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Interdivisional & Interdisciplinary

Course Title and Description	Day	Time	Room
Ethics and Experimentation <i>Callahan</i> <i>See description under Religion.</i>	Module 1		
Reading Florida: Literature and Landscape <i>A. M. Miller/Environmental Studies Staff</i> <i>See description under Literature</i>	Full Term		

Division of Humanities

Course Title and Description	Day	Time	Room
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Art History

Monuments and Methods: The Art of Late Antiquity and the Early Middle Ages

Carrasco

Full Term

This course will deal with selected aspects of the art and architecture produced between the end of the Greco-Roman era and the consolidation of a fully medieval vision circa 1100. Among the items to be considered are mosaics, ivories, illuminated manuscripts, wall paintings, reliquaries, and architectural sculpture. Organized around a set of books and articles that represent a variety of approaches to the art of this period, this course also offers an introduction to the methodology of art history.

Seminar; by permission of instructor.

Nineteenth Century Painting

Hassold

Full Term

Tue
Thu

10:30-11:50

CAP
107

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.). Also, it will include some English and German art (the Pre-Raphaelites, Turner, and the German Friedrich). 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. Within the course, style is treated 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*, Hugh Honor's *Neo-classicism*, and Linda Nochlin's *Realism*.

Seminar: Modernism and Madness

Hassold

Full Term

Tue
Fri

12:30-1:50

CAP
107

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 with 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. Preference will be given to those who have an appropriate topic that they wish to work on.

Classics

Division of Humanities

Course Title and Description	Day	Time	Room
<p>Elementary Greek I <i>Moore</i> Full Term</p> <p>An intensive introduction to the ancient Greek Language. Focus will be on understanding grammar, acquiring vocabulary, translating brief passages from ancient authors. The aim of the course is to prepare to read Plato and Homer in the next year; but the study of Greek is also valuable in itself as an introduction to Greek civilization and as an exploration of historical linguistics.</p>	Mon Wed Fri	11:00-11:50	PME 219
<p>Advanced Greek <i>Moore</i> Full Term</p> <p>Readings in Greek poetry and prose will be chosen to meet the needs of the students.</p>	TBA		
<p>Elementary Latin I <i>Moore</i> Full Term</p> <p>A rapid introduction to the language of the ancient Romans. Grammar, vocabulary acquisition, and practice reading passages based on ancient authors. The aim of the course is to prepare to read such classical authors as Caesar, Catullus, Cicero, and Ovid in the next year; but the study of Latin is valuable in itself.</p>	Mon Wed Fri	10:00-10:50	PME 219
<p>Advanced Latin <i>Moore</i> Full Term</p> <p>Readings in Latin poetry and prose will be determined according to the needs and interests of the students.</p>	TBA		

Fine Arts

<p>Introductory Painting: Color Theory <i>Mead</i> Full Term</p> <p>This is a multifaceted course to initiate a 'never before' student into the world of painting in oils and color. It is a prerequisite for painting students simply because somewhere along the process these concepts and laws of color have to be considered. No prerequisite; 12-15 hours per week studio involvement (one 4-hour mandatory class attendance for lecture and critique).</p> <p><i>Limited to 20 students</i></p>	Wed	12:30-4:00	CFA 505
<p>Fine Arts Seminar/Critique <i>Mead</i> Full Term</p> <p>This will be a 3-4 hour weekly session for 2D Fine Arts students who are or are considering a major concentration in this area. Ongoing work will be presented for open critique and discussion of technique, composition, content and intention, in any medium.</p> <p><i>Not for beginning students.</i></p>	TBA		
<p>Creative Drawing: Point/Line <i>Mead</i> Full Term</p> <p>This is a presentation of traditional pen and ink techniques including stipple, curved-lines, ruled and freehand drawn lines, hatching and crosshatching without reference to the depiction of objects. There will be a two-hour studio critique and an average of 10 hours additional studio participation each week.</p> <p><i>Additional Fine Arts courses in 3D to be offered pending faculty appointment.</i></p>	Mon	12:30-2:30	CFA 509

Languages

Students who have studied French before and who are interested in continuing here at New College need to take the French placement test which will be offered during orientation. Time and place will be announced during the "mini-class."

Division of Humanities

Course Title and Description	Day	Time	Room
<p>The Contemporary Latin American Novel (In English) <i>Palls</i> Full Term <i>See description under Literature.</i></p>			
<p>Beginning French I <i>Van Tuyl</i> Full Term</p> <p>This first-semester course is designed for students with little or no background in French. Required work for the course includes weekly quizzes, frequent dialogues and writing assignments, and a comprehensive final exam. Three 50-minute classes per week plus one 90-minute lab session. Attendance and active participation are required. Class is conducted entirely in French.</p> <p><i>Enrollment limited to 20.</i></p>	Mon Wed Fri	10:00-10:50	LBR 248
<p>Beginning French I Lab</p>	Mon	6:00-7:30	LBR 209
<p>Intermediate French I <i>Reid</i> Full Term</p> <p>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 "French in Action" 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.</p> <p><i>Prerequisite: Completion of Beginning French II or permission of instructor. Enrollment may be limited.</i></p>	Mon Wed Fri	11:00-11:50	LBR 248
<p>Intermediate French I Lab</p>	Tue	3:30-5:00	LBR 154
<p>Francophone Literatures of the Americas: Giving Voice to Identity <i>Reid</i> Full Term <i>See description under Literature.</i></p>			
<p>Advanced French <i>Van Tuyl</i> Full Term</p> <p>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. Required work for the course includes intensive individual grammar review, frequent writing assignments, and a comprehensive midterm and final exam. Attendance and active participation are required. Class is conducted entirely in French.</p> <p><i>Prerequisite: Successful completion of Intermediate French II or permission of instructor.</i></p>	Mon Wed Fri	9:00-9:50	LBR 248
<p>The Spanish Picaresque Novel (In English) <i>Portugal</i> Module 1 <i>See description under Literature.</i></p>			
<p>An Introduction to Colonial Texts: Spanish America (In English) <i>Portugal</i> Module 2 <i>See description under Literature.</i></p>			

Division of Humanities

Course Title and Description	Day	Time	Room
<p>Elementary German I <i>Cuomo</i> Full Term</p> <p>This is the first part of a one-year introduction to the German language. Using Moeller/Liedloff's <i>Deutsch heute</i> Sixth Edition as text and the accompanying workbook and tape program, students will gain a fundamental knowledge of German grammar. 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 regular use of the language laboratory and participation in supplementary review sessions with the teaching assistant is a requirement. During Term I the first eight chapters of <i>Deutsch heute</i> will be covered. There will be frequent written assignments and chapter tests, as well as comprehensive midterm and final examinations.</p>	Mon Wed Fri	10:00-10:50	LBR 156
<p>Intermediate German I <i>Cuomo</i> Full Term</p> <p>This course will be an intensive review of German grammar, with Wells, <i>Handbuch Zur Deutschen Grammatik</i> and Sparks/Vail, <i>Der Weg zum Lesen</i> as the main texts. Work will be done to develop students' conversational and writing skills, and readings of moderate difficulty about cultural and literary topics will be covered. There will be six chapter tests and a midterm and final examination.</p> <p><i>Prerequisite: One year of college-level German or its equivalent.</i></p>	Mon Wed Fri	11:00-11:50	LBR 156
<p>Beginning Russian I <i>Schatz</i> Full Term</p> <p>This course is intended for students with a confirmed interest in learning the essentials of Russian grammar and syntax. Students should be prepared to attend class sessions conscientiously and to devote at least two hours of preparation for each hour in the classroom. No prior work in Russian is expected, but students who have had some previous experience with the language may wish to enroll in this course for review and continuation of study. The basic text for the course will be Samuel D. Cioran, <i>Russian Alive!</i> Since mastery of Russian grammar normally requires four semesters of study, this course should be viewed as the first component of a four-semester sequence. This semester we will begin with the <i>ABV's!</i></p>	Mon Wed Fri	10:00-10:50	PME 213
<p>Intermediate/Advanced Russian: Nineteenth-Century Short Fiction <i>Schatz</i> Full Term</p> <p><i>See description under Literature.</i></p>			
<p>Intensive Elementary Spanish <i>Palls</i> Full Term</p> <p>Designed for students with little or no background in Spanish, this course will enable the student to speak, read and write Spanish on a basic level in <i>one semester</i>. In order to accomplish this goal, the class will meet <i>five times a week</i> for one hour each class session and students will be expected to attend class regularly and prepare all assignments carefully. Accuracy in communication is stressed and significant progress in all language skills will be the basis for the evaluation of a student's performance. Audio and audiovisual components will aid in the learning process. Periodic written examinations of the material will be administered to determine each individual's progress. A very rigorous and disciplined approach as well as a firm commitment to the study of the material on the part of each student are required to achieve optimal results. Satisfactory completion of this course as well as the Intermediate Spanish course next semester is required to achieve an intermediate level of proficiency in the language.</p>	Mon Tue Wed Thu Fri	11:00-11:50	LBR 248

Division of Humanities

Course Title and Description	Day	Time	Room
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Spanish Composition and Conversation

Portugal

Full Term

**Mon
Thu**

3:30-4:50

**LBR
250**

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 for accuracy will be required.

Prerequisite: Either (a) satisfactory completion of Intermediate Spanish at New College; or (b) the equivalent of 3 semesters college-level work done in another institution. Students need to contact the instructor as early as possible before or during the first week of classes of the fall semester for assessment of proficiency. No student will be admitted without fulfillment of this requirement.

Literature

Victorian Literature: Home and Empire

Wallace

Full Term

**Tue
Thu**

10:30-11:50

**CFA
212**

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: George Eliot, Charlotte Brontë, Charles Dickens, Wilkie Collins, Robert Louis Stevenson, William Makepeace Thackeray, Arthur Conan Doyle, Mrs. Henry Woods, H. Rider Haggard, 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 Thursday of Exam week.

This course is open to beginning students of literature and non-majors, but enrollment may be limited.

Division of Humanities

Course Title and Description	Day	Time	Room
<p>Anglo-American Feminist Theory: Conceiving Women <i>Wallace</i> Full Term</p> <p>Readings will include selections from the following writers or works: Simone de Beauvoir's <i>The Second Sex</i> and Kate Millet's <i>Sexual Politics</i>; some works by radical, cultural, and materialist Anglo-American feminist writers; Nancy Chodorow's <i>Reproduction of Mothering</i> and other selections on alternate approaches to psychoanalysis/psychology; so-called French Feminist writers such as Hélène Cixous, Luce Irigaray, and Monique Wittig; Toril Moi's <i>Sexual/Textual Politics</i>; post-colonial or Third-world writers such as Gayatri Spivak and Trihn T. Mihn-ha; work by American women of color; and some works on cyborgs and the future of feminist theory.</p> <p>The course will focus on feminist theory in the context of America and literary criticism. Particular attention will be paid to essentialism vs. social constructionism, alternate models of psychology and knowledge, the question of "feminine writing" and women's relation to language, and conceptions of the body. Reading will be dense and at times extremely difficult; a willingness to engage with the material covered will be an important criteria for satisfactory evaluation. Written work will include weekly 2-page responses to the readings for at least 10 of 14 weeks, and two short essays (6-8 pages). Students should expect to read and respond to each other's work, and participate actively in class discussion and moderation.</p> <p><i>Students who have completed at least one year of college-level work will be given preference. This interdisciplinary course will count towards fulfillment of a Gender Studies split major.</i></p>	Mon Thu	3:30-4:50	CHL 221
<p>Reading Florida: Literature and Landscape <i>A. M. Miller/Environmental Studies Staff</i> Full Term</p> <p>Limited to fifteen students for whom this is the first term in college, this team-coordinated discussion group will explore Florida's naturalist writers by linking its fiction, history, environmentally informative non-fiction, and poetry to specific settings—some of which we visit on field trips. Our readings and discussions will shade into those of the series of lectures titled <i>Environmental Research and Management in Southwest Florida</i> (see course description under <i>Environmental Studies</i>) and may well relate to some intellectual strategies of Professor Berggren's interdisciplinary course listed under <i>Philosophy</i>. Seminar members of "Reading Florida" must be willing to travail, talk, and travel.</p> <p><i>By written permission of instructor. Although there are no academic prerequisites, students must write Dr. Miller, care of Humanities Division, New College mailing address, to express their specific interests by July 31.</i></p>	Mon Thu	10:30-11:20	CGR
<p>The Contemporary Latin American Novel (In English) <i>Palls</i> Full Term</p> <p>International literary recognition has been accorded to the novelistic work of many Latin American writers during the last half of the 20th century, and translation of this exciting fiction into English since the '60s has permitted a larger audience to experience and appreciate it. This course will focus on novels by several authors that have made significant contributions to contemporary literature. Writers from the "boom generation" as well as the "post boom" will be included. Form and narrative devices rather than content will be the primary focus of discussion and analysis and students will be required to read a substantial amount of critical material and expected to contribute significantly to discussions. The reading load is substantial and oral reports and some short essay writing can be expected. If you do not enjoy participating actively in class discussions, please do not enroll.</p>	Wed	12:30-3:20	PME 219
<p>The Spanish Picaresque Novel (In English) <i>Portugal</i> Module 1</p> <p>The course will focus on the study of <i>El Lazarillo de Tormes</i>; two of Miguel de Cervantes <i>Exemplary Stories [Novelas Ejemplares]</i>, <i>Rinconete and Cortadillo</i> and <i>The Dialogue of the Dogs</i>; and <i>The Swindler [El Buscón]</i> by Francisco de Quevedo. The course will offer an introduction to the study of the literary tradition of the Spanish picaresque from its origins during the Counter-Reformation through the Baroque period. The development of the genre will be seen in connection with the process of Spanish culture & society from the second half of the 16th Century through the first half of the 17th. 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.</p>	Mon Thu	12:30-1:50	LBR 250

Division of Humanities

Course Title and Description	Day	Time	Room
<p>An Introduction to Colonial Texts: Spanish America (In English) <i>Portugal</i> Module 2</p> <p>We will focus on two main authors of the 16th and 17th Centuries. We will work with selections from <i>The Florida</i>, and <i>The Royal Commentaries [La Florida & Comentarios Reales de los Incas]</i> by Garcilaso Inca de la Vega; and with the <i>Answer to Sor Filotea de la Cruz</i>, 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.</p>	Mon Thu	12:30-1:50	LBR 250
<p>Voices and Visions of Poetry <i>A. M. Miller</i> Module 1</p> <p>An advanced introduction to poetry, poetics, and other poet tricks, this potentially large experiment will attempt to meld a depressingly standard lecture format with talk-back discussion sessions, written and audio texts, student work-groups, readings in person by more-or-less live poets, and video presentations from the Annenberg-CPB series. Although the course is aimed at first-year students, the instructor welcomes older hands who want to help. The approach is cognitive and discursive. This is not a creative writing course, but it is among the prerequisites for some (soon to follow). This course would be an appropriate co-enrollment with <i>Modern/Postmodern Culture</i>.</p>	Wed	12:30-3:20	HCL 8
<p>Shakespeare's Long Shadow: The Imaginary Stage of British Romantic "Closet Drama" <i>A. M. Miller</i> Module 2</p> <p>As in <i>Anthony and Cleopatra</i>, Shakespeare's stage epitomized the free performative space--which seemed excessive to Dryden. Hence, his "unitized" revision of <i>A & C</i> as <i>All For Love; or, The World Well Lost</i>. Later, as reread by the British Romantic poets, Shakespeare was too sacred to revise, yet too good to perform. The best free stage, after all, was one's own mind. Hence, Romantic "Closet Drama," designed to be read rather than acted. We will examine this matter in some detail--by reading Shakespeare and Dryden to establish some polarities--then move to Byron's <i>Manfred</i> and Shelley's <i>Prometheus Unbound</i>. Reading and writing will be intensive; a few "creative-writing" experiments are built into the syllabus.</p> <p><i>This seminar is limited to twenty students with college-level background in poetry and poetics. Enrollment will be by permission of the instructor only, and only by "Contract Renegotiation Form" to be signed during the final week of the first module.</i></p>	Wed	12:30-3:20	CFA 211
<p>Intermediate/Advanced Russian: Nineteenth-Century Short Fiction <i>Schatz</i> Full Term</p> <p>In this course we will read and analyze short fiction by Pushkin, Dostoevsky, Tolstoy, and Chekhov. Students with a minimum of four semesters of Russian language study at New College or the equivalent are welcome to enroll. This is your reward for all of your hard work.</p>	Tue Fri	2:00-3:20	PME 223
<p>Francophone Literatures of the Americas: Giving Voice to Identity <i>Reid</i> Full Term</p> <p>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 Nicole Brossard, Amé Césaire, Patrick Chamoiseau, Maryse Condé, René Depestre, Anne Hébert, Dany Laferrière, Michel Tremblay, Yves Thériault—authors whose experimental work has shaped the contemporary francophone literary canon. 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. Although no knowledge of French is required for this class, students able to read in the original are encouraged to enroll. Readings will be available in French and in translation. This course is cross-listed under Gender Studies.</p>	Mon Thu	12:30-1:50	CHL 214

Division of Humanities

Course Title and Description	Day	Time	Room
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Electronic Music I

Constable

Full Term

Wed

12:30-3:20

CFA
212

This course is divided into two units, which run parallel to one another. One unit is a comprehensive instruction in audio recording and production techniques. Subjects will include digital sound representation, microphone techniques, multi-tracking, mixing and mastering, in a course design to take the student through all phases of audio production. 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. Hands on training and experience in the new Slavin Electronic Studio provide students the exciting opportunity to produce professional quality masters. This unit includes individual lab instruction in addition to the classroom instruction, and access to the studio to work on projects. 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.

Philosophy

Modern/Postmodern Culture

Berggren

Full Term

Mon
Thu

12:30-1:50

HCL 8

This course contrasts the modern tendency to differentiate the various cultural and social spheres from one another with the postmodern tendency to de-differentiate them. More specifically, the first module examines the modern aesthetic theories, as well as the economic and political conditions, which prompted the various arts to try to purify themselves, even from one another. The second module then examines the connections between the anti-aesthetic, postmodern politicization of the arts, late capitalism, mass media, the sexual revolution, feminism, and the environmental movement.

This course is an expanded, or transformed, version of my *Modern/Postmodern Aesthetics* course. Students who take it are asked, however, to try to combine it with other relevant courses in both the humanities and the social sciences, if not also the natural sciences. Some of the professors involved in these "cluster courses" will also be asked to participate in various ways.

Theory of Knowledge

Edidin

Full Term

Mon
Thu

2:00-3:20

CHL
221

'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.

Philosophy of Music

Edidin

Full Term

Tue
Thu

9:00-10:20

CFA
212

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?

Wittgenstein and the Linguistic Turn in Philosophy

Berggren

Full Term

Tue
Fri

12:30-1:50

HCL 4

The first module of this seminar on the linguistic turn in philosophy explores the connections between Wittgenstein's *Tractatus* and logical positivism. The second module explores the connections between Wittgenstein's *Philosophical Investigations* and ordinary language philosophy. Of particular interest to this seminar is the way in which the shift from the early to the later Wittgenstein transformed the role of philosophy, as well as the conception of literal and metaphorical meaning.

Division of Humanities

Course Title and Description	Day	Time	Room
<p>Classical Philosophy <i>Langston</i> Full Term</p> <p>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.</p>	Tue Thu	9:00-10:20	PME 219
Religion			
<p>Introduction to The New Testament <i>Michalson</i> Full Term</p> <p>This survey course will provide an introduction to the writings of the New Testament, viewed within the context of the Greco-Roman world. As the literature of the primitive "Jesus movement," the New Testament illustrates numerous issues connected with the efforts of a religious sect to attain distinctiveness as well as adherents. Specific issues to be addressed will include: forms of modern biblical criticism; the relations among the four Gospels; the career of Paul; the problem of the "historical Jesus;" and historical questions raised by the spread of early Christianity. This course is introductory in nature and is intended especially for first and second-year students. Course format will include both lectures and discussions. Exams and short papers.</p>	Mon Thu	12:30-1:50	CHL 221
<p>Ethics and Experimentation <i>Callahan</i> Module 1</p> <p>This course investigates the ethical issues arising from biological, psychological and medical experimentation and research. Major topics include research conduct (cooperation, independence of inquiry, credit-sharing), the use of animals in research (treatment, rights), the use of human subjects (confidentiality, consent, psychological harm), and medical research issues (use of placebos in drug testing, experimental treatment). This course is limited to first-term students.</p>			
<p>Buddhism <i>Newman</i> Full Term</p> <p>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.</p>	Tue Thu	10:30-11:50	HCL 3
<p>Religions of South Asia <i>Newman</i> Full Term</p> <p>From prehistory through to the present, religion has been a major component in the evolution of culture in South Asia (India, Paki-stan, Nepal, Bangladesh); today we often find the most archaic forms of religion side-by-side with the most recent developments. We will study the history of South Asian religions—with the important exception of Buddhism—through extensive reading in original texts in translation. Most of the term will be devoted to Hinduism, but we will also examine Jainism, Sikhism, and South Asian Islam.</p>	Tue Fri	2:00-3:20	HCL 3
<p>Religious Themes In Literature <i>Langston</i> Full Term</p> <p>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.</p>	Tue Thu	10:30-11:50	PME 219

Division of Humanities

Course Title and Description	Day	Time	Room
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Theology and History	Mon	3:30-4:50	CFA
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Michalson

Full Term

Thu

211

This discussion-based course will focus on two thorny problems emerging from the relationship between traditional Christian theology and modern historical consciousness: the odd linkage between historical claims and religious truths; and the precarious dependence of religious faith on historical knowledge. Issues for our consideration will include the problem of miracles, the question of the meaning of history "as a whole," the emergence of the category of "myth" in modern biblical studies, and the growing importance of "hermeneutics" as a theological discipline. Authors to be read or discussed will include Hume, Lessing, Kant, Hegel, Kierkegaard, Troeltsch, Bultmann, and Pannenberg. While there is no prerequisite, the course is intended for students with some background in Religion. Short papers plus class presentations.

Limited to 15.

Division of Natural Sciences

Code	Course Title and Description	Day	Time	Room
Biology				
Invertebrate Zoology <i>Gilchrist</i>	Full Term	Mon Wed Fri	10:00-10:50	LBR 154
<p>Invertebrate zoology is a three module sequence which allows students to explore most of the animal world. Although traditional courses in this subject look to morphological and phylogenetic relations between invertebrate groups, we will go beyond this view to include behavior and ecology of the organisms. For the first module, we will study what are considered multicellular organisms. This will include organisms from the Porifera through the Annelida. In the second module, we will examine the Arthropoda, Mollusca, and Hemichordata with excursions into the world of minor coelomate phyla.</p> <p><i>Suggested knowledge: General Biology or Ecology.</i></p>				
Seminar: Molecular Genetics <i>Gilchrist</i>	Module 2	Wed	12:30-3:20	LBR 154
<p>This advanced seminar will allow students to explore methods and applications of molecular genetics. Advances, strategies and protocols will be reviewed from the primary literature. Full participation is expected. Students should have taken Genetics or Biochemistry to gain the most from this seminar.</p>				
General Biology: The Vertebrates <i>Beulig</i>	Module 2	Tue Fri	12:30-1:50	LBR 252
<p>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.</p>				
Methods of Field Ecology <i>Gilchrist</i>	Full Term	Tue Fri	2:00-3:20	LBR 154
<p>The first module of this term will be used to introduce students to major concepts and theories of ecology. The second module will emphasize application of concepts. Students are expected to participate in projects during the second module. Some knowledge of statistics would be useful, but is not required.</p> <p><i>Lab fee required.</i></p>				
Organismic Biology Lecture <i>Beulig</i>	Full Term	Mon Thu	12:30-1:50	PMC 219
<p>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 in 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.</p>				
Organismic Biology Laboratory <i>Beulig</i>	Full Term	Tue or Fri	2:00-4:50	HAN 37
<p>The morphological and functional analysis of chordate adaptations. Protochordate feeding ecology will be experimentally analyzed. Variations on the basic vertebrate plan will be studied as represented in select members of each class of vertebrates. Character states will be determined by means of dissection and histological techniques. Functional properties of selected organ systems will be analyzed with electro physiological techniques.</p> <p><i>Laboratory Fee Required.</i></p>				

Division of Natural Sciences

Code	Course Title and Description	Day	Time	Room
Brain Behavior and Evolution Lecture <i>Demski</i>	Full Term	Mon Thu	2:00-3:20	HAN 15 HAN 23
<p>This course will survey neural and hormonal systems that mediate behavior in a variety of 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 mollusks; neuroendocrine pathways in "higher" invertebrates; radial control in echinoderms; origins of "vertebrate" nervous pathways in the protochordates; evolution of sensorimotor integration in vertebrates; organization of systems controlling vertebrate feeding; agonistic and reproductive behaviors, evolution of behavioral plasticity (learning and related phenomena) in vertebrates.</p> <p>The course assumes some prior knowledge of basic neurobiology and/or physiological psychology. Students lacking this prerequisite should obtain the instructor's permission to enroll. Enrollment limited to 12.</p>				
Brain Behavior and Evolution Laboratory <i>Demski</i>	Full Term	Mon Thu	3:30-4:50	HAN 15 HAN 23
<p>"Hands on" exercises to complement the lectures and discussions in the Brain Behavior and Evolution 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 effects 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.</p> <p><i>Prerequisite: Concurrent enrollment in Brain Behavior and Evolution Lecture or consent of the instructor. Enrollment limited to 12. Laboratory Fee Required.</i></p>				
Cellular Biology Lecture <i>Staff</i>	Full Term	TBA		
<i>Description to be announced.</i>				
Cellular Biology Laboratory <i>Staff</i>	Full Term	TBA		
<i>Description to be announced.</i>				
Chemistry				
Organic I, Structure & Reactivity <i>Scudder</i>	Full Term	Mon Wed Fri	9:00-9:50	LBR 252
<p>This is the first course in a three-semester sequence combining General and Organic Chemistry, designed for all science students interested in chemistry-related fields. Students are expected to complete <i>Structure & Reactivity 1</i> and <i>2</i>, <i>Chemical Principles</i>, and their respective labs to satisfy the two years of chemistry required by many graduate and medical school programs. This course covers the core of how chemical structure of organic compounds relates to chemical reactivity.</p> <p>In the first half of the course, 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.</p> <p>The second half of the course covers substitution and elimination processes and begins discussion of carbonyl compounds. Meets daily.</p> <p><i>Entrance by placement exam.</i></p>				
Organic I, Structure & Reactivity Problem Session <i>Required</i>		Tue Thu	9:00-9:50	LBR 252

Division of Natural Sciences

Code	Course Title and Description	Day	Time	Room
	<p>Chemistry Inquiry Laboratory (Lecture) <i>Scudder/Wagoner/Sherman/Stephens/Walstrom</i></p> <p style="text-align: center;">Full Term</p> <p>This laboratory focuses on purification of compounds and the determination of chemical structure by spectroscopic methods. The lab emphasizes group work and collaboration. Often, 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. Meets once a week.</p> <p><i>Corequisite: Organic 1, Structure & Reactivity. Lab Fee Required.</i></p>	Mon or Thu	1:00-1:50	SEL 12
	<p>Chemistry Inquiry Laboratory</p>	Mon or Thu	2:00-4:50	SEL 19 SEL 20
	<p>Chemical Principles <i>Staff</i></p> <p style="text-align: center;">Full Term</p> <p>This is the third course in a three-semester sequence combining general and organic chemistry designed for all science students interested in chemistry-related fields. Students are expected to complete <i>Structure & Reactivity 1 and 2</i>, <i>Chemical Principles</i>, and their respective labs to satisfy the two years of chemistry required by many graduate and medical school programs. This course serves as an introduction and preparation for more advanced topics in physical and inorganic chemistry, and is required for chemistry majors. For students who took Organic 1 & 2 as their first year of chemistry, this course should be taken in the second year. We will emphasize quantitative problem solving. Topics include the basic principles of chemical thermodynamics (1st and 2nd laws), kinetics, acids and bases, solubility and properties of solutions, and electrochemistry. Chemistry majors should take the Chemical Principles Laboratory, as it is prerequisite to Physical Chemistry and Instrumental Methods.</p> <p><i>Prerequisite: Organic 2. Lab fee required.</i></p>	TBA		
	<p>Chemical Principles Laboratory <i>Walstrom/Wagoner</i></p> <p style="text-align: center;">Full Term</p> <p>A rigorous laboratory course to complement Chemical Principles. Development of laboratory technique, problem-solving skills and quantitative data analysis will be stressed. Experimental work will include calorimetry, chemical equilibrium, acid-base titrations, spectrophotometry, and kinetics.</p> <p><i>Prerequisite: Organic Chemistry Laboratory. Co-requisite: Chemical Principles. Lab fee required.</i></p>	Tue	2:00-4:50	SEL 19 SEL 20
	<p>Physical Chemistry I <i>Stephens</i></p> <p style="text-align: center;">Full Term</p> <p>Physical Chemistry develops the theoretical background that underlies all branches of chemistry. Most of this course will be concerned with quantum mechanics and its applications in atomic and molecular structure and in spectroscopy. Physical chemistry emphasizes problem-solving, and draws on a diverse background in science and mathematics. Students generally take it in their third year, after completing two years of chemistry, a year of physics, and three terms of mathematics.</p> <p><i>Prerequisites: Chemical Principles and Lab, Physics I and II and Lab, Calculus I, II and III. Multivariable Calculus or Differential Equations can substitute for Calculus III.</i></p> <p><i>Will be taught only if required by student programs.</i></p>	TBA		

Division of Natural Sciences

Code	Course Title and Description	Day	Time	Room
Physical Chemistry Laboratory I <i>Stephens</i>	Module 2	TBA		
<p>Experiments will be related to the physical chemistry lecture course, and will include experiments and projects in various areas of physical chemistry. Instrumental methods and data analysis will be emphasized, and some classical experiments will be done.</p> <p><i>Prerequisites or co-requisites: Physical Chemistry I and Instrumental Methods, or consent of instructor. Laboratory fee required.</i></p> <p><i>Will be taught only if required by student programs.</i></p>				
Bioinorganic Chemistry <i>Sherman</i>	Full Term	Tue Thu	10:30-11:50	SEL 12
<p>The functions of inorganic centers (especially transition metals) in biological systems will be examined. We will gain an overview of the field using the textbook, Principles of Bioinorganic Chemistry, by Lippard and Berg. Why certain metals are involved in specific functions, mechanisms of metalloenzyme-catalyzed reactions, the usefulness of synthetic models, and physical methods used to study bioinorganic systems, are some of the topics that we will encounter. In addition, we will examine in some depth several specific problems in bioinorganic chemistry. Using this approach, course participants will gain 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 driven by student interest.</p> <p><i>Prerequisite: Inorganic Chemistry or consent of instructor.</i></p>				
Biochemistry II Metabolism and Advanced Topics <i>Walstrom</i>	Full Term	Tue Thu	9:00-10:20	LBR 154
<p>This course will be a continuation of Biochemistry I and Proteins and Disease. We will cover advanced topics including sugar, amino acid, lipid, and nucleotide metabolism as well as eukaryotic mechanisms for transcription regulation. This course will be beneficial for premedical students or students planning to go to graduate school in biochemistry. The last three weeks of the course will include advanced topics chosen by the students themselves.</p> <p><i>Prerequisite: Biochemistry I or Proteins and Disease.</i></p>				
Structure Elucidation <i>Scudder</i>	Module 1	Mon Wed Fri	11:00-11:50	SEL 12
<p>This is a one-module, problems-based course in which students learn how to derive chemical structures from complex spectra. This course covers the theory and use of PMR, CMR, IR, MS and two dimensional NMR spectra. The advanced-level text used is "Spectrometric Identification of Organic Compounds" sixth edition by Silverstein and Webster. Problems of increasing difficulty from the text will be assigned, and the students will take turns presenting their answers at the blackboard. Time on the Bruker 250 Mhz NMR will also be scheduled.</p> <p><i>Prerequisites: Organic 2 Structure & Reactivity. (Physics very helpful)</i></p>				
Environmental Chemistry <i>Stephens</i>	Full Term	Tue Thu	9:00-10:20	SEL 12
<p>This course is designed to introduce students to the chemistry of the natural environment - the chemistry of the atmosphere, hydrosphere, and lithosphere; and to the effects of human activities such as increasing energy use and modern agricultural practices. The course is planned to be accessible to students with little chemistry background, but would also be useful to more advanced students. Suggested background: Chemistry and Society and Introductory Chemistry Laboratory.</p> <p><i>Students who took the one-module Environmental Chemistry course in Spring 1999 can enroll in Module 2 of this course to study topics such as energy.</i></p>				

Division of Natural Sciences

Code	Course Title and Description	Day	Time	Room
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Computer Science

Great Ideas in Computer Science

Henckell

Full Term

Mon
Thu

3:30-4:50

PMA
215

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. This course is primarily about ideas. A rudimentary skill of programming in Pascal will be developed along with the discussion of the ideas. There will be programming assignments illustrating the ideas covered. No prior experience with computers is required.

Division of Natural Sciences

Code	Course Title and Description	Day	Time	Room
Mathematics				
Calculus I <i>Henckell</i>	Full Term	Mon Thu	12:30-1:50	LBR 250
<p>The 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 Calculus is one of the great intellectual achievements of Western civilization. I will try to strike a balance between presenting calculus as a collection of techniques for computation, and as a handful of difficult but very powerful concepts. Wherever possible, I will motivate the ideas as ways of answering questions about real world problems; there will not be time, however, to discuss applications in detail. Workshop participation is essential for successfully completing the course.</p>				
Calculus I With Theory <i>Poimenidou</i>	Full Term	Mon Wed Fri	2:00-5:00	LBR 152
<p>This course is the first in a two-semester sequence designed as a rigorous introduction to the calculus. The course will cover considerably more material in greater detail than the usual calculus course offering. In particular, we will develop the notion of proof and we will prove the major theorems of both differential and integral calculus. We will use the understanding garnered in this investigation to revisit many of the applications that the calculus was developed to address. These applications include an introduction to the differential equations which govern the behavior of many interesting physical systems. This course is intended for students with a strong interest in mathematics.</p> <p><i>Prerequisite: Permission of Instructor.</i></p>				
Calculus III <i>McDonald</i>	Full Term	Mon Wed Fri	10:00-10:50	LBR 156
<p>This class is a continuation of Calculus I and II. We will cover the calculus of n-dimensional functions including the derivative and the gradient, as well as relative maxima and minima and multidimensional version of Taylor polynomials. The class will also cover multiple integrals and vector integrals. In addition, the class will include an introduction to differential equations.</p>				
Real Analysis <i>McDonald</i>	Full Term	Mon Wed Fri	9:00-9:50	PMA 213
<p>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.</p> <p><i>A year of calculus and exposure to the notion of proof are required as prerequisites.</i></p>				
Math Seminar <i>McDonald</i>	Full Term	Thu	7:00-9:00	HAN 10
<p>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 which cannot be titled under one subject. Students enrolled in this seminar are expected to present several lectures prepared under supervision of the math faculty. Lectures are open to anyone.</p>				

Division of Natural Sciences

Code	Course Title and Description	Day	Time	Room
Representation Theory <i>Poimenidou</i>	Full Term	Mon Wed Fri	11:00-11:50	SEL 12
<p>Representation theory is concerned with the ways of writing a group as a group of matrices. Not only is the theory beautiful in its own right, but it also provides one of the keys to a proper understanding of finite groups. By studying the different representations of a group, it is possible to prove results that lie outside the framework of representation theory. In fact, the range of applications of the theory extends far beyond the boundaries of pure mathematics, and includes theoretical physics and chemistry. A description of how to use representation theory to investigate molecular vibrations will be included in this course.</p> <p><i>Prerequisites: Abstract Algebra I & II, and Linear Algebra.</i></p>				
<h3>Physics</h3> <p><i>Other Course Offerings Pending Faculty Appointments.</i></p>				
Physics I <i>Staff</i>	Full Term	Mon Wed Fri	11:00-11:50	LBR 152
<p>This is the first semester of Introductory Physics. Topics include kinematics and dynamics, i.e., motion, Newton's Laws, momentum and energy, gravitation, oscillations, some fluid mechanics, and thermodynamics. The mathematics background of students should be such that they are very comfortable with high school Algebra II. While calculus is not a prerequisite, a minimum requirement is concurrent enrollment in Calculus I.</p>				
Physics Laboratory <i>Staff</i>	Full Term	TBA		
<p><i>Description to be announced.</i></p>				
Modern Physics <i>Staff</i>	Full Term	TBA		
<p>We will discuss the modern physics that is left out of Physics II, but the approach will be more sophisticated so as to prepare for future work in physics. Prerequisites for this course are calculus-based introductory physics and a curiosity about the frontiers of physics. We will discuss forces and particles, quantum physics, relativity, and the application of those concepts. One goal is to arrive at a thorough understanding of the atom, including its nucleus. We will also touch on the very recent developments in particle physics, dealing with quarks and the unification of forces. Other applications, e.g. lasers, superconductors, could be treated depending on the interests of the class and the time available.</p>				
Classical Mechanics <i>Staff</i>	Full Term	TBA		
<p>We will start with familiar material, i.e. Newton's Laws but the approach will be much more formal than in general physics, in that differential equations will be used. We will discuss in a rigorous manner the mechanics (dynamics, conservation laws, etc.) of single particles and particle systems under a variety of forces in one dimension and in two and three dimensions. Lagrangian and Hamiltonian formulations will be included. Students will normally have taken or be taking differential equations.</p>				
Electromagnetic Waves (Optics) <i>Staff</i>	Full Term	TBA		
<p>We will complete the development of Maxwell's equations with the study of magnetic energy and materials, displacement current, and superconductors. Then we will study light as an electromagnetic wave. Topics will include polarization, interference and diffraction, geometrical optics, the principles of lens design, and some quantum optics.</p> <p><i>Prerequisite: the previous semester of Electricity and Magnetism.</i></p>				

Division of Social Sciences

Code	Course Title and Description	Day	Time	Room
Anthropology				
Anthropology and Literature <i>Vesperi</i>	Full Term	Wed	12:30-3:20	CHL 214
<p>The decades since Clifford Geertz urged anthropologists to practice "thick description" in the construction of ethnographic texts have been marked by increased concern with representation and the 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 ethnographies, essays, novels and stories, this course will explore similarities and differences between anthropological and literary approaches to the concept of culture.</p> <p><i>Class enrollment will be limited to 15, with permission of the instructor required.</i></p>				
Introduction to Cultural Anthropology <i>Baram</i>	Full Term	Tue Thu	10:30-11:50	CHL 221
<p>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, the Middle East, and East Asia. The course will revolve around the goals of anthropology, the impact of anthropological ideas, and the understandings of culture change around the world.</p> <p><i>Enrollment will be limited to 30 students.</i></p>				
Urban Anthropology, Past and Present <i>Andrews/Vesperi</i>	Full Term	Tue Fri	3:30-4:50	Anthro Lab
<p>Anthropologists have developed a variety of approaches to the study of urbanism, a fundamental part of the human experience in recent millennia. Through a survey of cases, from Sumer to Mexico City to Silicon Valley, we will explore these approaches and evaluate their contribution to our understanding of the nature and culture of the city. The course will focus on several themes, including the origin of cities, class, ethnic, and racially constructed conflict, urban change, and urban planning. Background in Anthropology and/or Urban Studies is advisable.</p> <p><i>Limited to 15, with permission of the instructors.</i></p>				
Mesoamerican Civilization <i>Andrews</i>	Full Term	Tue Fri	12:30-1:50	Anthro Lab
<p>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 Postclassical empires.</p>				
Archaeology of the Holy Land <i>Baram</i>	Full Term	Mon Thu	2:00-3:20	Anthro Lab
<p>This 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 nature and 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, from human origins through the Bronze and Iron Ages (the Biblical age) to the modern period. Given time limitations, the latter section will only highlight particular topics for the major methodological and theoretical concerns of Middle Eastern archaeology.</p> <p><i>Prerequisite: Prior coursework in archaeology or permission of instructor.</i></p>				

Division of Social Sciences

Code	Course Title and Description	Day	Time	Room
Museology Internships:				
South Florida Museum, Bradenton				
	<i>Andrews, Vesperi or Baram</i>	Full Term		
<p>Jointly supervised by the Museum Curator, these internships provide an opportunity for students to work with museum collections, which include archaeological artifacts, historical artifacts and documents, paleontological fossils, and zoological specimens. Student projects are expected to combine curatorial work with the research and analysis of particular collections. The objectives and requirements of each project will be determined through consultation with the faculty supervisor and the curator of the museum. Offered as an ISP or Tutorial and in Summer.</p>				
Economics				
	Introduction to Economic Analysis			
	<i>Coe</i>	Full Term	Tue Fri	2:00-3:20 HCL 3
<p>The course is designed to introduce the student to the methodology economists use to study social behavior and evaluate public policies. <i>Scarcity and choice</i> are the fundamental concepts underlying all economic analysis. Because no society has sufficient resources to satisfy all the wants of its citizens, all societies must make choices among competing uses of its scarce resources. We examine the principles underlying how a market-oriented economy makes those choices, and how we might determine whether such choices are "good" or "bad." The goal is to develop the student's ability to undertake relatively sophisticated policy evaluation using the basic tools of economic analysis. Specific policies addressed include, <i>inter alia</i>, the minimum wage, rent control, trade protection, and pollution control.</p> <p>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 one of the basic building blocks for further study in economics.</p>				
	Law and Economics: Poverty and Welfare			
	<i>Coe</i>	Full Term	Tue Fri	12:30-1:50 HCL 4
<p>Despite the recent economic progress experienced by the United States, a significant percentage of the population remains in poverty, as officially measured. The course is focused around five major questions: what is poverty, who are the poor, how did they come to be poor, what are the consequences of them being poor, and what are we doing to alleviate their poverty? Some specific questions posed include: should the definition of poverty be changed, as recently recommended by the National Research Council? Is poverty primarily the result of individual factors, such as intelligence and motivation, or social factors, such as unemployment and discrimination? Is there an "underclass?" How important is teenage pregnancy in causing poverty, and what can be done about it? Has our welfare system helped or hurt the poor? Has the recent historic welfare reform bill been a success or a failure?</p> <p><i>Prerequisite: Introduction to Economic Analysis. Upper-level students with a particular interest in the subject may enroll with the permission of the instructor.</i></p>				
	Intermediate Microeconomic Theory			
	<i>Elliott</i>	Full Term	Tue Thu	10:30-11:50 LBR 152
<p>In this course, the fundamental microeconomic decision-making agents—the consumer, the business firm, and the resource owner—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 economics of law, the environment, the public sector, international trade, and strategic choices, and behavioral economics. (Offered every Fall Term.)</p> <p><i>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.</i></p>				

Division of Social Sciences

Code	Course Title and Description	Day	Time	Room
Seminar: Economic Writings That Made a Difference <i>Strobel</i>	Full Term	Tue Fri	3:30-4:50	CHL 214
<p>This course will focus on selected works that became a force for change in society. Some of the writings included will be from Smith, Mill, Ricardo, Marx, Marshall, Chamberlin, Keynes, Friedman, and Galbraith.</p> <p><i>Prerequisite: Introduction to Economic Analysis or Introductory Macroeconomics, or permission of instructor. Limited to 12.</i></p>				
Seminar in Political Economy <i>Strobel</i>	Full Term	Mon Thu	2:00-3:20	PME 219
<p>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 examine the modern American economy in light of its major changes in direction during the twentieth 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</p> <p><i>Prerequisite: Introductory Macroeconomics.</i></p>				
Seminar: Issues and Developments in the Fields of Economics <i>Elliott</i>	Full Term	Wed	12:30-3:20	Anthro Lab
<p>This seminar will "investigate and expose the current state of economic research and thinking" (AER Editors' Introduction, May volume). 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 Eleventh Annual Meeting of the American Economic Association (held January 1999 in New York, NY) 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. Since the Papers and Proceedings of the 111th meeting will not be published until May 1999, the areas and topics chosen by the volume editors are as yet unknown. However, some idea of the broad range of issues and developments that are addressed each year is given by last year's volume, which included papers on emerging market economies, the New Institutional Economics, Social Security and related retirement issues, taxation and human capital, economics of aging and health care, rethinking public education, economic equity and redefining poverty in the United States, cost-benefit analysis, China's economic reforms, forecasting Japan's future, banking crises and macroeconomic uncertainty, historical perspectives on current economic performance, economics of gun control, economics of leisure, and economics of giving.</p> <p><i>Prerequisites: The core requirements for an economics concentration or permission of instructor.</i></p>				

History

American History, 1492-1877: Recent Interpretations, Part I <i>Doenecke</i>	Full Term	Mon Thu	2:00-3:20	CHL 224
<p>This course covers major political events in American history and some social history. Selected topics are stressed, including the origins of American slavery, the causes of the American Revolution, and the nature of Union and Confederate leadership. We will stress debates among historians over time and gain exposure to various interpretations. The course begins with the age of exploration and ends with Reconstruction. Advanced placement students are particularly welcome though there certainly is no prerequisite. Among the assignments is the classic in social history, <i>Albion's Seed</i> by David Hackett Fischer. Primarily lecture. Midterm and final examination in class, Term paper.</p>				

Division of Social Sciences

Code	Course Title and Description	Day	Time	Room
	The Cold War: Russia, America, Areas of International Conflict <i>Doenecke</i> Full Term	Tue Thu	10:30-11:50	CHL 224
<p>This course, unlike most courses on the Cold War, begins with American response to the Bolshevik Revolution of 1917. It traces relations between the Soviet Union and United States in the 1920s and 1930s and delves into the tensions developing during World War II. Postwar crises include Korea, Berlin, Cuba, and Vietnam. Primarily lecture. Midterm, final, and term paper required. No prerequisites.</p>				
	Medieval France and Spain <i>Snyder</i> Full Term	Mon Thu	12:30-2:00	CHL 224
<p>The rise, climax and decline of Medieval European Civilization seen from the perspective of France, Spain, and the Church, beginning with the Germanic invasions of the Roman Empire in the Fifth Century, emphasizing the rise of Feudal monarchy and the Papacy from the 11th to the 13th Centuries, and closing with the crises of the 14th Century. An essential introduction to the European tradition. By comparing and contrasting France, a core area, with Spain, a frontier area, we will be able to see a greater richness and diversity in Medieval life and be challenged to understand the underlying causes of major changes and differing patterns of development.</p>				
	Renaissance Folly <i>Snyder</i> Full Term	Wed	12:30-3:20	CHL 214
<p>Is folly a better way to wisdom? This discussion oriented seminar will consider the role and purpose of folly in three major Renaissance authors, Erasmus, Rabelais, and Cervantes. Each text will be considered in its own integrity, in terms of its author's purpose, and in terms of Renaissance culture and the nature of Humanism. There will be student reports and a major seminar paper.</p>				

Political Science

	Introduction to Political Thought <i>Fitzgerald</i> Full Term	Mon Thu	12:30-1:50	CHL 221
<p>A survey of selected classical works from Plato to Mill. The course is intended for first term students and those outside of political science with an interest in the topic.</p>				
	Introduction to American Politics <i>Fitzgerald</i> Full Term	Mon Thu	3:30-5:00	CHL 214
<p>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.</p>				
	Introduction to International Relations <i>Pak</i> Full Term	Tue Thu	10:30-11:50	CHL 221
<p>This course introduces students to the ways that political scientists conceptualize relations between actors situated in a world where the dominant political unit is the nation-state. Topics will likely include: realist theories and their application to security issues; theories in the field of international political economy and their discussions of international trade; international organizations such as the UN, the GATT/WTO regime, etc.; and recent attempts to think through various "trans-national" flows that blur the boundaries between national states. Students will be required to write a research paper applying one or more of the theories covered in the class through an empirical case study drawn from current events, and to participate in group projects that will make presentations to the class. There may also be one or more in-class exams. No prerequisite.</p>				

Division of Social Sciences

Code	Course Title and Description	Day	Time	Room
Local Politics in Global Cities <i>Pak</i>	Full Term	Tue Fri	2:00-3:20	CHL 221
<p>One of the more exciting fields of empirically based social science research in the 1980s and 1990s is that directing attention to the rise of "global cities." Focusing on how transnational flows of trade, finance, migration, and culture link certain cities into global networks, these studies contribute to the idea that the sovereignty of nation-states is in decline. This course will begin with the sociologists and geographers who lead this field, and move on to read their work against more explicitly "political" studies. Our goal over the semester will thus be to consider how the social existence of global cities is (or is not) grounded in locally and nationally organized political processes.</p> <p><i>Prerequisite: Introduction to Comparative Politics or Urban Sociology.</i></p>				
Psychology				
Introduction to Psychology <i>Harley/Barton</i>	Full Term	Tue Thu	10:30-11:50	HAM
<p>This course provides a survey of modern psychology looking at biological foundations, experimental approaches, cognitive, perceptual, developmental, social and clinical psychology. It is a prerequisite to other courses in psychology. Students will be required to attend a lab meeting one night per week. No prior psychology courses are required.</p>				
Cognitive Psychology <i>Harley</i>	Full Term	Mon Thu	12:30-1:50	BON
<p>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.</p> <p><i>Prerequisite: Introductory Psychology.</i></p>				
Introduction to Statistics <i>Bauer</i>	Full Term	Mon Wed Fri	11:00-11:50	BON
<p>This course will introduce students to applied statistics in the social sciences. Statistical topics will include frequency distributions, percentiles, central tendency, variability, probability, hypothesis testing, inferences about means, analysis of variance, correlation/regression, statistical power, and chisquare analysis. Students will be introduced to a commonly used computer statistical package, SAS.</p> <p><i>Prerequisite: Open to students with at least two contracts. Enrollment may be limited.</i></p>				
Personality <i>Callahan</i>	Full Term	Tue Thu	10:30-11:50	BON
<p>In addition to reviewing the "classic" theoretical approaches to personality, this course will explore related areas of recent research and debate. These areas include psychometrics, individual differences, neurophysiology, psychopathology, and behavioral genetics. The course material presumes a background in psychology (including statistics and research methods) and is offered primarily for advanced psychology majors. Permission of instructor required.</p>				
Cross-Cultural Perspectives in Child Development <i>Barton</i>	Module 1	Mon Thu	2:00-3:20	BON
<p>This seminar will explore the issue of how culture impacts theories of development psychology. Most 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 child rearing practices. In particular, we will look at understanding minority child development in terms of its cross-cultural roots as a means of examining these issues.</p> <p><i>Prerequisite: Developmental Psychology. Class size limited to 15.</i></p>				

Division of Social Sciences

Code	Course Title and Description	Day	Time	Room
Developmental Psychology Laboratory <i>Barton</i>	Full Term	Wed	12:30-3:20	BON
<p>This course is designed to familiarize students with the variety of questions and methods used in developmental psychology. Methods used with infants, preschoolers, and school-age children will be the primary focus. Current research will be used as examples for discussion and critique. Students will get to try out various aspects of the developmental research process, from data collection, to coding and analysis. Students will collaborate on several group projects and design a small final project of their own.</p> <p><i>Prerequisites: Research Methods in Psychology and Developmental Psychology, or permission of instructor. Class size limited to 10.</i></p>				
Social Psychology Laboratory <i>Callahan</i>	Full Term	Mon Thu	3:30-4:50	BON
<p>Students will become familiar with the questions and methods that characterize research in social psychology. We will review the fundamentals of survey research and questionnaire construction, but the primary focus of the course will be on experimental design. Students also will practice using software packages for statistical analyses. In addition to participating in several demonstration studies and a collaborative group research project, each student will conduct research of her or his own design.</p> <p><i>Prerequisites: Students should have completed Research Methods and Social Psychology prior to enrolling in this course.</i></p>				
Psychology Senior Seminar <i>Bauer/Callahan/Harley/Barton</i>	Full Term	Tue	2:00-3:20	BON
<p>All students who plan to graduate with an area of concentration in psychology <i>must</i> enroll in the Psychology Senior Seminar. The group will meet weekly to discuss various aspects of the thesis process, including the literature review, hypothesis generation, research design, and data analysis. We will also 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.</p>				

Sociology

Introduction to Sociology <i>Hernandez</i>	Full Term	Mon Thu	2:00-3:20	CHL 221
<p>In this course we will explore basic percepts and theories in sociology. There are four general goals for this course: 1) To gain an understanding of what is the sociological way of thinking and the ability to apply this way of thinking in our observations and study of society; 2) To learn core sociological terminology and concepts, such as roles, institutions, social reproduction, hierarchy, and stratification; 3) To acquire a general understanding of the difference between functionalist and conflict paradigms, and to be able to apply these paradigms in the explanation of social phenomena; and 4) To understand why and in which way race, class, and gender are central variables in the analysis of social stratification.</p>				

Division of Social Sciences

Code	Course Title and Description	Day	Time	Room
Social Theory <i>Brain</i>	Full Term	Mon Thu	12:30-1:50	CHL 221
<p>This course will explore central issues and concerns in social theory through an examination of four thinkers whose work constitutes the core of the sociological tradition: Marx, Tocqueville, Weber, and Durkheim. Critical reading of the works of these theorists will serve as an introduction to recurring themes, fundamental problems, characteristic orientations, and epistemological dilemmas in modern sociological thought. A major theme will be the way perceptions of change and crisis in modern society produced an understanding of humans as profoundly social beings, with important consequences for understanding the prospects for freedom in the modern world, the role of reason and science in social life, and processes of social change. We will also consider the way particular analyses are informed by general theoretical orientations tied to moral and practical concerns. Readings will consist primarily of selections from the works of these major authors, with a sprinkling of material that will provide historical background and a basis for discussing the relevance of this tradition to contemporary sociological inquiry and social problems. (No background in social science is required.)</p>				
Sociology of Race and Ethnicity <i>Hernandez</i>	Full Term	Tue Thu	10:30-11:50	CHL 224
<p>Examining sociological theory of race and ethnicity, we will study race and ethnic relations in the United States of America as well as some cases abroad. We will explore central sociological concepts (e.g. race, ethnicity, prejudice, and discrimination) as well as the specific cases of minority groups in the USA (e.g. Blacks, Latinos, and Native Americans) and abroad. Although the focus of this course is on race and ethnicity, the interaction between race, class, and gender will be prevalent.</p>				
Space, Place, and Community <i>Brain</i>	Full Term	Mon Thu	3:30-4:50	LBR 152
<p>This course will explore the sociology of contemporary urban communities from the standpoint of cultural practices, forms of material power, and social processes that produce particular landscapes. Examination of the material forms of the built landscape will be oriented toward development of a critical sociology of "place-making." We will trace the construction of "community" as a practical ideal, the way social relations are registered visually in spatial arrangements and architectural form, and the way identity, subjectivity, authority and moral order are enacted in visual and practical experiences of places and spaces. The course will move from a close reading of recent theoretical work on the concepts of space, place, and community, to an examination of empirical research at different levels of scale: from the micro-sociology of face-to-face interaction to the structures of global capitalism, from the social psychology of place attachment to the political economy of land use, from dynamics of local networks to the structures of the global city. We will also consider the supposed impact of new forms of electronic communication-so-called "cyberspace," with its landscape of "virtual community" on the geographies of contemporary social worlds.</p>				
Senior Seminar in Sociology <i>Hernandez</i>	Full Term	Wed	2:00-3:20	CHL 215
<p>This seminar has been designed for students in sociology who will be working on their thesis this year. The purpose of the seminar is to help these students get their particular projects off the ground, and to provide a context in which thesis writers can share ideas and benefit from one another's comments, reactions, and inspirations. The group will discuss planning and organization of a social science thesis, techniques and strategies of research, and the craft of writing itself, as well as substantive problems related to identifying an analytical framework and developing a coherent and well-supported argument.</p>				

Gender Studies Cross-Reference

Code	Course Title and Description	Day	Time	Room
	Music, Gender, and Culture <i>Clark</i> <i>See description under Music.</i>	Full Term		
	Francophone Literatures of the Americas: Giving Voice to Identity <i>Reid</i> <i>See description under Literature.</i>	Full Term		
	Anglo-American Feminist Theory: Conceiving Women <i>Wallace</i> <i>See description under Literature.</i>	Full Term		
	Introduction to Sociology <i>Hernandez</i> <i>See description under Sociology.</i>	Full Term		

