed to provide outdoor, family-friendly science outreach to the entire community. Assessment will be based on the creation of classroom and field units including PowerPoint and hands-on activities for middle schoolers, grant writing, participation in a variety of different schools and classrooms, and the ability to work together as a team of educators in our community.

### **STRESS – Senior Thesis Research for Environmental Studies Students**

This seminar is limited to students majoring in environmental studies during the semester before thesis-writing (who are not taking any other divisional tutorial), and requires advance permission of the instructor. The course has two components -- a reading/discussion section, and a skill-set section. Students will learn important real-world skills for environmental leadership including grant-writing, public communication of science, writing for the media, and independent research (through the thesis process). Students will be expected to work independently, read current events in environmental issues, and produce several written and oral assignments including a grant, a public presentation, a newspaper article, and a PowerPoint presentation, all leading to a final thesis. A wide range of environmental readings will comprise a second component of the course, ranging from The Sand County Almanac by Aldo Leopold to The Omnivore's Dilemma by Michael Pollan. Students will discuss different literature and historical events through readings in the environmental literature, and write several small papers relating to these readings. Although this course is aimed at Environmental Studies majors, it is also open to other students who wish to analyze some key environmental issues. Brief quizzes will ensure everyone is prepared to discuss each week's material. Studies programs and participate in several field trips relating to community environmental issues. *Requires permission of instructor.*

### **The Role of Women in Natural History**

This course will examine famous women in natural history as writers, illustrators and explorers. The class will focus on literature and primary sources, including such important figures as Rachel Carson, Lucy Audubon, Lynn Margulis, Barbara Kingsolver, Mardy Murie, Harriet Tubman, Diane Ackerman, Annie Dillard, and Marjorie Kinnan Rawlings. The class will include lively discussion and analysis of the contributions of these women to natural science, and two field trips to sites in Florida that honor women in natural history. All students will engage in nature-journaling as part of the course requirements, critique and edit, and develop his/her own style of natural history writing. In addition, students will develop a unit on some aspect of nature writing or natural history to present at local schools as an important component of Environmental Studies outreach for New College. *Preference is given to students who are concentrating on environmental studies, or who have taken some biology courses. Seminar course limited to 10 students.*

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### **Neurobiology Laboratory**

An experimental analysis of the physiology of neural and sensory systems. Electro physiological stimulation and recording techniques will be utilized to study the operating characteristics of selected model preparations. A PowerLab system is available for online recordings, display and processing of neural signals. Each student will be expected to learn to operate the equipment and carry out individual projects.

*Prerequisites: General Biology and consent of instructor. Limited to 16 students. Laboratory fee required.*

### **Neurobiology Lecture**

An advanced course dealing with the general features of nervous systems and the principles of neural organization deduced from a variety of invertebrate and vertebrate model preparations. The neural substrate of various behavioral adaptations will be considered as well as the role of sensory mechanisms in these adaptations. A detailed analysis of the adequate stimuli, transduction, coding and transmission characteristics of various sensory systems will be carried out.

*Prerequisite: General Biology and consent of instructor.*

*Enrollment limited to 30 students.*

### **Advanced Ecology – Forest Canopies**

This course will build on the issues from Introductory Plant Ecology, where students learned the components of an ecosystem, nutrient cycling and other processes in ecosystems, the role of plants as the basis of all life, current environmental issues relating to plant structure and function, and spatial and temporal factors that contribute to diversity of ecosystems. Using local ecosystems as a case study, we will delve into extensive detail about the evolution, structure, physiology, components, and processes of forest canopies. Each student will become an expert in the primary literature of one aspect of forest canopies, ranging from birds to herbivory to nutrient cycling to fossil interpretations of forest canopies. Students will also undertake a semester-long field ecology project at Carlton Reserve, with appropriate experimental design, hypothesis, data collection, and research paper. . Several field trips to local forest canopies will be required, including methods of canopy access.

*Prerequisites: Introduction to Plant Ecology and permission of instructor. Class limited to 10 students.*

### **Advanced Toxicology**

Advanced Toxicology is a course designed for the toxicology student interested in broadening his/her experience into the sciences of toxins (poisons) and their influences on biological systems and the environment. Course content will cover specific toxicant types (poisons, pesticides, solvents, oils, estrogen, estrogen mimics, triclosan, carcinogens, teratogens, natural toxins and pollutants), adsorption, distribution, metabolism, biological elimination, sequestration, and remediation. Lectures will cover mammalian systems with emphasis on target organs, detoxification and adverse effects. Methods to extract toxicants from soil, water, air, and plant material will be discussed from journal articles, EPA published methods, and methods developed in our labs. Pesticide toxicity and organ effects will be demonstrated in invertebrate systems focusing on routes of entry, solubility, sequestration, elimination, and detoxification.

*Prerequisites: General Toxicology is required to participate in this class.*

### **Advanced Toxicology Laboratory**

Advanced Toxicology Laboratory is a companion course for the advanced toxicology student. It will explore classroom lectures and discussion into an active demonstration in the laboratory. Students will learn the principles of chromatography, NMR, extraction (macro and micro), metabolite formation, conjugation, and identification. Methods to extract toxicants from soil, water, air, and plant material will be covered from journal articles, EPA published methods, and methods developed in our labs. Pesticide toxicity and organ effects will be demonstrated in invertebrate systems focusing on routes of entry, solubility, sequestration, elimination, and detoxification.

*Prerequisites: General Toxicology is required to participate in this class. Students not meeting the above criteria will not be allowed to participate.*

### **Developmental Biology**

Developmental Biology is a logical follow-up to the Cellular Biology course, since we will examine the roles of gene expression regulation and cell signaling, division and movements in animal development. The major topics to be covered include gametogenesis, fertilization, cleavage, axis determination, gastrulation, organogenesis,



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pattern formation, and limb formation. In addition, two hands-on live demonstrations of developmental processes will be conducted. Student presentations will be required.

*Prerequisite: Cellular Biology Lecture*

### **Insect-Plant Interactions**

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 in-class presentations) on specific insect-plant relationships during the course and to complete 2 take-home exams.

*Prerequisite: Into to Botany, Entomology, or similar course that must be approved by instructor.*

Enrollment limited to 20.

### **Neurobiology and Behavior of Marine Animals Laboratory**

“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 and fishes. 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.*

### **Neurobiology and Behavior of Marine Animals Lecture**

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.*

### **Plant Physiology**

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 and preferably also Cell Biology Lecture OR permission of the instructor.*

### **Topics in Cell Signaling**

In this upper-level course, we will explore the mechanisms by which cells communicate with one another, perceive information from their environment, and translate external signals into changes in gene expression, motility, enzyme activity etc. Assigned readings will be taken from the scientific literature. Although brief lectures will be given to provide background information, class discussions will form the basis for the course.

*Prerequisite: Cellular Biology Lecture. Enrollment limited to 15 students.*

### **Vertebrate Neuroanatomy Laboratory**

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 8 students. Highest priority will be given to students doing independent study or thesis research in neuroscience related disciplines. Lab fee required.*

### **Vertebrate Neuroanatomy Lecture**

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, reproduction, feeding, aggression, punishment-reward, and endocrine autonomic control. The evolution of the systems will be considered in 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.*

## **Biology – Group Tutorials**

### **Advanced Topics in Cell Biology**

Topics from the Cell Biology lecture course will be explored in depth and with the aid of articles from the primary literature. Critical thinking and analysis will be emphasized. Students will help to define topics of interest. Past areas of study have included cancer cell biology, cell signaling and stem cells.

*Prerequisite: Cell Biology Lecture*

### **Plant Physiology Lab Tutorial**

In this tutorial, students have the opportunity to apply their knowledge from the Plant Physiology Lecture course to the investigation of plant processes in the laboratory. Areas of emphasis have included transpiration, plant pigments, protein analysis, and the study of gall formation and stomatal opening and closure.

*Pre- of Corequisite: Plant Physiology Lecture*

### **Advanced Cell Biology Laboratory Techniques**

Students will have the opportunity to focus on cell biology-related techniques of interest. The format is flexible to accommodate the specific needs and interests of the participants. Some examples from past tutorials include light microscopy and digital imaging, and real time RT-PCR.

*Prerequisite: Cell Biology Lecture and preferably also lab*

### **Insect Anatomy and Physiology**

Insect anatomy and physiology is a course designed for the student wishing to further studies in entomology or to create a major. This course is an in-depth look at embryology, structure, design, and function of general and specific insect structures. Students must be prepared to learn external cuticular and innervated structures, names, and functions. The first two lectures are given by the professor. Subsequent lectures are given by (the) student(s) with corrections, explanations, and discussions directed by the professor.

*Prerequisite(s): Introduction to Entomology and/or Insect-Plant Interactions.*

### **Microbiology with laboratory**

The microbes are an important part of our world that often go unappreciated. In this group tutorial, we will examine what constitutes “microbial”, microbial ecology, medical microbiology and industrial microbiology. During the second module, we will continue our readings but include as well as series of lab exercises to demonstrate morphology, diversity, and properties of microbes. This group activity is limited to 8 students.

### **Apiculture**

Students will learn to recognize European honeybee castes (Queen, Drone, and Workers), eggs, larvae, and pupae. Tools and hive equipment such as frames, excluder, hive tools and hive box types will be demonstrated and used to manipulate colonies. Honeybee life cycle, roles and responsibilities, honey production and extraction will be covered in lecture. Practical hands-on experiences will include proper donning of a bee suit and veil, lighting smokers, opening and closing hives and proper management of colonies.

### **Permaculture**

Permaculture is the arrangement of agricultural plants, systems, and plots so that compatible plants provide insect, weed, and disease suppression while providing balance to the farmer/grower that appeal to sight, smell, and well-being in a place of calm.

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### **Sustainable Agriculture**

Sustainable agriculture was designed to introduce students to agricultural practices of yesteryear, current single farmer and corporate farmer enterprises. Sustainability includes recycling waste generated on site, a reduction in inorganic fertilizers and pesticides, and the use of green fodders, and cover crops for the production of edible crops.

### **Ethnobotany**

Ethnobotany is the study of plants and how they are used by indigenous people as medicines, food, housing, and pest control. The majority of the plants covered will be from the rain forests of South America, local herb gardens, and some wild native species. Since this is a botany class, the rituals associated with healing will be minimally covered.

### **Organic Gardening**

Organic gardening has many definitions; however, most of us associate this with a reduction/elimination of inorganic pesticides and fertilizers, hand and/or small tool weeding, and minimal watering. We will explore commercial agriculture production techniques and compare that to local gardens. Labor comparisons between commercial farmers and backyard gardeners are discussed to show that ones livelihood determines the sophistication of inputs to maximize production. I emphasize differences between gardening for fun and economic survival as well as the apparent attraction of gardening to affluent members of our society.

### **Energy Audit tutorial**

A survey and hands-on action tutorial to focus on clean energy and planning for efficiency on the New College campus as well as surveying best practices for clean energy around the country.

### **Marine Science Outreach Tutorial**

This is an opportunity for students to learn about both formal and informal science education through reading primary literature, working in small groups on outreach projects, participating in science education workshops, and working with local k-12 teachers.

### **Tropical Ecology**

students will conduct independent study on aspects of tropical ecology and conservation, including ethnobotany, canopy ecology, rain forest conservation, logging practices, and nutrient cycling

### **Ornithology**

Studies of local bird populations with accompanying literature review on bird population dynamics and ecology

### **Green Tutorial**

Natural Florida Landscaping, By Dan Walton and Laurel Schiller, 2007; Pineapple Press, Inc.

Your Green Home, A Guide to Planning a Healthy, Environmentally Friendly New Home, By Alex Wilson, 2006; [www.newsocietypublishers.com](http://www.newsocietypublishers.com)

Natural Remodeling for the Not-So-Green-House, By Carol Venolia & Kelly Lerner, 2006; Lark Books, Division of Sterling Publishing Co., Inc.

## **Chemistry**

### **Biochemistry I, Protein Structure and Function**

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*

### **Biochemistry II, Metabolism and Advanced Topics**

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. The last two weeks of the course will include advanced topics chosen by the students themselves.

*Prerequisite: Biochemistry I.*

### **Biochemistry Laboratory**

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. Experiments will include the polymerase chain reaction (PCR), restriction enzyme digestions, DNA ligation, 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.*

### **Bioinorganic Chemistry**

The functions of inorganic centers in biological systems will be examined. Why certain metals are involved in specific functions, mechanisms of metalloenzyme-catalyzed reactions, synthetic structural and functional models, and physical methods used to study bioinorganic systems, are some of the topics we will discuss. Additionally, we will examine in some depth several specific problems in bioinorganic chemistry. Using this approach, course participants will gain substantial practice in reading the primary literature, and will experience the way in which research on a particular problem unfolds. Some choices of topics will be determined by student interest.

*Prerequisite: Inorganic Chemistry or consent of instructor.*

### **Chemical Structure Elucidation**

The use of instrumentation to determine chemical structures is an essential skill for anyone continuing in the field of chemistry. This course will cover the theory and use of NMR, IR, MS, UV-VIS and other common research instrumentation needed to determine the identity of a chemical compound. There will be additional class time scheduled for use of the instruments. This course will not be offered over ISP this year, as it has been in the past. This is a problems-based course with some lecture on theory.

*Prerequisite: Organic 2, Physics 2 preferred.*

### **Chemistry and Society**

In this course students learn concepts that form the foundation of knowledge common to all chemists, within the context of society and the environment. The one-semester course is designed for general interest students and is also recommended for natural sciences and premedical students who are shown to need additional background in chemistry prior to taking General Chemistry. It is particularly relevant for Environmental Studies students. In this course, 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.

### **Chemistry Inquiry Laboratory**

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. Limited to 24 students one section only.*

### **Environmental Chemistry Tutorial**

A tutorial offers the opportunity to investigate some topic in depth or to fill in your background. Examples are: aquatic chemistry, the atmosphere, the role of individual elements or chemicals in the environment, alternate energy sources, and instrumental methods in environmental chemistry.

### **Enzyme Reaction Mechanisms**

This course will cover the chemical strategies used by a wide variety of enzymes to catalyze biochemical reactions. We will cover general mechanisms including group transfer, oxidation-reduction, substitution,

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carboxylation, decarboxylation, isomerization, and aldol reactions. Topics will also include methods to elucidate reaction mechanisms, the three-dimensional structure of enzyme active sites, and methods of enzyme regulation.

*Prerequisite: Organic Chemistry II with Biochemistry I recommended.*

### **General Chemistry I**

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.*

### **General Chemistry II**

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.*

### **General Chemistry Laboratory**

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 co requisite: General Chemistry II. Lab fee required.*

### **Inorganic Chemistry**

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 chemical reactivities 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 of complex formation and ligand substitution. Required for a concentration in chemistry.

*Prerequisite: Organic II*

### **Inorganic Chemistry Laboratory**

This laboratory course will provide experience and training in aspects of inorganic synthesis, reactivity, and characterization, especially of transition metal complexes. Required for a concentration in chemistry. Meets once a week.

*Co requisites: Inorganic Chemistry. Prerequisite: Organic Chemistry Lab. Lab fee required.*

### **Instrumental Methods**

The aim of the Instrumental Methods course is to expose the student to modern instruments used in various areas of chemical research. Lectures in class will be followed by laboratory demonstrations, some of which require students to use instruments to do various experiments. The first quarter of the course will deal with spectroscopic methods (UV-VIS, FTIR, Fluorescence Spectroscopy and NMR), this will be followed by a section dealing with methods used for surface analysis, including surface microscopies (AFM, STM) and Ellipsometric methods. The final section focused on electrochemical and chromatographic methods (GC-MS, HPLC, Electrophoresis and others).

*Prerequisites: Chemical Principles and Laboratory, and Physics I.*

### **Molecular Biology**

This course will cover various advanced topics in molecular biology. The focus will be on transcription regulation and on methods used in molecular biology. We will discuss methods such as *in vitro* transcription, reverse transcription, PCR, site-directed mutagenesis, and cloning. A lab component will be included in the course.

*Prerequisites: Biochemistry I or permission of instructor. Lab fee required.*

### **Organic I, Structure & Reactivity**

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 and electrophilic addition processes.

*Prerequisite: A year of General Chemistry or its equivalent.*

### **Organic II, Structure & Reactivity**

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**

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.

*Co requisite: Organic 2, Structure & Reactivity.*

*Prerequisite: Chemistry Inquiry Laboratory. Lab Fee Required.*

### **Physical Chemistry I**

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.*

### **Physical Chemistry II**

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 along with chemical kinetics. The course will also include more specialized topics in reaction dynamics, surface chemistry and organized molecular systems.

*Prerequisite: Physical Chemistry I or consent of instructor.*

### **Physical Chemistry Laboratory**

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.*

## **Computer Science**

### **Great Ideas in Computer Science**

This is a first course about computers, what they are, how they work, what they can and cannot do. The central idea is the algorithm - a procedure or recipe that can be given to a person or machine for doing a job. Other great ideas revolve around this central one: how to code algorithms into machine readable form (assembly language); how to translate from high level to low level languages; theoretical limits on the power of algorithms; and the possibility of programming human-like intelligence into machines (AI). This course is primarily about ideas. Programming experience will be useful, but is not required; the class will survey programming languages but is NOT a first course in programming; rather it is an overview of the whole field of Computer Science.

*Prerequisites: None.*

### **Introduction to Artificial Intelligence**

This course gives an overview of existing approaches to Artificial Intelligence (AI). We will discuss the major paradigms of AI (classical and symbolic algorithms, expert systems, neural nets, genetic algorithms). We will also look at the philosophical and ethical issues around AI, how AI shows up in the collective imagination (movies, literature, art), what the state of the art is in AI applied to arts, medicine, language translation etc., and speculate some about the future and potential of AI. There is no programming associated with this course.

*Prerequisites: None.*

### **Introduction to Programming**

This is an interdisciplinary introduction to programming in Java. The course introduces students to 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.

*Prerequisites: None*

### **Intro to Scientific Programming**

This course is an interdisciplinary introduction to Algorithms and Programming for science students. It is a part of LAC curriculum. It emphasizes algorithms and programming tools relevant to such students. We start with Matlab - the programming package for the scientific problems and later move to compiled language C++. The course introduces students to the most important programming concepts such as algorithms, sequences, selections, loops, functions, procedures, passing by reference vs. by value, numeric and string types, arrays, vectors, pointers, structures, structure arrays, and classes. The beginning Matlab part of the course, in addition, introduces a number of Matlab-specific commands to solve linear systems, differential equations, find polynomial roots etc... This course serves as an informal prerequisite for many science classes which require programming.

*Prerequisites: Permission of Instructor*

### **Natural Computing**

The evolving field of Natural Computing has three main branches:

1. Computational paradigms inspired by nature (Evolutionary Computing, Neuro Computing, Swarm Intelligence, and Immuno Computing),
2. The simulation of nature in computers (Artificial life, Factals), and
3. The use of natural materials in computing (DNA Computing, Quantum computing).

We will review the biological (and math/physics) background, and discuss in detail various schemes that have been proposed to create viable algorithms based on the inspiration from biology. This course is an introductory survey course.

*Prerequisites: Students should have a basic understanding of how algorithms can be implemented on a computer using a*

*Programming language, but in-depth knowledge of a programming language is not required, and there will be no programming*

*Assignments in this course. No enrollment limits.*

### **Theory of Computation: Regular languages, context free languages and Turing machines**

In this course we study the theory of computation, in three roughly equal parts:

Part 1: finite state automata and regular languages (used, e.g., in lexical analysis, or for the specification of string patterns).

Part 2: context-free languages (e.g. most programming languages), and their specification by means of formal grammars. Also an equivalent description by means of pushdown automata (finite state machines with an infinite memory stack), and the application of this theory to parsing.

Part 3: Turing machines (i.e. a very general mathematical model for any kind of computer) and the functions they can compute, as well as the equivalent notions of recursive functions and functions computable by way of a computer program. This lays the foundation for discussing the limits of computation, i.e. what problems can/cannot be solved by a computer, and what problems are solvable in principle, but too costly in terms of time or space requirements to be practically feasible. There are no technical mathematical requirements for the course other than the ability to use symbolic systems, logic, and to think slowly and carefully. Prior completion of a course in Discrete Math (or equivalent) is desirable (as we will discuss some proofs for the essentially

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mathematical contents of the course and students will be required to find valid arguments for the correctness of their homework solutions). Programming experience is also desirable, but not absolutely necessary, as the homework will not include programming problems.

*The course should be of interest to computer scientists, mathematicians, logicians, linguists etc. We will stress the ideas, and their application to problems in computer science; students will work in the computer lab with “JFLAP” (Java Formal Language and Automata Package), an interactive visualization and teaching tool for formal languages.*

### **Data Structures**

This course might also be called Advanced Programming in C++. We discuss pointers and how to implement basic structures such as stacks, queues, lists, and trees. We also discuss recursion as a programming tool, and the efficiency of various sorting and searching algorithms. Principles of good programming style (including decomposition, stepwise refinement and data encapsulation) are emphasized. C++ is the principal programming language used. The final project will be a game playing program.

*Prerequisite: C++ or consent of instructor. Some programming experience in C, Pascal, Fortran, etc. should be sufficient; C++ will be reviewed.*

### **Tutorials in Computational Science**

The faculty offer regular tutorials on a number of topics including programming languages, topics in evolutionary computing, AI, neural networks, data structures and applied scientific computing.

*Prerequisites: Permission of instructor.*

## **Mathematics**

### **Patterns**

This interdisciplinary course is intended as a general education class primarily for first year incoming students that will expose them to a variety of disciplines taught here at New College. It will be offered as a single term class in the fall of 2006. The title is chosen to reflect the central theme of patterns that appear in such areas as history, religion, sociology, music, mathematics, literature, psychology, physics, biology, chemistry, art etc... A guest lecturer from the faculty will be invited each week to give a seminar on patterns as they appear in his/her field of study. Each invited speaker will be asked to prepare an assignment for the students due the following week. More information on the course can be found on the course web site <http://www.ncf.edu/patterns/>.

*Prerequisites: None.*

### **Puzzles, Proofs, and Paradoxes**

This course could be considered a “logic and proof” laboratory. We will look at a variety of puzzles and paradoxes, practicing problem solving and logic skills. We will also discuss a little of the history of mathematics, getting to know some of the outstanding mathematicians of the past, and learn to appreciate their contributions.

*Prerequisites: Enjoyment of math.*

### **Calculus I**

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.

*Prerequisites: Complete the math placement exam.*

### **Calculus II**

This course takes up where Calculus I leaves off. The topics covered include integration techniques, sequences, series, Taylor series, complex numbers, 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.*



### **Calculus III**

This class is a continuation of Calculus I and II. We will cover the calculus in n-dimensional Euclidean space. The topics covered during the course of the semester include the fundamental constructions of the calculus of multivariable functions (vector fields, gradients, line integrals, surface integrals etc) and the associated fundamental results (Green's Theorems, Gauss' Theorem, Stokes' Theorem, etc). The course will focus on application and computation and will include an introduction to differential equations.

*Prerequisite: Calculus II.*

### **Calculus with Theory I**

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 and includes an introduction to 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.

*Prerequisites: Permission of Instructor.*

### **Calculus with Theory II**

This is a continuation of *Calculus with Theory 1*. 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.

*Prerequisites: Calculus With Theory 1.*

### **Discrete Math**

Discrete Math is a collection of tools needed by mathematicians, computer scientists, economists, and anybody applying math to model and solve real world problems. All the tools pertain to finite objects, and use finite methods in the solution - Calculus is not required! The approach taken in this course is primarily mathematical, although many algorithms and techniques with a wide range of applications will be discussed. We will focus on disciplined thinking and symbolic computation, learn to appreciate well know proofs, and practice to discover and formulate our own. The topics covered will include logic, elementary set theory, algorithms, graph theory, trees, combinatorics and elementary probability, and some algebra and theory of computation.

*Prerequisites: None, other than the ability to think in a disciplined way and to enjoy math.*

### **Introduction to Number Theory with Applications to Cryptography**

In this course, we will introduce axiomatically the basic ideas and tools of classical number theory. Students will be exposed to elements of logic, mathematical induction, divisibility properties of the integers, modular arithmetic, congruences, quadratic reciprocity and elements of Abstract Algebra. Throughout the course, we will study modern applications of number theory in primality testing and cryptography. The class will be an excellent preparation for students interested in the Abstract Algebra sequence.

*Prerequisite: Interest in math and permission of instructor*

### **Graph Theory**

This course will provide an introduction to the theory of graphs. Following a short introduction of the basic definitions, we will study further: coloring of graphs, circuits and cycles, counting, labeling of graphs, drawing of graphs, measurement of closeness to planarity and finally applications. Many open problems will be introduced and discussed. Students will be encouraged to work on open/research problems.

*Prerequisite: Permission of instructor*

### **Graphs, Networks and Algorithms**

In this course we investigate applied problems in which networks and graphs appear naturally. Topics which we will investigate over the course of the semester include: combinatorial optimization, Markov chains on graphs, simulation and Markov Chain Monte Carlo methods, difference operators on discrete structures, inverse problems for networks, and an introduction to computational complexity.

*Prerequisites: Calculus I and II.*

### **Linear Algebra**

This course is an introduction to the theory of vector spaces and linear transformations and to their representation by means of matrices. The topics that will be covered are: matrices and linear systems of equations, algebra of matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, matrix diagonalization, and inner product spaces.

*Prerequisites: Calculus or the consent of instructor.*

### **Computational Ordinary Differential Equations**

This course will focus on differential equations and computational methods using Matlab/Maple. It is intended for Mathematics and Science students who are going to apply these techniques in their coursework. Reflecting the shift in emphasis from traditional methods to new computer-based methods, we will focus on the mathematical modeling of real-world phenomena as the goal and constant motivation for the study of differential equations. Topics covered include some material on complex numbers and matrix algebra, first and second order linear and non-linear systems with applications, introductory numerical methods, and Laplace transform techniques.

*Prerequisites: Calculus I and II.*

### **Probability**

The course will consist of two parts. In the first part, we will begin by studying discrete spaces and simple games of chance. We will introduce and study the basic notions of probability including random variables, distribution, expectation, and variance. We will study continuous distributions as they relate to approximations of various discrete objects. In the second part of the course we will use our knowledge of simple games of chance to construct discrete models of simple physical systems. The models and the ideas behind their construction have found applications in many different areas (Physics, Chemistry, Biology, Economics, etc.). Time permitting; we will study several such examples in detail.

*Prerequisite: Calculus.*

### **Discrete Dynamical Modeling**

An important problem in science is to predict the behavior of systems that change in time. Such systems are called dynamical systems. This course introduces students to a set of mathematical methods used to model dynamical systems. It focuses on discrete dynamical models in which time is viewed as a sequence of steps. Students will learn how to translate real world problem into mathematical equations and they also learn how to use mathematical and computational methods to analyze the problem and make prediction. Mathematical concepts on steady states, cycles and chaos will be introduced. Concrete examples will be drawn from biology when possible.

*Prerequisite: Calculus*

### **Mathematical Modeling I**

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.

*Prerequisites: Calculus and differential equations (or the approval of instructor).*

### **Introduction to Numerical Methods**

This is a survey course of the basic numerical methods which are used to solve practical scientific problems. Important concepts such as accuracy, stability, and efficiency and convergence are discussed. The course provides an introduction to MATLAB, an interactive program for numerical linear algebra. Objectives of the course: Develop numerical methods for approximately solving problems from continuous mathematics on the computer. Examine the accuracy, stability, and failure modes of these methods. Implement these methods in a computer language MATLAB.

*Prerequisites: Calculus and Differential Equations.*

### **Mathematical Biology**

This course introduces the study of nonlinear interactions in biology and medicine. We consider physical problems which are well modeled by systems of coupled ordinary differential equations and develop techniques to obtain qualitative information about such systems. Mathematical concepts on nonlinear dynamics and chaos, qualitative and quantitative mathematical techniques as local and global stability theory, bifurcation analysis, phase plane analysis, and numerical simulation will be introduced. Concrete and detailed examples will be drawn from molecular, cellular and population biology and mammalian physiology.

*Prerequisite: Calculus, Differential Equations. Programming experience preferred.*

### **Advanced Linear Algebra**

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 to be covered include a review of basic linear algebra, the Moore-Penrose Pseudoinverse, singular value decompositions, generalizations of matrix equations, projections and inner products, least squares problems, Jordan canonical form, linear differential equations and the matrix exponential, and difference equations.

*Prerequisite: Linear Algebra or permission of the instructor.*

### **Algebraic Graph Theory**

In algebraic graph theory one expresses properties of graphs in algebraic terms and then deduces theorems about them. First we will tackle the applications of linear algebra and matrix theory to the study of graphs; algebraic constructions such as adjacency matrix and the incidence matrix and their applications will be discussed in depth. We will also study the theory of chromatic polynomials, a subject that has strong links with the Ainteraction models studied in theoretical physics, and the theory of knots. The last part of the course will deal with symmetry and regularity properties where important connections with other branches of algebraic combinatorics and group theory will be explored.

*Prerequisites: Linear Algebra or consent of instructor.*

### **Abstract Algebra I**

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, homomorphisms, factor groups. Also, rings and fields, rings of polynomials, homomorphisms, factor rings, and ideals.

*Prerequisites: Linear Algebra.*

### **Abstract Algebra II**

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.

*Prerequisites: Abstract Algebra I and Linear Algebra.*

### **Real Analysis I**

Real Analysis is a core course of the mathematics curriculum. The material for the course centers on the fundamental notions of the calculus – complete with proofs. Topics include an axiomatic development of the real numbers, sequences of real numbers, topology of the real line, continuous functions, differentiable functions, a construction of the Riemann integral, a proof of the fundamental theorem of calculus, Euclidean spaces and metric spaces and various additional topics.

*Prerequisite: A year of calculus and exposure to the notion of proof.*

### **Real Analysis II**

This class is a continuation of Real Analysis 1. Topics covered vary from year to year but usually include extensions of the material covered in Real Analysis 1 to the multivariable case (including the Implicit Function Theorem and the Inverse Function Theorem for Euclidean space), topics in Fourier analysis, topics in ODEs, and a construction of the Lebesgue integral.

*Prerequisites: Linear Algebra and Real Analysis I.*

### **Complex Analysis**

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, the Dirichlet problem, and conformal mappings.

*Prerequisites: Real Analysis I or permission of instructor.*

### **Partial Differential Equations**

This course is designed to prepare students for advanced work in geometry and mathematical physics by developing the knowledge of partial differential equations common to both topics. Topics covered during the semester include: Laplace equations, wave equations, heat equations, Hamilton-Jacobi equations, Fourier theory, and the theory of distributions.

*Prerequisites: Calculus III and Ordinary Differential Equations.*

### **Computational Fluid Mechanics**

This course is an interdisciplinary introduction to Computational Fluid Mechanics. The course focuses on physical and mathematical foundations of computational fluid mechanics with emphasis on applications. We will consider solution methods for model equations and the Euler and the Navier-Stokes equations; the finite volume formulation of the equations; classification of partial differential equations and solution techniques; truncation errors, stability, conservation, and monotonicity. The main programming language is Matlab.

*Prerequisites: Calculus III, Ordinary Differential Equations.*

### **Computational Partial Differential Equations**

This course will focus on applied partial differential equations and their computational methods. It is intended for math and science students who apply these techniques in their work. Topics we will consider include, but are not limited to heat, wave, and Laplace equation, harmonic functions, Fourier series expansions, separation of variables, spherical and cylindrical Bessel functions, and Legendre polynomials. For each topic we will study numerical and computer algebra approaches with Matlab and Maple.

*Prerequisites: Calculus III, Ordinary Differential Equations.*

### **Differential Geometry**

Differential Geometry can be considered as a continuation of the concepts of arc length and surface area, together with questions about shortest paths (geodesics). This course will restrict itself to the geometry of curves and surfaces, covering the local theory of curves, geodesics, the Gauss map, first and second fundamental forms, parallel transport, and the Gauss-Bonnet theorem.

*Prerequisites: Calculus III and Linear Algebra or permission of the instructor.*

### **Topology**

General topology investigates the fundamental concepts necessary to develop function theory, and hence, calculus and analysis, on abstract spaces. The subject developed from analysis, geometry, and set theory, and the material reflects this, often reducing ideas down to set theory. For example, functions are defined in terms of sets. This course on general topology will start with set theory, and include a discussion of the axiom of choice. The course will then move on to the concept of open sets, the fundamental unit in analysis. The final target of the class is to determine just what structure on a space is necessary for the space to have a metric. The material assumes no knowledge of advanced mathematics but does require some sophistication in proof-writing.

*Prerequisites: Some experience with writing proofs.*

### **Topics in Algebra**

This is an advanced course intended for students who have completed the Abstract Algebra sequence. The content of the course varies from year to year. Past topics have included: Character Theory, Galois Theory, Representation Theory of Finite Groups, Representation Theory of Lie Groups and Lie Algebras.

*Prerequisites: Permission of Instructor*

## New College of Florida – Division of Natural Sciences

### **Topics in Analysis**

This is an advanced course intended for students who have completed the Real Analysis sequence. The content of the course varies from year to year. Past topics have included: Measure Theory, Probability, Functional Analysis, Partial Differential Equations.

*Prerequisites: Permission of Instructor*

### **Topics in Geometry and Topology**

This is an advanced course intended for students who have completed either the Real Analysis or Abstract Algebra sequence. The content of the course varies from year to year. Past topics have included: Algebraic Topology, Differential Topology, Groups and Geometry, Hyperbolic Geometry.

*Prerequisites: Permission of Instructor*

### **Topics in Number Theory and Cryptography**

The Theory of Numbers is that branch of mathematics which deals with properties of counting numbers, the most primitive of our mathematical creations. This content of the course varies from year to year, and ranges over elementary to advanced material. Past topics have included: Introduction to Classical Number Theory, Coding and Cryptography, and Analytic Number Theory.

*Prerequisites: Permission of Instructor*

### **Science on the Computer**

In this course we will learn how to use the computer algebra system (Maple) and the scientific programming package (Matlab) to solve real world problems. To give just a sample of topics, we will consider least squares data fitting for Dow Jones index, regression analysis, scaling, maximizing profit from sales data, Kirchhoff laws and RLC circuits, projectile motion, Monte Carlo simulations, phase plane portraits, competition of species, predator-pray models, nonlinear diode, fractal patterns. In addition, any other topics of interest to students could be included in class material or developed as an individual project.

*Prerequisites: None, but Calculus I recommended.*

### **Mathematics Seminar**

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.

*Prerequisites: None*

### **Tutorials in Mathematics**

The faculty offer regular tutorials on many mathematical topics. Past tutorials have included Analytic Number Theory, Algebraic Combinatorics, Homology, Lie Theory, Galois Theory, Godel's Theorems, Fourier Analysis, Stable Marriage Problems, Coding and Cryptography.

*Prerequisites: Permission of instructor.*

## **Physics**

### **Advanced Physics Laboratory**

The advanced Physics Lab provides third and fourth year physics and chemistry students with an opportunity to develop their technical and analytical skills and to explore new physical phenomena. Students are expected to use both their hands and their heads. The lab is intended to bridge the gap between the conventional undergraduate lab and a research lab. Thus the experiments are considerably more complex and much more comprehensive. Four experiments will be completed. The evaluation will be based on lab notebook and lab reports.

*Pre-requisites: Modern Physics Lab.*

### **Advanced Quantum Mechanics**

This course is a continuation of quantum mechanics, which is a prerequisite. It will cover various aspects of perturbation theory (approximate solutions to problems that have no known analytical solution), relativistic quantum mechanics, and group theoretical symmetries and their application in constructing particle physics models. Additional topics of interest may be scheduled as tutorials by individual students in the class.

## New College of Florida – Division of Natural Sciences

*Prerequisite: Quantum Mechanics.*

### **Analog Electronics**

Advances in electronic devices have been the key to many recent scientific discoveries. They also lie at the heart of the high tech revolution which is sweeping the world. This course is designed as an introduction to building electronic circuits from the ground up. Emphasized will be solid state devices, such as transistors and operational amplifiers. This course will consist of both lecture and labs. Criteria for evaluation: weekly homework and exams, including a final comprehension exam, and weekly lab reports.

*Pre-requisite: Physics I and II and Introductory Physics Laboratories. Lab fee required.*

### **Classical Mechanics**

This course begins by covering many of the subjects introduced in *Physics I* at a greater level of mathematical sophistication. First, we will study Newton's equations of motion for a variety of systems and their solution using several types of coordinate systems. Following this, we will investigate the more powerful lagrangian and Hamiltonian formulations of classical mechanics using calculus of variations. This more general approach allows equations of motion to be formulated in terms of generalized coordinates and provides the most direct connection to quantum mechanics and modern fundamental theories of physics. Evaluation is based on exams, weekly homework assignments, attendance, and class participation.

*Prerequisites: Physics I and Physics II*

### **Descriptive Astronomy**

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.

### **Electricity and Magnetism**

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.*

### **Introductory Physics II Laboratory**

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 lab reports.

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

### **Mathematical Methods for Physicists**

This course is intended to provide a brief introduction to some mathematical concepts which appear repeatedly in physics. These topics include vector manipulation, the theory of coordinate systems, vector calculus, the series representation of functions, linear algebra, differential equations, and complex numbers. Used in the course is the computer language *Mathematica*, which will be introduced. Criteria for evaluation: weekly homework assignments, class attendance and participation, a midterm and final exam.

*Prerequisites: Introductory Physics and Calculus.*

### **Modern Physics**

In this course we will study the major breakthroughs that occurred in physics during the early 20<sup>th</sup> 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.

*Prerequisite: Physics I and II.*

### **Modern Physics Laboratory**

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 interferometer, 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.*

### **Optics**

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. Lab fee required.*

### **Physics I**

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.*

### **Physics I Laboratory**

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.*

### **Physics II**

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 the same as in Physics I.

*Pre-requisites: Calculus I and Physics I. Co – Requisite: Calculus II.*

### **Physics II Laboratory**

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 lab reports.

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

### **Quantum Mechanics**

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 in-class exams, weekly homework as well as class participation and attendance.

*Prerequisite: Modern Physics.*

### **Seeing the Light**

This course will be valuable to the nonscientist – the humanity major, the social scientist, or any other of the myriad of students who, while perhaps not mathematically sophisticated, have the curiosity and intelligence of all college students. The field of optics seemed to offer an ideal chance to expose the students to the realm of physics and physical sciences in general. A huge wealth of light and color phenomena from "the real world" will be discussed and the logical relationships that exist between these phenomena will be pointed out. The course will follow closely the book written by D. Falk, D. Brill and D. Stork with the same title "Seeing the Light". The following topics will be covered: Fundamental properties of light; Principles of geometrical optics (shadows, reflection, refraction, dispersion); Mirrors and lenses; The camera and photography; The human eye and vision (producing the image, processing the image, binocular image and perception of depth); Optical instruments (microscopes, telescopes); Color theory and color perception mechanism; Wave optics (interference and diffraction); Scattering and polarization; Holography. The evaluation will be based on class attendance, weekly homework assignments, two midterm exams and one final comprehensive exam.

### **Selected Physics Topics for the Life Sciences**

The course will attempt to make the relevance of advances in Physics to Biology and Medicine more obvious. The recent discoveries in physics and their wide applications to other fields mean that today biologist; doctors and biomedical scientists work with highly sophisticated apparatus and are compelled to be familiar with quite advanced physical concepts. Various topics like fluid properties and life on earth, physics of the human circulatory system, bioelectricity, physics of hearing, physics of vision, microscopy principles, fiber optics in medical diagnosis, lasers and photonics application in the medical field, radiation and nuclear medicine will be discussed. Criteria for evaluation: weekly homework, two exams, and class attendance.

Co-requisites: Physics I and II.

### **Solid State Physics**

Solid state physics is the largest research area in physics, and deals with the subject of materials. This subject matter is essential for an understanding of many areas of research in both physics and chemistry. This course will cover the following topics: waves in crystals and the reciprocal lattice, thermal vibrations of the crystal lattice, free electrons in crystals, electrical conductivity and band theory, semiconductors, amorphous materials and superconductivity. Criteria for evaluation: weekly homework and exams, including a final exam.

*Pre-requisite: Physics I and II are required; Modern Physics is suggested.*



## New College of Florida – Division of Natural Sciences

### **Statistical Mechanics**

Statistical mechanics makes the connection between the microscopic and the macroscopic thermodynamic behavior of systems. It is the foundation of the behavior of all gasses, liquids, and solids. This includes phase transitions and critical points. We will begin by developing the Boltzmann-Gibbs equation. From this, we will derive the rules of thermodynamics. A previous knowledge of thermodynamics, while helpful, is not essential.

*Prerequisites: Physics I and II.*

### **Structure of Nature**

During the term we will investigate 20<sup>th</sup> 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.*

## Anthropology

### **Ancient North 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, primarily from the Eastern part of the continent, 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. *Recommended: prior coursework in Anthropology.*

### **Andean Prehistory**

This seminar focuses on the evolution of Andean Civilization from Paleo-Indian times to the Spanish Conquest, with special emphasis on the early Moche and Tiwanaku Kingdoms, and the late Chimu and Inca Empires. Class discussions will revolve around a large corpus of readings, and participants should be well-prepared for intensive class sessions. *No prerequisites. Limited to 15.*

### **Anthropology of Food**

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 agro-industrial complex, as well as the organic, fair trade, and "locavore" movements. *This is an upper level seminar with enrollment limited to 15.*

### **Anthropology and Literature**

The decades since Clifford Geertz urged anthropologists to practice "thick description" in the construction of ethnographic texts have been marked by increased concern with narrative voice. At the same time, techniques of structural and symbolic analysis used by philosophers and social scientists have profoundly influenced the field of literary criticism. Drawing from a wide range of essays, ethnographic texts and fiction, this course will explore how relationships between literature and culture are identified, or in some cases, misconstrued. *Prerequisites: previous course work in Anthropology or literature and permission of instructor required. Course enrollment is limited to 15.*

### **Archaeology of the Holy Land**

The course offers a survey of archaeology in the Middle East, focused primarily on research in the State of Israel. It is divided into three components: 1. the political history of archaeology in the Middle East; 2. basic approaches to the region's archaeological record, including historical and religious goals for uncovering the past; and 3. a survey of the archaeological chronology. The focus on the major transitions in human societies including the expansion out of Africa and the Neolithic, the questions on the Biblical narratives and the impacts of great empires, and the developments of modernity during the Islamic centuries will bring out significant anthropological concerns regarding social identities, histories, and social change. The central anthropological question for the course: how does a land become holy? *Recommended: previous coursework in Anthropology.*

### **Conservation and Indigenous Knowledge**

This course focuses on the emergence of community-based conservation as a popular resource management paradigm and the subsequent role that indigenous knowledge plays in informing conservation practices. Focusing on Africa, students will examine the complex nature of "community," compare multiple forms and definitions of "traditional ecological knowledge," and consider the complex process of knowledge production involved in creating cultural and environmental systems of understanding. Course reading will also study the relationship between "indigenous" and "scientific" knowledge and the on-going struggles for indigenous intellectual property rights. *Background in Anthropology or Environmental Studies recommended. Course enrollment is limited to 15.*

### **Contemporary Anthropology of Africa**

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.*

### **Cultures of the Contemporary USA**

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. *Enrollment will be limited to 20.*

### **Development in an Anthropological Context**

This course will examine the complex and sometimes problematic engagement between anthropology and development. It will consider the historic role of anthropology in development; the ethical issues anthropologists face when choosing whether to participate in development programs, and emerging theories of indigenous or alternative development. Attention will be given to both the role and accomplishments of anthropologists working within the development field and anthropological critiques leveled against the general practice of development, with the intention of exploring how and if the goals of development can be reconciled with an anthropological perspective. *Background in Anthropology recommended. Enrollment is limited to 20.*

### **East African Anthropology**

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 archaeology 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.*

### **Ethnography: Theory and Practice**

This seminar combines theoretical and critical readings with practical instruction in the field research methods used by cultural anthropologists. Students will become familiar with the techniques of participant-observation through "how to" readings and by proposing, designing and conducting field projects in the local area. Proposals for both individual and group projects will be considered. Once fieldwork is underway, class discussion will focus on the critical reading of ethnographic texts. Students will explore how the expectations, products, and ethical implications of field encounters have shifted from the late 19th century to the present. This course is a requirement for students who are concentrating in cultural anthropology; it may also be useful for others whose research plans include fieldwork. *Introductory course work in Anthropology required. Enrollment limited to 15.*

### **Heritage: History and the Past Today\***

Anthropologists and others are currently 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 monuments and archaeology for tourism. This course is an introduction to the concerns and issues involved in studies of heritage, tradition, historic preservation, public archaeology, and heritage tourism. The course takes an anthropological 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.*

### **History and Culture of Mesoamerica\***

This is a seminar on the Post-Conquest cultures of Mesoamerica. It will cover a variety of issues, from the impact of the Spanish conquest to studies of peasant communities and contemporary urban society. Some general background information will be presented in lectures; however, the primary focus will be on class discussion of the readings and ongoing research projects. *No prerequisites. Limited to 15.*

### **Historical Archaeology**

Historical Archaeology focuses on material life and the diversity of socio-cultural experiences since the 16<sup>th</sup> century. The course examines how historical archaeologists have interpreted life over the half millennium in terms of global capitalism, colonization, and modernity and how archaeological insights can be used to understand our present. The distinctive analytical techniques of historical archaeology will be studied, including documentary research, artifact analysis methods, field excavation techniques, and presentations of the past. The goal for the subfield is a "history from below" for the modern period. We will evaluate that goal as well as the artifacts and theories of historical archaeology using case studies, most of which will come from North America since 1492. *Recommended: prior course work in Anthropology.*

### **History of Anthropological Theory**

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 is a required course for students who are concentrating in Anthropology. *Enrollment in this advanced seminar will be limited to 25.*

### **Human Origins and Evolution\***

This course offers the student an introduction to biological anthropology with a focus on the origins and bio-cultural evolution of the human species and its ancestors; in addition, it will emphasize the origins and evolution of humans' closest relatives among the non-human primates. Special emphasis will be placed on evolutionary theory, primate evolution and behavior, human paleoanthropology, and contemporary human diversity, adaptability, and survivability. The class format will consist of lectures and class discussions of the readings and current issues in paleoanthropology. *No prerequisites. Limited to 30.*

### **Introduction to Cultural Anthropology\***

This course provides an introduction to cultural anthropology and the anthropological perspective. A cross-cultural perspective will be used to examine such topics as language and communication, economics, religion, and social stratification. Examples will come from the Americas, Africa, and the Middle East. The techniques and methodology of cultural anthropology will be introduced via ethnographies. Class discussions will revolve around the goals of anthropology, the influence of anthropological ideas on understanding human differences, and models for culture change around the world. *No pre-requisites. Class size limited to 30.*

### **Language, Culture and Society**

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. *Introductory background in Cultural Anthropology is strongly recommended. Enrollment will be limited to 25.*

### **Maya Archaeology**

This seminar will examine selected topics in the culture history of eastern Mesoamerica, including earliest inhabitants, origins of agriculture, Early Formative village life, the rise, development, and fall of Olmec chiefdoms, Formative Maya developments, the complexity and collapse of Classic Maya Civilization, Post-classic trajectories, and the consequences and aftermath of the Spanish conquest. *Prerequisite: Mesoamerican Civilization or permission of the instructor. Limited to 15.*

### **Mesoamerican Civilization**

This course offers a survey of Mesoamerican prehistory from Paleo-Indian times to the arrival of the Spanish. Special emphasis will be placed on the processes that led to the origins of food production, the development of Formative cultures, the rise and fall of Classic period states, and the emergence of Post-Classic empires. *No prerequisites. Limited to 20.*

### **Method and Theory in Archaeology**

This seminar surveys the field and analytical methods of archaeology, and examines the theoretical premises of the discipline. The course will focus on the structure and history of the discipline, field and laboratory methods, temporal and behavioral frameworks, and theoretical principles for archaeology as a pillar of Anthropology. *Prerequisite: an introductory course in Archaeology or permission of the instructor.*

### **Myth and Ritual: Anthropological Approaches to the Study of Religion**

This course presents an overview of anthropological approaches to the study of myth, ritual and world view, with a focus on symbolic theory. Ethnographic material will be drawn from a variety of cultures, with emphasis on New Guinea and Australia. Students will be encouraged to trace theoretical ideas in philosophical and political context, from 19th century models that situated the spiritual beliefs of colonized peoples within evolutionary schema to contemporary writings about religious movements and shamanism. Links between anthropological and literary approaches to narrative texts will also be discussed. *Permission of the instructor is required for enrollment in this seminar. Enrollment 15 students.*

### **Old World Prehistory**

This course offers an intensive survey of Old World Prehistory, from the earliest hominids of the Mio-Pliocene to the emergence of civilization. We will focus on several topics, though specifically on the processes that led to 1) early hominid evolution and diaspora, 2) the emergence of modern humans, 3) the origins of food production, and 4) the development of regional cultures. Special emphasis will be placed on the past and present theoretical interpretations of the significance, causes, and effects of these processes. *No prerequisites. Class size limited to 15.*

### **Peoples and Cultures of the Middle East\***

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 include gender, kinship, ethnic divisions and conflicts, and the social construction of history. As an anthropology course, there is 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.*

### **Race and Ethnicity in Global Perspective**

The course offers anthropological perspectives on human diversity in the world today. We will consider the historical development of the race concept in North America, models for ethnic identity and ethnic interactions from around the globe, and explanations for social relations from Anthropology. Ethnographic examples will come from southern Africa, the eastern Mediterranean, and East Asia. Class discussions will focus on the implications of various understandings of human differences. *Recommended: prior coursework in Anthropology.*

### **Seminar in Ecological Anthropology**

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. The following topics are covered: 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, and how these interactions shape cultural development. *Limited to 15, with prior coursework in Anthropology and/or Environmental Studies, or permission of the instructor.*

### **Survey of Archaeology\***

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.

### **The Anthropology of Performance**

This course is designed to provide background in anthropological approaches to performance as developed primarily through studies in ritual and theater. Students will work from a wide-ranging bibliography that addresses interdisciplinary theoretical interests, beginning with the Harlem Renaissance-era efforts by Zora Neale Hurston and Katherine Dunham to present cultural concepts through performance. Attention will focus on framing relationships between audience and performer in cultural context. A consistent theme in this course will be the strengths and difficulties inherent in representing people, beliefs and practices outside of their historical or cultural settings and interpreting them for contemporary audiences. Challenges shared by anthropology, literature and theater will be studied through exposure to primary texts, theoretically framed discussion and observation of artists who are drawn to interpret what they have discovered. *Prerequisite: Course work in Anthropology and/or theater.*

### **The Colonial Encounter**

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 some of the recent debates created by Anthropology confronting its colonial legacies. *Recommended: previous coursework in Anthropology.*

### **The Universal Experience of Aging\***

This course will offer a cross-disciplinary approach to the universal experience of aging. 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 the larger context of 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. *This course will be conducted as a seminar for first year students.*

### **Urban Anthropology: Past, Present, and Future**

Anthropologists have developed a variety of approaches to the study of urbanism as a fundamental facet of the human experience in recent millennia. Through a survey of cases, from Sumer to Mexico City to Miami, we will explore a range of techniques and theoretical approaches and evaluate their contributions to our contemporary understanding of the nature and culture of cities. The seminar will focus on several themes, including the origin of cities, conflict in relation to class, ethnicity, and racialized constructions, urban change, and urban planning. *Background in Anthropology and/or Urban Studies is advisable. Class size limited to 15.*

## **Economics**

### **Distributive Justice: Theory and Practice**

The course covers three main topics. We examine the extent of income, wealth and earnings inequality in the U.S., as well as the factors that influence the extent of and changes in such inequality. We discuss alternative philosophical approaches, including Rawlsian, utilitarian, libertarian, and communitarian, to the question of what constitutes a just distribution of economic resources. We conclude with a detailed examination, including recent reform proposals, of the U.S. Social Security System, representing the largest redistributive program in our society. Reading assignments included several articles plus the following books: Paul Rascavage, Income Inequality in America, Arthur and Shaw, Justice and Economic Distribution, 2<sup>nd</sup> Edition, McMurrer and Sawhill, Getting Ahead: Economic and Social Mobility in America, Darity and Myers, Persistent Disparity, and Aaron and Shoven, Should the United States Privatize Social Security?

### **Economics of Labor Markets**

The role of labor in the economic system in both developed and developing countries. Division of labor, human capital theory, occupational job segregation, wage theory, relationship between work, family and household production, gender wage gap, unions. *Prerequisite: Introduction to Microeconomics. Students are evaluated on: one in class exam (35%); take home final (35%); two small projects (30%). Exams consist of short answers, problems, multiple choice, short essay questions.*

### **Effective Political Economy: Analysis, Interpretation and Communication**

While the overall level of economic activity of an economy is largely determined by the country's human, physical and educational endowments, major modifications in the production and distribution of goods and services can be greatly influenced by political forces. This course will focus on the modern American economy in light of its major changes in direction during the twentieth and current century. Further, this course will focus 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 will be given to the film communication of economic ideas. Students will be asked to choose an economic superstar to write about for their term paper. In addition short papers that communicate effective economic ideas will be written by the students. Particular emphasis will be on the economic results of political influences such as prevailing and/or shifting economic dogma, political parties, the business community, the role of government, the media, the globalization, organized labor, race, gender, and other social movements and declining middle class size and influence. Such phenomena will be examined and viewed as to the prospects for continued economic, political, and class harmony.

### **Intermediate Macroeconomics**

The course will examine the macroeconomic performance of the U.S. economy in the 20<sup>th</sup> and 21<sup>st</sup> 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.*

### **Intermediate Microeconomic Theory**

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: Introduction to Economic Analysis 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).*

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).

### **International Economics**

Since 1983, international economic activity, as measured by trade in goods and services alone, has by far outpaced the growth in the rest of the economy.. Add to this the flow of investment dollars between countries and the international sector is now a major determinant of domestic economic activity in a historically unprecedented way. In this course we will develop the economic analysis to enable us to answer the question of why nations trade, the interrelated analysis of currency exchange rates, trade, foreign investment and international financial flows, and how we measure trade in goods and services as well as other cross-border financial flows. Also examined are the effects of trade on domestic income, and rewards to such factors as labor and capital. With the above theoretical framework in place, important trade policy issues are examined including contemporary arguments surrounding tariffs, quotas, protectionism, regional trading blocks such as the European Economic Community, the North American free trade zone created by NAFTA, GATT, and international exchange rate policy. Also included is a critical examination of the role of the IMF and the World Bank.

### **Introduction to Development Economics**

This course is a survey of topics in development economics. The course provides a foundation from which students can advance to further studies in development economics. Moreover, the course seeks to make students aware of the challenges of economic development. It examines the meanings and measurement of development and then reviews 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 will provide a rich array of topics for theses and independent studies.

### **Introduction to Econometrics I**

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. The objectives of the course are: (i) students must demonstrate their understanding of the appropriate econometric methods for analyzing data; and (ii) generate and interpret computer output for the estimation and testing of econometric relationships. Several key statistical concepts would be reviewed.

### **Introduction to Econometrics II**

This course is a continuation of Introduction to Econometrics I. An important feature of the course is an empirical economics research project (EERP). For the EERP students will be expected to develop and build an econometric model and test it with a suitable dataset. Several topics will be suggested by the fourth week. Topics will come mainly from macroeconomics, development economics and international finance. In addition, students would be supervised on how to obtain the necessary data set. The course also introduces students to modern techniques of time-series econometrics. We will also complete panel-based regression models. At the end of this course students will have a wide array of tools to apply in their theses and pursue at greater detail as independent studies. At various points during the semester we would apply (in class) the necessary econometric technique to the following problems: (i) the role of excess bank liquidity in monetary policy; (ii) monetary transmission mechanism; (iii) demand for money; (iv) exchange rate volatility; and (v) portfolio theory.

### **Introduction to Economic Analysis\***

The course is designed to introduce the student to the way economists analyze social behavior and evaluate public policies. We examine the principles underlying how a market-oriented economy allocates its scarce resources among competing uses so as to answer the three basic economic questions – what to produce, how to produce it, and who gets it. We also develop an analytical framework to answer the question of whether a market-based allocation of resources is “good” for society. Considerable attention is devoted to understanding the basic market model of supply and demand. We will use that model to examine the pros and cons of selected policies, including rent controls, the minimum wage, and protectionist trade measures. The goal is to develop the student’s ability to undertake relatively sophisticated policy evaluation using the basic tools of economic analysis. We also analyze the appropriate role of the government in affecting the allocation of resources in a market-oriented economy. *No prior knowledge of economics is assumed. No math beyond basic arithmetic is needed, although heavy reliance is placed on graphical analysis. The course serves as a basic building block for further study in economics and is a prerequisite for most additional course work in the field. Course enrollment will be limited to 30 students.*

### **Introduction to Macroeconomics**

This course is an introduction to macroeconomics. The course will introduce students to essential materials that are necessary for the more advanced courses in economics. At the end of this course students would have a better understanding of important concepts such as GDP, GNP, national income, inflation, CPI, central banking, interest rates, exchange rates, balance of payments, etc. In addition, students would gain an understanding of introductory technical tools such as the Keynesian cross and AD/AS models. We would also briefly look at a model incorporating the idea of an interest rate rule as used as used by the Federal Reserve.

### **Introduction to Natural Resource Economics**

This seminar-style course will introduce students to natural resource economics -- the application of economic analysis to the allocation and management of renewable and nonrenewable natural resources. As the author of the text writes: "The emphasis will be on analysis: why resources are used as they are, and what specific steps can be undertaken to use them at a rate that is socially beneficial to all." The course pedagogy will rely primarily on facilitated student explication and discussion of the core concepts and issues, rather than lectures. *Prerequisites: Introduction to Economic Analysis and permission of instructor (enrollment limited to 20 students). Attending the first class day is mandatory -- a student information/interest form will be completed and used to make necessary selections.*

Required text: *Natural Resource Economics: An Introduction* by Barry C. Field (Waveland Press).

### **Introduction to Statistics**

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 chi-square analysis. Students will be introduced to computer programs for statistical analyses. *Prerequisites: At least second year status, an intended area of concentration in Psychology.*

### **Introductory Macroeconomics\***

This introductory level course will develop 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, the accounting system which measures the Gross Domestic Product or GDP will be studied along with the meaning of these statistics. From there will be developed a macroeconomic model of the economy, which, coupled with the study of the banking and monetary system, will 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 will also be examined, including the case for and against government management of the national economy. Finally the macroeconomic impact of the foreign sector and foreign trade will be 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 such as Money Line, or the Nightly Business Report. They should also be well equipped to move on to intermediate economic theory courses leading to the Concentration in Economics. *No prerequisites.*

### **Investing in Financial Markets: Fundamentals and Online Practicum**

This course establishes the fundamental principles of investing drawing on the wealth of information available on the internet. A basic understanding of accounting to include an informed reading of corporate financial statements is first developed followed by an understanding of the bond market, the stock market and mutual funds. Technical as well as common sense investing methods are studied through the readings of John Train, Peter Lynch as well as methods of the great master Warren Buffet. The course consists of a mix of computer lab work, student presentation, lectures and



papers on investment selections and the methods of analysis. A major goal of the course is to develop an interest in, and an informed sense of, investing for the long term. *Prerequisite: Introductory Macroeconomics, or permission of instructor.*

### **Law and Economics I: Property and Contract Law**

This upper-level seminar applies the principles of economic analysis to the basic legal rules underlying property and contract law. Do such rules represent a fair and efficient way of resolving disputes between affected parties? In the area of property law we cover such topics as nuisance law, government takings, and rights to intellectual property. In the area of contract law topics covered include formation defenses, performance defenses, efficient breach, and the determination of damages. The casebook method will be followed, with heavy emphasis on class discussion. The course is recommended for economics concentrators as well as upper-level students with an interest in the law. *Prerequisite: Introduction to Economic Analysis, or concurrent enrollment. Class size will be limited to 20 students.*

### **Law and Economics II: Tort and Family Law**

In the first part of this upper-level seminar the tools of economic analysis are applied to the basic rules governing tort law. (A tort is the wrongful injury of another person.) Specific topics include standards of liability (negligence, contributory negligence and strict liability), defenses to liability (e.g., assumption of risk, product misuse), and determination of damages. The second major area of study is family law. We will analyze the marriage "contract", and how the terms of that contract are affected by legal rules governing divorce, child custody and child support. Do such rules result in a fair and efficient allocation of resources by the parties involved? If time permits we will do a quick survey of the economic of criminal law. *Prerequisites: Introduction to Economic Analysis. Enrollment will be limited to 20 students. First-year students are not eligible to enroll in the course.*

### **Mathematical Economics: Analytic Foundations & Advanced Survey**

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. *Prerequisites: Intermediate Microeconomic Theory, Introductory Macroeconomics, 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 edition).

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

### **Mathematical Tools for Economists and Other Social Scientists\***

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 real-world context problems focusing on a particular academic discipline or related areas of interest. *No prerequisites.*

### **Money, Banking and Financial Markets**

The relationship of money and other financial variables to economic activity is a key element in the understanding of the functioning of the American economic system. This course will take a three-pronged approach toward providing the student with that understanding. First, the institutions of banking and other bank related financial services will be examined, including the historical development of the American banking system, regulation and deregulation, the thrift industry, non-bank financial intermediaries, financial markets, and their relationship the Federal Reserve System. Second, the practical tools of money, banking and finance will be explored. Among them will be present value analysis, derivatives, interest rate swaps, hedging with futures and options, arbitrage and money and deposit multipliers. Finally, the theoretical relationships of money and economic activity will be framed in the development of a general equilibrium model of the economy which will integrate money demand and supply with real sector economic activity such as investment, inflation, employment and other variables. The model will also help explain how monetary policy is conducted and evaluate often conflicting monetary theories such as Keynesian, Monetarist and Rational Expectations. *Prerequisite: Introduction to Economic Analysis and Introductory Macroeconomics.*

### **Orthodox and Heterodox Economic Growth Theories**

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 point of views. We would examine the Harrod-Domar, Solow and endogenous growth models. We would also look at post-Keynesian and neo-Structuralist ideas of economic growth. Finally we would examine the economic growth ideas of Schumpeter and also the theory of balance of payments constrained growth. The latter being particularly important for small open developing economies. *Prerequisites: intermediate micro and macroeconomics; at least one calculus course; introduction to econometrics would be an asset.*

### **Poverty and Welfare**

This seminar was organized around five major questions: what is poverty, who are the poor, what are the causes of poverty, what are the consequences of poverty, and what are we doing to alleviate poverty? We concluded with an examination of race and gender discrimination, with particular attention devoted to the issue of affirmative action in higher education. In addition to numerous articles, the following books, in whole or in part, were assigned for the course: Albelda et al, Unlevel Playing Fields, Gutman, Work and Welfare, Murray, Losing Ground, Jencks, The Homeless, Bergman, Saving Our Children from Poverty, Duncan and Brooks-Gunn, Consequences of Growing Up Poor, Bowen and Bok, The Shape of the River, Maynard, Kids Having Kids, Herrnstein and Murray, The Bell Curve, and Jencks and Phillips, The Black-White Test Score Gap. This evaluation is based on three midterm examinations, a 10-12 page term paper.

### **Public Finance: Taxation**

How the government acquires resources to perform its functions can have profound impacts of 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 use to acquire resources that we will discuss are the lottery, conscription and borrowing. 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.*

### **Seminar: AER May 2007 Issues & Developments in Economics**

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 Nineteenth Annual Meeting of the American Economic Association* (held January 2007 in Chicago, IL) 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 119<sup>th</sup> meeting are 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, either Mathematical Economics or Topics in Microeconomics, Econometrics (concurrent enrollment sufficient), and permission of instructor. 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. The written first-day assignment is strictly enforced.*

Required text: *American Economic Review* 97(2), May 2007 (Papers and Proceedings).

Note: Given the unique source of readings and structure, this seminar may be taken more than once.

### **Seminar in Political Economy**

While the overall level of economic activity of an economy is largely determined by the country's human, physical and educational endowments, major modifications in the production and distribution of goods and services can be greatly influenced by political forces. This course will focus on the modern American economy in light of its major changes in direction during the twentieth and current century. The political economy of European economic integration will also be examined. Particular emphasis will be on the economic results of political influences such as prevailing and/or shifting economic dogma, political parties, the business community, the role of government, the media, the globalization, organized labor, race, gender, and other social movements and declining middle class size and influence. Such phenomena will be examined and viewed as to the prospects for continued economic, political, and class harmony. *Prerequisite: Introductory Macroeconomics or Introduction to Economics Analysis.*

### **Seminar: Leading World Economies in the Post-9-11 Era**

The advance of world trade and economic integration and the collapse of the Soviet Union has put a changing face on many of the developed economies of the world. It has also created a number of new economic giants, but left other nations behind. The course will examine such economies and their economic relationship with the United States. Complicating this new world economic integration has been the events of 9/11 and the U.S. - Iraq war and their aftermath. Among those economies examined will be Japan, China, Korea, Brazil, Chile, Mexico, The European Community, The Middle East and Russia. *Prerequisite: Introduction to Economic Analysis or Introductory Macroeconomics.*

### **Topics in Microeconomics: Theories & Analytics Survey**

This course focuses on important extensions of microeconomic models of rational consumers and profit-maximizing firms. Many of the topics covered are at the forefront of research in microeconomics. Topics include: (1) Behavior within interdependent market structures, including oligopoly-reaction models, and simultaneous-play vs. sequential-play and repeated-play strategic gaming; (2) Decision making under risk and uncertainty, including standard models such as expected-value and expected-utility maximization as well as an introduction to alternatives to rational choice analysis such as minimax regret and prospect theory; (3) Time as an economic good and intertemporal choice; (4) Introduction to behavioral economics with non-standard motivations such as desires for fairness vs. positional advantage and interdependencies among consumers, including network externalities (bandwagon & snob appeal) and conspicuous consumption; (6) Demand for characteristics (not commodities) and contingent commodity analysis; (7) Economics of (the lack of) information, including information as a commodity and models of asymmetric information covering search, principal-agent problem and incentive contracting (including behavioral theories of non-profit maximizing firm), market for lemons, signals, screening, and self-selection devices; (8) Preference aggregation, including vote counting schemes such as plurality with single transferable vote, de Borda's "method of marks," and approval voting as well as Bergsonian vs. Pigovian social welfare economics and axiomatic social welfare functions. (Alternates with Mathematical Economics.)

*Prerequisites: Intermediate Microeconomic Theory; basic differential and integral calculus. Interested students are strongly advised to attend the mini class (syllabus & first day assignments are handed out).*

## History

### **A Cultural and Historical Examination of Colonial Latin American History\***

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-political-cultural circumstances. In terms of chronological and thematic focus, We will delve into how this area of the world both shapes and is shaped by 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. Meets Liberal Arts Curriculum requirement.*

### **A Cultural and Historical Examination of Latin American History, 1820-Present \***

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-political-cultural circumstances. In terms of chronological and thematic focus, we will look at: the Independence movements in Latin America, nineteenth century political trends, nineteenth century cultural and social trends, the Mexican and Cuban Revolutions, twentieth century political trends, twentieth century cultural and social trends, U.S./Latin American relations, social stratification and immigration/emigration. This comparative course attempts to provide breadth without privileging any one set of experiences. *No prerequisites. Meets Liberal Arts Curriculum requirement.*

### **African Slavery in the Atlantic World**

In this seminar we will explore African slavery in the Americas, Africa and Europe. 2007 marked the 200<sup>th</sup> anniversary of the abolition of the British slave trade. 2008 marked the 200<sup>th</sup> anniversary of the cessation of the international slave trade in the United States. But what really happened? How did a tiny minority topple this international trade? How successful were they in making their demands heard and in having them executed properly? We will examine the trade from the arrival of the first slaves to Santo Domingo to the final abolition of slavery in 1888. We will investigate its origins, its rise, its demise, the aftermath and the modern-day repercussions. Students will read works by historians, anthropologists and literary scholars, lead discussions, and write a term paper. *No prerequisites, but enrollment will be limited to 15. Priority will be given to History majors and Latin American and Caribbean studies concentration.*

### **American Culture and Politics, 1890-1945**

This seminar examines the relationship between culture and politics in the United States from the height of the industrial era through World War II. Building on the premise that culture is political and that politics is cultural, it teases out that relationship by introducing students to a range of readings in American cultural history and theory as well as to an array of primary documents from the late nineteenth and early twentieth centuries. Sample topics include: the politics of representing poverty in the industrial age; race politics in the film and literature of the Progressive era; the politics of fashion among turn-of-the-century working-class women; and popular front politics in 1930s theater, poetry, and music. *Enrollment is limited to 20 students. Preference given to third- and fourth-year students in History and related disciplines.*

### **American Culture and Politics, 1945-Present**

This seminar examines the relationship between culture and politics in the United States from World War II through the present. Building on the premise that culture is political and that politics is cultural, it teases out that relationship by introducing students to a range of readings in American cultural history and theory as well as to an array of primary documents from the mid- twentieth century to the present. Sample topics include: the impact of the Red Scare on popular culture; the cultural and political critique of the beatniks and the New Left; the rise of modern conservatism; and the post-

9/11 discourse on terrorism. *Enrollment is limited to 20 students. Preference given to third- and fourth-year students in history and related disciplines.*

### **American Environmental History, 1492-Present**

This course is a survey of American environmental history from European contact with the “new world” through the present. It is an inter-disciplinary course that gives special attention to the cultural dimensions of American environmental relations but that spans a range of topics addressing the impact of the economy, politics, and society on the American environment. Themes explored include: 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.” *The course is open enrollment.*

### **An Introduction to Medieval Manuscripts\***

This course will introduce students to the history of the Middle Ages (AD 700-1400, approximately) through the material evidence of its written remains. Since societies are in part defined by their means of communication, the class will examine the Middle Ages through medieval people’s changing uses of manuscripts to record and communicate business, scholarship, literature, and spirituality—for example contrasting the early medieval Book of Kells with late-medieval Italian account books. The course will integrate a historical approach (seeing manuscripts as evidence of broader social change) with a practical approach to the mechanics of manuscript production: what materials were used, as well as how styles in writing and illustration changed over time. Classes will combine lecture and discussion; students are responsible for three short papers and a final exam. *No prerequisites or enrollment caps.*

### **Animals, Oil, and Atoms: A History of American Energy**

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 literature, cultural studies, and political history. Participation is a requirement of this course. *Enrollment may be limited to 15-20.*

### **Contemporary French History**

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.

### **Early Caribbean History: Swashbucklers, Slaves, and Servants\***

This survey course examines the diverse histories and cultures of the Caribbean region. The first semester of the course will span from the pre-colonial era through the mid-nineteenth century exploring political, social and cultural events. Topics will explore the experiences of the regions diverse peoples and cultures. Major themes to be discussed include colonial history, slavery, race relations, political processes, relations with the United States, and immigration. 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-political-cultural circumstances. This comparative course attempts to provide breadth without privileging any one set of experiences. The course will consist of lectures, readings, videos, and discussions that focus on particular geographical regions and chronological periods. Throughout the semester, students will read works by historians, anthropologists, literary critics, and other scholars. Since a comprehensive country or period examination is not possible, we will be reading a sampling of scholarship from throughout the region and time frame. Additional readings consist of essay as well as primary documents such as letters, reports and other written records prepared by people who lived, worked and wrote during the period we are studying. There will be one midterm and a final exam and various written assignments throughout the semester. *No prerequisites. Meets Liberal Arts Curriculum requirement.*

### **Historical Methods**

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 first-years and non-concentrators) with permission of the instructor. *No prerequisites, but course size will be limited.*

### **History and Theory**

This seminar is designed to introduce students to a range of theories relevant to the practice of history. The student will be introduced to the terminology and issues associated with such schools of thought as Marxism, Western Marxism, Structuralism/Post-Structuralism, New Historicism, Cultural Studies, and Post-colonial Studies. In order to provide thematic continuity, the course focuses on the role of culture in history, covering such themes as: the challenge that culture poses to “materialist” histories; the relationship between cultural production and cultural consumption; the role that culture performs in social discipline, rationalization, and hegemony; the part that culture plays in the construction of collective identities; and the position of culture as a site of contestation, agency, and resistance.

### **Medieval Europe\***

This survey will introduce students to the formation of a uniquely European civilization between the years AD 700 and 1350, focusing on political, socio-economic, cultural, and intellectual developments between the rise of the Carolingian empire and the various crises of the fourteenth century. We will trace how ideas, communities, and institutions in these various areas evolved and affected one another, e.g., how the Crusades, medieval kingship, troubadour poetry, heresy, and the rise of universities were all connected. At the same time we will consider some of the historiographical debates surrounding this highly controversial period (can we still use the term “Middle Ages”? was there such a thing as feudalism?). Classes combine lecture and discussion; students are responsible for a midterm, a final, and a short paper. *No prerequisites or enrollment caps.*

### **Modern Caribbean History: Cannons to Cricket**

This survey course examines the histories and cultures of the Caribbean region. The second semester will investigate the nineteenth and twentieth centuries exploring political, social and cultural events. Topics will be both historical and current and will discuss the experiences of the regions diverse peoples and cultures. Major themes include colonial history, slavery, race relations, political processes, religion, culture, tourism, relations with the United States, and immigration. Throughout the semester, students will read works that focus on particular geographical regions and chronological periods. 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-political-cultural circumstances. Since a comprehensive country or period examination is not possible, we will be reading a sampling of scholarship from throughout the region and time frame. This comparative course attempts to provide breadth without privileging any one set of experiences. There will be one midterm and a final exam and various written assignments throughout the semester. *No prerequisites. Meets Liberal Arts Curriculum requirement.*

### **Modern European History I (1648-1870)\***

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.*

### **Modern European History II (1870-present)\***

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. Modern 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.*

### **Modern German History**

This course will examine the history of Germany in the nineteenth and twentieth centuries. Topics covered will include the Napoleonic conquest of Germany and the subsequent rise of German nationalism, the *Vormärz* and the Revolution of 1848, the formation of the Second Reich, the *Kulturkampf*, industrialization and the rise of socialism and the welfare state, Wilhelmine society, the First World War and the November 1918 revolutionary movement, the Weimar Republic, the rise, development, and defeat of Nazism, the Cold War division of Germany and the consequences of reunification after the fall of the Berlin Wall. 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 on a subject of their choice within the scope of the course.

### **Perspectives in American History, 1492-1865\***

This course introduces students to the race, class, and gender issues in American history from Columbian contact through the Civil War. The main themes addressed in this half of the survey sequence include: the nature and consequence of New World conquest; the rise and fall of race-based slavery; the growth of a capitalist economy; and the transformation of the country from colony to nation-state. The main objective of this course is to have students critically examine the dominant narratives told about early American history and to recover useful counter-narratives from primary documents and recent historical writings.

### **Perspectives in American History, 1865-Present\***

This course introduces students to the race, class, and gender issues in American history from the Civil War through the twentieth century. The main themes addressed in this half of the survey sequence include: the end of slavery and post-war reconstruction; the making of industrial capitalism; the birth of the modern welfare state; the emergence of a Cold War consensus; and the rise of modern conservatism. The main objective of this course is to have students critically examine the dominant narratives told about modern American history and to recover useful counter-narratives from primary documents and recent historical writings.

### **Race and American Identity, 1492-Present**

This course examines the role of race in the making of American identity from the early colonial encounters through the present. Its key themes include: the historical construction of race; the strategies and politics of resistance among various racial groups, and the re-articulations of racism and nativism across time and space. Tracing out the development of a black-white color line is a central preoccupation of this course, but this course complicates that black-white dichotomy by addressing the influence of Native American, Asian American, and Latino histories on the making of an American nation. *The course is open enrollment.*

### **Renaissance and Reformation Europe\***

This survey will cover the tumultuous age between the Black Death and the end of the Thirty Years' War (AD 1350-1650). Students will be introduced to key cultural, socio-political, and economic developments of the early modern period, including but not limited to: the Italian Renaissance, Atlantic exploration, the Reformation, and the scientific revolution. Historians have long recognized the significance of innovative concepts such as three-point perspective, the printing press, the nation-state, and proto-capitalism, but we will also consider to what extent such changes affected everyday people. Did peasants and women have a Renaissance? Was this really "progress"? Classes combine lecture and discussion; students are responsible for a midterm, a final, and a short paper. *No prerequisites or enrollment caps.*

### **Seminar on Race, Class, and Gender in the Americas**

The rich diversity of Latin American culture stems from the mixing of three cultures over five-hundred years. The unique culture of the southern United States is a product of three-hundred years of cross-racial interaction. 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 in 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.*

**Seminar: Topics in Latin American and Caribbean History**

Advanced seminars are offered on a regular basis on selected topics in Latin American and Caribbean history. These seminars are reading-intensive, primarily discussion-based, and normally require students to submit weekly response papers plus a final essay or research paper. Enrollment is limited to 15 students, and permission of the instructor is required. Recent seminar topics have included: From Bolívar to Chávez and Uribe: The search for Simón Bolívar's Gran Colombia; African Slavery in the Atlantic World; Haiti: History of a Nation; Puerto Rico: Borinquen and Nuyorican; Quisqueya la Bella: A History of the Dominican Republic; and So Near, Yet So Foreign: The Spanish Caribbean. Interested students are invited to inquire of Prof. Dungy regarding topics for forthcoming seminars in Latin American and Caribbean history.

**Seminar: Topics in Medieval and Renaissance History**

Advanced seminars are offered on a regular basis on selected topics in medieval and Renaissance history. These seminars are reading-intensive, primarily discussion-based, and normally require students to submit weekly response papers plus a final essay or research paper. Enrollment is limited to 15 students, and permission of the instructor is required. Recent seminar topics have included and/or will include: Celtic Britain; Culture and Society in Late Medieval Italy; The Italian Renaissance in Historical Context; The Western City: Antiquity to the Renaissance; and The World of Saint Francis. Interested students are invited to inquire of Prof. Beneš regarding topics for forthcoming seminars in medieval and Renaissance history.

**Seminar: Topics in Modern European History**

Advanced seminars are offered on a regular basis on selected topics in modern European history. These seminars are reading-intensive, primarily discussion-based, and normally require students to submit weekly response papers plus a final essay or research paper. Enrollment is limited to 15 students, and permission of the instructor is required. Recent seminar topics have included: Gender and Society in Modern France; Magic and Modernity; Nationalism, Internationalism, and Regionalism in Modern Europe; European Military History; European Intellectual History, 1848-1945; The Dawn of Time: Metahistory as Ideology; and The Enlightenment. Interested students are invited to inquire of Prof. Harvey regarding topics for forthcoming seminars in modern European history.

**The Age of Imperialism**

This course will examine the history of European colonial empires from their expansion in the late eighteenth century to their collapse in the late twentieth. Although broadly comparative, it will focus primarily on the empires of Britain and France, by far the largest of their time, and on colonial societies in Asia and Africa. Topics to be considered will include the motives and causes of imperial expansion, the destruction of traditional societies, the role of religion and missionaries, social and economic changes resulting from colonial rule, the spread of European institutions and ideologies from the metropole to the colonies, the rise of nationalism in the colonial world, the process of decolonization, and post-coloniality and the legacy of imperialism on both Europe and the newly independent states of its former empires. 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 on a subject of their choice within the scope of the course.

**The Black Death**

This seminar will explore the medieval catastrophe of the Black Death through the analysis of primary sources from the later Middle Ages. Beginning with the facts of the plague as a disease we will use contemporary documents to trace the spread and effects of the epidemic of 1347-52: historical and literary accounts, but also art, municipal decrees, agricultural records, plague liturgies and prayers. These will help us to assess the overall impact of the plague on Western civilization, considering in broader perspective how people deal with crisis, the effects of other epidemics, and the controversial associations of the Black Death with the so-called end of the medieval world (focusing on theories of Malthusian crisis and Huizinga's *Autumn of the Middle Ages*). Students are responsible for one short paper and one long paper; the latter will be presented orally in class. *No prerequisites, but enrollment will be limited to 15; priority will be given to History and Medieval/Renaissance studies majors.*

**The Norman Conquest of the Medieval World\***

This survey will introduce students to the power-hungry expansionists of the medieval world: the Norman conquest of England in 1066 was but one part of a broader bid for political influence that took the Normans from one end of medieval Europe to the other. Beginning with their Viking origins and settlement on the coast of northern France, this course will contextualize the Normans' invasion of England with their near-simultaneous takeover of Muslim Sicily and domination of the Holy Land during the First Crusade. We will examine the tactics (such as castle-building) that made all three of these campaigns successful, as well as the cultural adaptability that stressed integration in a time of intolerance (Norman Sicily's four official languages were Hebrew, Arabic, Latin, and Greek) and created such landmarks as the Tower of



London and the Norman Palace in Palermo, Sicily. Classes combine lecture and discussion; students are responsible for a midterm, a final, and two short papers. *No prerequisites or enrollment caps.*

### **The Old Regime and the French Revolution**

This course will cover the political, socioeconomic, and cultural history of France from about 1700 to 1815, with special emphasis on the causes and consequences of the French Revolution, one of the major turning points in European history. Topics to be examined include the political and social structures of the Old Regime, the plight of the rural and urban poor, the impact of the Enlightenment, popular culture, the outbreak and radicalization of the revolution, the rise and fall of Napoleon, and the meaning and legacy of the Revolution on modern French society. Course meetings will be devoted 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 on a subject of their choice within the scope of the course.

## **Political Science**

### **Advanced Seminar in American Politics: Citizenship, Political Authority & the Public Sphere**

This advanced level course will consider the development of civic ideas in the American experience. Students must have successfully completed some work in political science beyond the introductory level or have some comparable experience. The course explores the history of American political ideas and practices by focusing on the rhetoric in debates about citizenship and political authority. Disputes over these topics involve and constitute changing notions of the public sphere. These issues in turn provide the grounds for ongoing contests over political identity, political and civil rights, toleration, and the relationship of group and gender status to the state that animate political life in the United States. Among the theoretical perspectives we will consider will be the new institutionalism, discourse theory, and democratic theory. We will consider historical epochs such as the Revolutionary era, the Civil War, the Progressive era, the New Deal, and contemporary political life.

### **American Constitutional Interpretation**

The Constitution of the United States presumes that language and politics are mutually productive—that an utterance can create political order, that words can configure, can limit, political practice. So while the Constitution creates institutions of governance allocating authority, structuring and limiting power; in its arrangement of obligations and rights, it also articulates a particular vision of political life in writing. This course explores the processes of interpretation which make sense of that life and that polity. We will consider how Judges, Justices, Presidents, Members of Congress, state officials, and ordinary citizens give meaning to the words that have created, maintained, and transformed political life in the United States. In particular this course is designed to provide students with fundamental questions that will allow them to develop a rigorous analytical frame for studying the Constitution and the political community that it has inspired.

### **American Political Development**

This course covers the development of American Political Institutions and public policies from a comparative perspective. We consider various interpretations of how politics and institutions shape and are shaped by the social and economic context including class-conflict, cultural, pluralist, and new institutional theories. We will consider empirical studies from various standpoints on such topics as the presidency, Congress, urban policy, social welfare policies, and macroeconomic policy. While there are no prerequisites, I advise that only those with a background in American History, comparative politics or social theory take this course. *This course is intended for advanced students and is limited to 15.*

### **American Political Thought**

This intermediate course examines those political ideas that have had a lasting impact on how Americans understand themselves and the world. Although we will take seriously the abstract ideas that have shaped the American intellectual tradition; we will also take seriously the relationship between this history of ideas and the social and political conflicts out of which these ideas emerged; and we will take seriously the consequences of these ideas on the laws and institutions that they have informed. Because it would be impossible to survey all of American political thought we will begin our examination with the contested and changing meanings of liberalism and republicanism American political thought. Specifically, we will explore how constitutionalism, pragmatism, democracy, pluralism, and conservatism have altered our understanding of liberal and republican political tenets. And we will explore the ways in which race and gender have been employed to challenge those traditions.

### **The American Regime**

The American Regime is organized around a number of questions that continue to inform the American experience. Specifically in this seminar, we will consider the American political tradition as a response to the profound political, social, economic, and religious changes that took place beginning with the European Enlightenment. More specifically, we will interrogate liberal anxieties about freedom, equality, and reason by examining everyday practices embodied in those roles that exist (at least partially) beyond the reach of legitimate political authority. These relationships were (and continue to be) important in the American liberal tradition both because they limit government power and because they provide the foundation upon which political society is built. Or put another way, in the American liberal tradition an individual is not only, or even primarily, a citizen. At different times and in different circumstances, an individual is expected to fulfill the duties and obligations of being a parent or a child, a husband or a wife, a master or a servant, and a subject of God. Reason is secured as individuals apply the appropriate standards of conduct demanded by these different affective and institutional bonds.

### **Comparative Politics\***

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 macro-quantitative 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. political culture, institutional development, economic 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 quizzes on key concepts in the course, and write a take-home final project. *No prerequisites. Class size with be limited to 30.*

### **Constitutional Theory**

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 of Political Inquiry**

This course is intended for all students planning to complete a concentration in political science. It will introduce students to basic epistemological and ontological issues involved in studying politics, the fields of study, the theoretical schools, and the research methods influential in political science. Students will become familiar with the logic of inference and various techniques for taking advantage of it, and how to construct arguments about political topics. A major goal of this course will be for each student to design a major research project including a specification of the theories, models, methods, data, and logistics involved in completing the project. *Prerequisite: some work beyond the introductory level in Political Science. We strongly recommend an introductory course in Statistics.*

### **Democratic Theory**

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.

### **Global Environmental Politics**

This course is designed as an intermediate level seminar. Introduction to World Politics is a required prerequisite and Sustainable Development is a recommended prerequisite. Dual enrollment in Global Environmental Politics and Intro to World Politics will be considered for students who have successfully completed Sustainable Development. The course provides students with the conceptual tools needed to analyze cooperation and conflict in general; cooperation and conflict in domestic vs. international realms; and cooperation and conflict on commons issues. Building on this foundation, students are exposed to a select number of global environmental problems including climate change, ozone depletion, loss of biodiversity and the interplay of trade and environment issues. In addition to substantial participation requirements, students are evaluated via a mid-term exam, class presentations and a research paper. *The class will be capped at 20 students.*

### **Governing the Oceans**

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 will play a prominent role as will marine reserves and the relationship between science and policy. The course will introduce students to institutional theories with an emphasis on designing and enforcing effective institutions for solving marine problems at a variety of scales. The course will attempt to integrate law, politics, and economics while remaining sensitive to questions of physical science. In addition to substantial participation requirements, coursework will involve a series of short writing assignments. *No prerequisites are necessary but prior coursework in Economics and/or Political Science will be helpful. Limit 20 students.*

### **International Law and Politics**

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 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.

### **International Political Economy**

This course explores the relationship between political and economic processes in the international system. It introduces students to the history of international finance and trade patterns as well as the theories employed in international relations to model and explain the politics of international economics. It concludes by discussing the major issues in international economics, such as globalization, currency flows, international debt, and monetary integration. This is an intermediate-level course. In addition to frequent evaluations of students' knowledge of lecture topics and reading assignments, students will conduct a comprehensive country marketing analysis as part of a group research project. *Prerequisite: Intro to World Politics, Intro to Comparative Politics, or permission of the instructor. Maximum enrollment should not exceed 32 students.*

### **Introduction to American Politics\***

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. *Maximum enrollment should not exceed 30 students.*

### **Introduction to Political Theory\***

This course introduces students to the study of political theory and is designed to help students develop the critical skill that will allow them to be able to actively engage in "the act of seeing." In other words, we concentrate on reading and writing in ways that allow us to rigorously interrogate the world (or worlds) we inhabit. Specifically, we will confront the gradual transformation of political philosophy from concerns about what it means to live a fully human life and how our practices accord with that humanity, to those concerns about freedom, reason, and political authority that are most often associated with the modern world. Finally, we will consider what it means to be a "political theorist" in contemporary academic and political debates.

### **Introduction to World Politics\***

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, a midterm exam, a 2500 word paper and a final exam. *The class will be capped at 30 students.*

### **Modern Political Thought**

This course provides an overview of modern political thought as a response to the profound transformations of the political, social, economic, religious, and moral practice that begins with the destruction of the Feudal order and continues to inform our understanding of the world today. Drawing from the canon of modern political philosophy, this course focuses attention upon freedom as the principle foundation (and goal) of association. Specifically, we will interrogate the contested meaning of freedom by examining more closely the relationship between the individual and society; the concept of sovereignty and its role in defining ‘the State’; the emergence of ‘modern’ standards for creating, limiting, and evaluating political institutions; tensions between ‘nature’ and ‘reason’ as the foundation for knowing; and finally, attempts to make distinct political and private life.

### **New College Capitol Semester in Tallahassee**

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.*

### **Politics and Popular Culture**

This course explores how everyday activities reinforce (and sometimes challenge) established political commitments. Rather than focus a critical analytic lens upon political institutions and ideologies, this course interrogates how individuals and groups construct and negotiate identity through shopping, watching television, surfing the internet, and listening to music. Specific topics will include the distinction between ‘high’ and ‘popular’ culture, internationalization of cultural practices, liberal ideology and empire, the historical trajectory of American politics from the Cold War to the War on Terror, and the potential of (and potential anxieties about) emerging technologies.

### **Politics of China: Communism and Change**

This course will cover the political history and institutions of China from the communist revolution through to the “economic miracle” of today. After surveying the major eras of communist rule and the structure of the political system for the first half of the course, we will focus on contemporary politics. Among the topics we will examine in the second part of the course are the following: the staying power of the communist political regime in the face of dramatic economic and social change, change on the local level, relations with Hong Kong and Taiwan, and foreign policy, including China’s trade and economic initiatives in the Asian-Pacific region and in the global arena. Students will take an in-class exam on the Mao period, write a 15-20 page “issue paper,” and write a take-home final exam. They will also be responsible for leading discussion (along with a couple of other students) on the day we discuss the issue area on which they are writing.

*Prerequisite: an introductory course in Political Science or permission of the instructor. This course will be capped at 20 with preference going to students concentrating in Political Science or International Studies.*

### **Politics of Congress**

This intermediate level class focuses on the behavior and processes of the U.S. Congress. Most of the seminar examines external influences on members of congress, such as presidents, constituents and interest groups. The rest of the seminar examines members’ relations with each other, which are influenced by such things as rules, norms, committees, seniority and political parties. American Government course strongly recommended, but not required. *Enrollment limited to 15 students.*

### **Politics of Eastern Europe: From “Soviet Bloc” to United Europe**

This intermediate-level course focuses on the transitions in Eastern Europe. Since the 1989 revolutions, the countries of Central and Eastern Europe have undergone fundamental political, economic and social transformation. Long relegated to the periphery of Europe by the West and dominated by empires in both the West and the East, these peoples face many obstacles as they develop liberal democracies and modern capitalist economies. Some countries are progressing toward their political and economic goals and joining Western institutions. Others have not been as fortunate. Yugoslavia, for example, disintegrated in a series of civil wars. To unravel the current politics in what was Soviet-dominated Eastern Europe, this course is designed in three sections. The first quarter of the course examines the structure and evolution of communist rule in order to understand the legacy communism has bequeathed in social expectations, political structures, and the economy. Then, we move to the breakdown of the communist system and the 1989 revolutions. Here we ask not only what caused the revolutions, but also what their legacies are for the transitions in these countries. The last half of the course will look at these countries' attempts to build democratic political systems and market economies and their relations with the West. *Prerequisite: an introductory course in Political Science or permission of the instructor.*

### **Politics of the European Union**

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 nation-states, 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 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. Assignment structure: an early midterm, in-depth analysis of an institution, and a take-home final. *Prerequisites: an introductory Political Science course. With permission of the instructor an appropriate Modern European History course may be substituted for this prerequisite. Maximum enrollment should not exceed 20 students.*

### **Power and Public Policy in the U.S.**

This course covers in depth the process by which policy networks make federal level public policies. We will explore theories of power and political institutions to ask why the application of public authority takes the form it does. Some topics covered will include: policy networks, policy legacies, policy typologies, agenda setting, and the new institutionalism. The course will accommodate students' interests in social policy areas but we will pay attention to immigration policy, housing policy and drug enforcement policy. *Prerequisites: Introduction to American Government or another intermediate course in Political Science.*

### **Race and American Political Development**

This intermediate course is organized around a number of texts (and a number of American ‘myths’) that are recognized as part of the canon of American Politics. We will examine these texts not only in terms of what they have added to our understanding of race in the American experience, but also in terms of what these explanations do not say about the legacy of racism that has defined political development in the United States. Specifically, we will interrogate the ‘myths’ of an uncontested American liberal tradition, manifest destiny and the frontier thesis of democracy, the origins and effects of racial ‘equality,’ and the steady progress and ultimate ascendancy of ‘the American Creed.’ In interrogating these privileged interpretations of American Political Development we will examine: the role of political institutions (the Presidency, Congress, and the Supreme Court) in maintaining racial inequalities; the theories of racial difference that were considered authoritative at different moments in the past; and the protests that these racial theories inspired.

### **Russia in Transition**

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. *Prerequisite: 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.*

### **Sustainable Development**

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.

### **The Presidency**

The American Presidency is designed to provide an introduction to the constitutional and cultural development of the presidency from the American Founding to the present. Specific topics will include: the emergence of the modern presidency, the President's relationship with the other branches of government, an evaluation of the selection process, and the issues of race, gender, and class that underlie the American tradition. Of equal importance, this course will also be concerned with the enduring tensions between constitutional leadership and democracy embedded within the American political tradition. *Prerequisites: intro politics class or permission of the instructor. Class size will be limited to 20.*

### **Thinking Politics: An Introduction\***

This class is intended for all New College students interested in writing, researching, and thinking about politics in the course of their academic career. Our goal is to have students master the conceptual vocabulary depended upon by political scientists and theorists. The course will begin with a section on the methodologies of political inquiry. We will then move on to four sets of theoretical concepts. Each concept will be (1) introduced through the writings of classical Western political theorists; (2) developed by reading selections from a key text (monograph); (3) discussed from a comparative, including non-Western, perspective; and (4) given nuance and further depth through reading several contemporary journal articles. This class will be useful to all social science students and any others who may be interested in doing research on politics related themes. *No Prerequisites.*

### **Transitions to Democracy in Comparative Perspective (Advanced Seminar)**

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 5<sup>th</sup> or higher contract. In exceptional cases students in their 4<sup>th</sup> contract may be admitted.*

### **Transitions from War to Peace**

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 (pre-conflict, 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.*

### **Urban Policy and Politics**

This course is about power and the city. It surveys the politics and of space and place in the United States. It is intended as an intermediate level course and students should have completed some prior introductory work in political science. The topic will be how politics and public policy has, can and should make the places where we live and work, including cities and suburbs. The course will provide students with the conceptual tools needed to analyze urban policy. These include theoretical perspectives on the state and the city, basic knowledge of issues especially important in the American context, such as federalism and intergovernmental relations, and some recent history on urban development. With this basis established, we will look at selected topics such as globalization; race, ethnicity and immigration in urban politics; community organization and community and regional development; housing policy; and the impact of suburbanization on political culture. Students will be expected to participate in discussions and conduct or participate in a research project

### **Visions of the City**

This intermediate course examines the changing and contested meaning of urban life in the United States. Cities have been cast 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; architecture's relationship to nature and democracy; the origins of housing reform and the urban planning movement; and legacies of segregation.

### **Women After Communism**

Communist ideology sought to achieve equality for women. From this commitment and from the drive to expand the publicly available workforce, the communist leaderships in the Soviet Union and Eastern Europe designed systems and implemented policies that did indeed bring major changes in the roles of women in these societies. However, this was a partial and particular form of liberation. With the transition to electoral democracy and market capitalism, many women have rejected the identities imposed upon them by the previous system, but they have also encountered strong challenges and often hardships, including regression in their relative political power and economic position. At the same time, some women have been able to seize new opportunities in the opening of the system. After a brief overview of ideology, policy, and change in women's position under communism, we will turn to the issues raised by the transitions: the effect of the changes on the status of women, specific policy debates affecting women, changes in the cultural and physical context of many of the transitions (religious revival, nationalism, and war) that help to frame women's roles in society, women's participation in formal politics, and women's movements. To wrap up, we will consider whether the changes we have examined are similar to changes women experience during democratization processes and market reforms elsewhere in the world. This comparative perspective will allow us to tease out more clearly the legacy of the communist experience. *This "topics" course is open to all without prerequisites and capped at 20.*

## **Psychology**

### **Abnormal Psychology**

This course will offer an introduction to psychopathology. Different models of abnormal behavior will be compared, and students will be introduced to the science of classification of mental disorders. The majority of the course will review etiology, diagnostic criteria, prevalence and course of mental disorders. The course will cover many different disorders, following the main text. Related empirical literature will also be required reading. This literature will be on reserve at the library. Finally, modes of prevention and treatment will be discussed in relation to the various disorders. *Required courses: Introductory Psychology.*

### **Advanced Seminar in Experimental Psychology: Dolphin Behavior, Cognition, and Communication**

In this seminar we will read and discuss journal articles by leading authors studying dolphin behavior, cognition, and communication. We will also apply some of our knowledge to on-going studies of dolphins. *Prerequisites: Intro Psychology and Cognitive Psychology, or instructor permission. This course receives a mod credit but meets throughout the term.*

### **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.*

### **Animal Learning**

This course considers the mechanisms and processes of learning. We will discuss the basic issues in traditional learning theory including habituation, sensitization, classical conditioning, instrumental conditioning, and discrimination learning. *Prerequisites: Cognitive Psychology, Biological Psychology, or Animal Behavior. Enrollment 7-15 students.*

### **Applied Topics in Cognitive Development**

This seminar will focus on various real world applications of research in cognitive development. Topics will include issues surrounding child eyewitness testimony in legal proceedings, bilingual and multilingual education practices, preschool education, and language arts, among others. In this course we will review the current "state of the art" regarding these developmental issues and then consider the implications this primary research has for informing and shaping educational, legal, and other processes in society that involve children. *Prerequisite: Developmental Psychology. Class size will be limited to 20.*

### **Biological Psychology**

This course introduces the student to the biological bases of behavior and mind. We will address physiological, evolutionary, and ecological explanations for various psychological phenomena. 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.*

### **Cognitive Psychology**

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. *Prerequisite: Introductory Psychology.*

### **Comparative Cognition**

Animals learn, remember, solve problems, communicate, and deceive. They engage in complex interactions with their social and nonsocial environment. In order to engage in these activities, animals must form mental representations. This course will provide an overview of research investigating how animals process information and represent their world. We will discuss evidence derived from both laboratory experimentation and naturalistic field observations. *Prerequisites: Cognitive Psychology; Animal Learning or Animal Behavior; or instructor permission.*

### **Cross-Cultural Perspectives in Child Development**

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.*

### **Developmental Psychology**

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.*

### **Environment & Behavior**

According to one recent text, environmental psychology is defined as "a behavioral science that investigates, with an eye toward enhancing, the interrelationships between the physical environment and human behavior." The field is as broad and encompassing as the definition implies. We will focus primarily on topics that overlap with social psychology: environmental perception, cognition, and attitudes (with special attention paid to the natural environment); environmental stress; territoriality, privacy, and personal space; and the effects of the built environment. Although some background in psychology will be helpful, the course is open to interested students.

### **History of Psychology**

History of Psychology is an advanced-level survey course, designed to review the development of dominant models of explanation in psychology. Our primary focus is on the relatively recent use of scientific method and empirical evidence to test theories of human behavior. We will trace the origins of established psychological theories and explore the impact



that early assumptions and approaches may have had on contemporary research and theory. Fundamental philosophical issues and arguments will be emphasized, with the goal of relating persistent questions to similar concerns addressed by psychologists today. Students should have a strong background in research methods in psychology.

### **Integrative Learning: The Components of Intellectual Growth**

College students are expected to be active and engaged learners but rarely have an opportunity to examine their own learning process from an academic perspective. Drawing primarily on psychological research and incorporating readings from several disciplines, this course will explore the basic elements of intellectual growth from within the context of a liberal arts undergraduate education. We will focus on the mechanisms of critical thinking and problem solving and review the use and misuse of the tools of logic and inference. Various metacognitive strategies that facilitate the integration of knowledge will be examined, as will motivational and emotional influences on learning. We will review research on effective communication and persuasion, including written, spoken, and visual representations. Students will have the opportunity to apply what they have learned as they complete individual and group projects. Each student will be expected to create a personal electronic learning portfolio.

*No prerequisites. Class size limited to 1<sup>st</sup> year students.*

### **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. MOD 2 students must pre-register with appropriate professor before the contract submission date. *Class size for all seminars will be capped at 15 students.*

### **Introduction to Statistics\***

This course will introduce students to applied statistics in the behavioral and social 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 chi-square analysis. Students will be introduced to computer programs for statistical analyses. *Prerequisites: At least second year status, an intended area of concentration in Psychology.*

### **Introductory Psychology Seminar: Animal Thinking and Communication**

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 with specific emphasis on communication.

### **Introductory Psychology: Behavior in Social Context**

Social Psychology deals with the ways in which individuals think about, feel and act in social situations. This course will provide a basic introduction to theories and methods in the field, and applications in the real world. An important objective of this course is to help students develop critical and integrated modes of thinking about theories and empirical research in Social Psychology.

### **Introductory Psychology Seminar: Memory Development**

Can a 2 ½-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 6-month-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 Power of Persuasion**

"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 changed? 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.

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

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 an ocean away. Bottlenose dolphins recognize objects by reflected sound. Students will be introduced to the behavioral and physiological evidence that provides a glimpse of the other worlds of animals.

### **Lab in Social Psychology**

The primary goal of this semester-length lab course is to acquaint students with the wide range of methods and procedures used in social psychological research. This semester our research efforts will focus on questions related to conflict resolution and perceptions of justice. In addition to the regular class meetings, students will be expected to participate in lab sessions and to complete fieldwork assignments. *Enrollment is limited and requires permission of instructor.*

### **Laboratory in Comparative Cognition**

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.*

### **Laboratory in Developmental Psychology**

This course is designed to give students exposure to some of the research questions and methods used with infants, preschoolers, and young school-age children. Current research papers will serve as examples for discussion and critique. Students will develop skills with various aspects of developmental research from data collection, to data coding and analysis, to writing formal research reports. Students will collaborate on several planned group projects and design a final group project. *Prerequisites: Developmental Psychology AND Research Methods in Psychology, or permission of the instructor. Class size will be limited to 10.*

### **Psychology Senior Seminar**

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. *Class size limited to graduating students with psychology thesis advisors.*

### **Psychology Senior Thesis Tutorial**

This tutorial is a continuation of the fall Psychology Senior Seminar, 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.*

### **Research Methods in Psychology**

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.*

### **Sensation and Perception**

This course explores the sensory and perceptual processes involved in determining the properties of physical stimuli. Initially, we will discuss psychophysics, the study of the relationship between psychological phenomena and physical events. We will continue with reviews of vision and audition. A specific emphasis will be placed on applications of psychological and biological knowledge to perceptual analysis of two-dimensional visual images and music. No prior academic experience with art or music is required. *Prerequisites: Biological Psychology or Neurobiology.*

### **Social Cognition**

Many years ago, Kurt Lewin made the point that in order to understand social behavior, it is important to understand how people construe or think about their social environments. Social cognition refers to the set of processes by which people perceive, think about, and remember aspects of their social world. Specific processes include person perception, attitude

formation, stereotyping, and prejudice. In this class, we will cover social cognitive topics by reading classic and contemporary primary literature rather than secondary sources. *Prerequisites: Introductory Psychology; Social Psychology. Enrollment capped at 15 students.*

### **Social Psychology**

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.*

### **Special Topics in Language Development**

A 12-month-old hears someone say: FIMSOGFIMFIMTUP. How does s/he figure out which parts are words? Or if it's a grammatical string? Through innate constraints? Through constructing grammatical strings in the patterns s/he hears in speech? How about VOTPELPELJIC? These examples were generated for an artificial language to which 12-month-olds were exposed. They learned the grammar! Studies like this one will be the focus of this seminar which will explore language processing and development through various theoretical perspectives and current debates in the field. Also included will be topics in language learning in special populations (e.g., hearing impaired, blind, etc.) and animal language learning. Students will also get experience using the CHILDES computerized transcription, analysis and database system via their own special projects. *Prerequisites: Developmental Psychology or Cognitive Psychology, or permission of the instructors.*

### **Tests and Measures**

This is a survey course in psychological testing. This course will examine test development, intelligence testing and personality testing. Historical trends and current issues in measurement will be discussed including ethical issues in testing in ethnically diverse populations and disadvantaged populations. *Prerequisites: Introductory Psychology; Abnormal Psych OR Developmental Psych OR Personality.*

### **The Social Psychology of Conflict Resolution**

Why can't we all get along? In all areas of social life – close relationships, families, schools, the law, business, politics, the environment, international affairs – conflicts often remain unresolved even when all parties claim to be interested in achieving fair settlements. The social and psychological processes involved in negotiation and conflict resolution have been explored across a wide range of disciplines and perspectives. This second-module course will focus on social psychological theory and research related to conflict resolution. Toward the end of the module we will examine several case studies based on recent environmental conflicts. *Prerequisite: Social Psychology. Class size will be limited.*

### **The Social Psychology of Justice**

Justice can be defined as the “fair” distribution of the conditions and goods that affect the psychological, physiological, economic, and social well-being of members of a group. It also is a personal judgment about the correspondence between a particular outcome and what a person believes he or she deserves. This course will examine the values and rules used to determine and justify what is “fair” in situations and contexts ranging from parent-child relationships to international law. We also will review theory and research in social psychology related to the causes and consequences of *injustice*, focusing primarily on gender, race, and cross-cultural evidence. In addition to exams and other written assignments, students will complete a group research project as a course requirement. *Prerequisites: Social Psychology, Research Methods in Psychology.*

## **Sociology**

### **Attitudes and Behavior (Advanced Seminar in Social Psychology)**

The general focus of this course is to use a seminar format to examine, in-depth, an advanced Social Psychology topic. This course examines attitudes, behaviors, and the relationship between them. It is not an introductory Social Psychology course designed to cover core concepts and classic readings in the field. *As such, the suggested prerequisite for this seminar is an introductory Social Psychology course.*

### **Introduction to Research Methods**

This course's main objective is to introduce a range of basic research methods used by sociologists, including surveys, experiments, qualitative interviews, observations and archival methods. The course also addresses the logic of reasoning in social science research and exposes students to some important methodological and epistemological issues in the field.

### **Introduction to Sociology\***

This initial exploration of sociology as an academic endeavor presents an overview of macro-sociological approaches for the study of social inequality. The purpose of this exploration is to offer an initial understanding of the complexities embedded in the world that surrounds us, and to gain a new view of our own role in this complex web. The course is organized in a progression where we move from a basic introduction into sociology, to a more detailed exploration of two central sociological paradigms (consensus and conflict), to the specific exploration of research and theories surrounding class, gender, and race.

### **Introduction to Sociology through Social Psychology\***

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.

### **Practicum in Community Building**

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.*

### **Seminar: Community Empowerment, Public Policy, and Civic Renewal**

This course will be an advanced interdisciplinary seminar exploring theoretical perspectives and empirical research related to civic engagement, social capital, and democratic practice in the post-modern era. The seminar will be team-taught by Professor Brain and Professor Fitzgerald, and is designed for advanced students with an interest in the sociology and politics of the public realm and civic life, particularly as they play out in the context of current urban and environmental issues. *Enrollment will be by permission of the instructors only. In general, students will be expected to have substantial background in Social and Political Theory, as well as other courses in Sociology and/or Political Science. (Cross-listed under Sociology and Political Science.)*

### **Social Influence (Advanced Seminar in Social Psychology):**

The general focus of this course is to use a seminar format to examine, in-depth, an advanced social psychology topic. This course examines a variety of ways in which individuals and organizations can change people's attitudes and behaviors. The course explores the mechanisms of social influence both at the conceptual and theoretical level to cover a broad range of social influence literature. It is not an introductory Social Psychology course designed to cover core concepts and classic readings in the field. *As such, the suggest prerequisite for this seminar is an introductory Social Psychology Course.*

### **Social Movements**

In this course, we will study different sociological explanations for why and how mobilizations take place and prevail. We will also explore issues such as the role of political opportunity, charismatic leadership, gender, race, ethnicity, and social class in shaping social movements and revolutions. Not only will we explore the difference between social movements and revolutions, but will also delve into the specific historical circumstances of mobilizations in different parts of the world. This course is geared at the intermediate level, students with one or two courses in the social sciences will be better prepared to face its challenges.

### **Social Psychology Research Practicum 1: Studying Human Behavior**

This course focuses on learning research techniques through classroom lectures, workshops, and actively participating in the design and implementation of a full-scale social psychological research project. The first module (MOD 1) focuses on the design of the research project including developing a working content knowledge, developing a measurement tool, writing a proposal, and obtaining Human Subjects approval. *Prerequisite: At least one Sociology course.*

### **Social Psychology Research Practicum 2: Studying Human Behavior**

This course focuses on learning research techniques through classroom lectures, workshops, and actively participating in the design and implementation of a full-scale social psychological research project. The second module (MOD 2) focuses on the implementation of the project including pre-testing & refining the measurement tool, collecting data, developing a

working knowledge of the relevant data analysis software, managing & storing data, and early data analysis. *Prerequisite: At least one Sociology course.*

### **Social Theory\***

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.*

### **Sociology of Development**

In this course we will gain a sociological understanding of the complexities in the study of economic and social development, gaining a keen understanding of three schools of thought: Modernization, Dependent Development, and World Systems. We will explore the historical processes behind economic development and critically analyze the varied definitions of development. We will also look at the underlying assumptions for each definition, their influence in our understanding of the subject matter and effect on policy-making. We shall study the changes in social organization that accompany economic growth, looking not only at infant mortality rates, birth rates, and education, but also at cultural and social transformations such as changes in the roles of women. *This course is geared at the intermediate level, students with one or two courses in the social sciences will be better prepared to face its challenges.*

### **Sociology of Race and Ethnicity**

We explore key sociological concepts and theories on race and ethnicity, as well as the historical and current experience of specific ethnic groups in the United States and some examples from abroad. Although this course is on race and ethnicity, the interaction between race, class, and gender will be prevalent.

### **Space, Place & Community**

It has often been claimed that physical location has become increasingly irrelevant as a result of new communications technology, transportation systems, postmodern cultural transformations, and global flows of capital. In recent years, however, there has been a rediscovery of the sociological importance of place-- as an empirical phenomenon, as a theoretical object, and as a conceptual anchor for critical discourse. This course offers an introductory exploration of the sociology of place and the ways that place continues to matter, postmodernist confusion notwithstanding. The course will explore cultural practices, forms of material power, and social processes that produce particular landscapes, with a particular focus on the various ways that constructions of space and place connect humans both to each other and to the non-human world. The course is designed to work toward an understanding of the ways that social relations are inscribed, registered visually, represented or obscured, naturalized or manipulated, and given obdurate material reality in the intentional production of spatial arrangements and architectural forms, as well as in the apparently unintended landscapes (both urban and rural, built and supposedly "natural") against which such productions take shape. This course is intended as an advanced follow-up to Urban Sociology, particularly geared to students interested in Urban and Environmental Studies. *Prerequisite: Urban Sociology.*

### **The Sociology of Culture**

This course will provide an introduction to current theoretical perspectives, methodological issues, and empirical work in the sociological study of culture. We will examine sociological accounts of the production of culture (including popular culture, art, and varieties of material culture), and also consider the use of different modes of analysis of culture and cultural products in the development of satisfying explanations (and, more generally, critical understanding) of important sociological phenomena such as power, inequality, the social construction of technology, and other durable patterns of social organization. *Class size will be limited. Prerequisite: At least one prior course in Sociology.*

### **The Sociology of Sustainable Communities**

This course is an effort to develop a critique of contemporary environmentalism and current ideas about sustainability from a sociological perspective. The course will include the following topics: Sociological and historical perspectives on the way we have constructed the relationship between the human and non-human aspects of the world; the history of environmentalism and the environmental movement in the United States, in the context of an understanding of the politics and sociology of land use; the politics of environmentalism in the 20th century, including the unintended consequences of "green" symbolic crusades and environmental regulation; practices and practical challenges of sustainable community development. The overall goal of this course is to challenge much of the current received wisdom and the often unreflective ideas concerning what it might mean to live in a more ecologically responsible fashion, or, in more romantic formulation, in closer harmony with "Nature." In its approach to this critique, the course is oriented by the proposition that a precise sociological understanding of environmental issues can contribute to the formation of genuinely sustainable practices (and politics) of environmental responsibility. *Class size will be limited. Prerequisite: Urban Sociology.*

### **Urban Sociology**

This course is an introduction to the sociological study of the urban landscape. 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 20<sup>th</sup> 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. *(If it is necessary to limit enrollment, preference will be given to first and second year students.) This class is a prerequisite for "Sociology of Sustainable Communities" and for "Space, Place & Community".*

### **Work Organization and Its Alternatives**

In this course we will explore sociological analyses of the organization of work, focusing on twentieth century labor relations. We look at the organization of work in capitalist enterprises from the late 19th and early 20th century to current experiences as influenced by electronic technology. We analyze participatory plans in privately owned corporations, cooperatives, and the Kibbutz. We look at the building principles of these alternatives, their benefits and limitations. This course is geared at the intermediate level, students with one or two courses in the social sciences will be better prepared to face its challenges.