

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

Art History

100 Masterpieces*

Carrasco	Full Term	T, R	10:30-11:50	CFA 211
----------	-----------	------	-------------	---------

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.

101 Medieval Women: Art, Gender, And Spirituality*

Carrasco	Full Term	T, F	2:00-3:20	CFA 211
----------	-----------	------	-----------	---------

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.

102 Twentieth Century Painting*

Hassold	Full Term	T, R	10:30-11:50	CAP 107
---------	-----------	------	-------------	---------

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.

103 Seminar: Images Of Women

Hassold	Full Term	T, F	12:30-1:50	CAP 107
---------	-----------	------	------------	---------

This course will explore how women have been seen in the twentieth century through the investigation of seven visual texts: Picasso's *Demaiselles d' Avignon*; Marcel Duchamp's *The Bride Stripped Bare by Her Bachelors, Even*; Max Ernst's collage novel *A Little Girl Dreams of Taking the Veil*; De Kooning's *Woman I*; Richard Lindner's *The Meeting*; Fernando Botero's *Amparo*; and 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 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.

*Meets Liberal Arts Curriculum Requirement

Fall 2002 Schedule of Classes - Division of Humanities

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

Classics

104 Advanced Greek

Moore	Full Term	TBA	TBA	TBA
-------	-----------	-----	-----	-----

Readings in Greek poetry and prose will be chosen to meet the needs of the students. Possible choices for this year include Herodotus, Lyric Poetry, Sophocles, and Aeschylus.

105 Elementary Greek I

Moore	Full Term	M,W,F	11:00-11:50	PME 219
-------	-----------	-------	-------------	---------

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.

106 Intermediate Greek I*

Moore	Full Term	M,W,F	10:00-10:50	PME 213
-------	-----------	-------	-------------	---------

An introductory reading course. Materials will include selections from Greek prose and from the dialogues of Plato.

107 Elementary Latin I

Rohrbacher	Full Term	M,W,F	10:00-10:50	PME 219
------------	-----------	-------	-------------	---------

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.

108 Advanced Latin: Petronius, *Satyrice**

Rohrbacher	Full Term	T, F	12:30-1:50	PME 219
------------	-----------	------	------------	---------

Titus Petronius Niger served as Special Minister for Elegance under the emperor Nero until his forced suicide in 66 AD. His only known work, the *Satyrice*, was a sprawling, picaresque novel detailing the unsavory adventures of Encolpius ("Crotch") as he wandered through Italy in search of a cure for his impotence. We will read the largest of the surviving fragments, which satirizes Roman morals and manners through a description of an outrageous dinner party hosted by the freed slave and *nouveau riche* Trimalchio. Prerequisite: Elementary Latin I and II at New College, or the equivalent. Please see instructor if you are uncertain about placement.

109 Late Antiquity

Rohrbacher	Full Term	M, R	12:30-1:50	PME 219
------------	-----------	------	------------	---------

In the course of the fourth century AD, Christianity was transformed from a persecuted sect to the official religion of the Roman Empire. In the fifth century, Roman control over western Europe was lost to Germanic invaders. The Western identity was born in Late Antiquity as a mixture of Greco-Roman thought, Christianity, and Germanic ethnic nationalism. Through a mixture of primary and secondary sources, we will explore the reactions of contemporaries—Christian and pagan, Roman and German—to these momentous changes. Essay and research paper.

Prerequisite: at least one course in classical studies, medieval studies, or early Christianity. Class size will be limited.

Languages

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).

110 Beginning French I

Van Tuyl	Full Term	Lecture M,W,F Lab M	10:00-10:50 6:00-7:20	LBR 156 CAP 107
----------	-----------	------------------------	--------------------------	--------------------

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.

111 The Twentieth-Century French Novel

Van Tuyl	Full Term	M, R	12:30-1:50	CFA 211
----------	-----------	------	------------	---------

See description under Literature.

*Meets Liberal Arts Curriculum Requirement

Fall 2002 Schedule of Classes - Division of Humanities

Course Title and Description	Term	Day	Time	Classroom
112 Intermediate French I*				
Dagon	Full Term	Lecture T, R Lab M	9:00-10:20 6:00-7:20	LBR 250 LBR 250
<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 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.</p> <p><i>Prerequisite: Completion of Beginning French II or permission of instructor based on placement test results. Enrollment may be limited.</i></p>				
113 Advanced French				
Dagon	Full Term	T, R	10:30-11:50	LBR 250
<p>This course is at once an advanced course in composition and conversation and an introduction to the study of literature in French. It is designed for students with two years of college French or the equivalent. A comprehensive grammar review plus reading and writing assignments of increasing difficulty prepare students for study of French literature and culture in the original. Reading assignments will include short and long fiction, poetry, drama and cultural texts. Required work includes the preparation of weekly grammar and composition exercises, a series of short papers, each revised for grammatical accuracy and content, and comprehensive mid-term and final exams. Attendance and active participation are required. The course is conducted entirely in French.</p> <p><i>Prerequisite: Successful completion of Intermediate French II or permission of instructor based on Placement Test results.</i></p>				
114 Elementary German I				
Chaich	Full Term	M,W,F	10:00-10:50	LBR 154
<p>This is the first of two sequential German language courses designed for the adult novice learner. Students will be introduced to the language according to a proficiency-based approach with emphasis on communication in a wide range of contexts. The course objectives focus on building lexical, grammatical, pragmatic, and sociolinguistic competence through speaking, listening, reading and writing practice. The materials for the course are Moeller/Liedloff's <i>Deutsch heute, Seventh Edition</i>, the accompanying workbook and audiotape program. German will be the primary language used in the classroom. Regular use of the language laboratory, computer lab, and participation in supplementary review sessions with the teaching assistant to reinforce communication skills are required. During Term I, the Introduction and first six chapters of <i>Deutsch heute</i> will be covered. Assessment will include simple writing tasks, web-based activities, online tutorials, chapter tests, comprehensive midterm and final examinations and a collaborative group video project.</p>				
115 Intermediate German I*				
Chaich	Full Term	M,W,F	11:00-11:50	LBR 154
<p>This course is designed to increase communicative proficiency in German in all four modalities and provide the intermediate language learner with an intensive review of German grammar. Teichert and Hahn's <i>Allerlei zum Besprechen</i> and Schaum's <i>Outline of German Grammar</i> are the main texts. Students will be presented with opportunities for self-expression and creativity while exploring authentic texts, culture, and social and political problems in readings, projects and class discussions. Assessment will include comprehensive midterm and final exams as well as a final project.</p>				
116 Advanced German: Deutsche Kulturgeschichte 1945-2002				
Cuomo	Full Term	M, R	3:30-4:50	CHL 214
<p><i>See description under Literature.</i></p>				
117 Beginning Russian III				
Schatz	Full Term	M,W,F	10:00-10:50	PME 223
<p>The primary goal of this third- semester course will be to complete work on the essentials of Russian grammar as presented in Samuel D. Cioran, <i>RussianAlive!</i> Once that is accomplished, we will undertake an in-depth study of non-prefixed and prefixed verbs of motion with William J. Mahota, <i>Russian Motion Verbs for Intermediate Students</i> as the main text. Further work with Russian roots and word formation will also be included. Finally, students will gain their first significant exposure to current vocabulary and usage by reading and discussing texts from the <i>real world</i> – articles from the popular press, the BBC on-line Russian Service, and other available sources. This course is a continuation of the Spring Semester, 2002, offering and, as such, it is intended for students who have completed at least two semesters of college-level language study or the equivalent.</p>				
118 The Nineteenth-Century Russian Novel: Five Masterpieces				
Schatz	Full Term	T, F	2:00-3:20	PME 219
<p><i>See description under Literature.</i></p>				

Fall 2002 Schedule of Classes - Division of Humanities

Course Title and Description	Term	Day	Time	Classroom
119 Elementary Spanish I Labrador-Rodríguez	Full Term	M,W,F	10:00-10:50	LBR 152
<p>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, introduction to the Subjunctive), to build Vocabulary, and to develop Oral/Aural skills. Required work for the course includes preparation of short dialogues/skits for in-class work, frequent quizzes, take-home grammar exercises, short reading/writing assignments, three major exams. Three 50-minute classes and additional 2 hours of language laboratory per 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. For students with no previous experience with Spanish or with less than two years of high-school Spanish. Students interested must contact Professor Labrador-Rodríguez as soon as possible for assessment. Number of students limited.</p>				
120 Lecturas Hispánicas Labrador-Rodríguez	Full Term	M, R	12:30-1:50	PME 213
<p>This course is intended to be a transition from language to literature and cultural courses and hence is designed for students who have completed Spanish Conversation and Composition or its equivalent. Although we will review key grammatical aspects, the focus of the course will be on reading, writing, and class discussion of texts that are relevant to Hispanic literature, culture, and society. The main goal of this course is to introduce students to the analysis of literary genres in Spanish in order to prepare students to read and approach critically a wide range of texts, including but not limited to literature. Students will regularly write essays (about 2 pages long), will make several individual and group presentations (depending on class size) and will work in a final group project. 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.</p>				
121 Intermediate Spanish Rybak	Full Term	M,W,F	10:00-10:50	LBR 250
<p>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 readings intended to increase vocabulary and stimulate discussions. The class will be conducted in Spanish only and students will be expected to participate actively in discussions and prepare all assignments carefully. Attendance to the Language Laboratory will be required [2 to 3 hours per week, approx.]. Significant progress in the accuracy of communication will be the basis for the evaluation of a student's performance.</p>				
<p><i>Prerequisite: Either [a] satisfactory completion of Elementary Spanish II at New College; Or [b] students with the equivalent of one year college-level work done in another institution, or two years of high-school Spanish. Students not coming from Elementary Spanish will need to contact the instructor early during the previous semester [Spring 2002] for assessment of proficiency. No student will be admitted without fulfillment of this requirement. The number of students in the class will be limited.</i></p>				
122 Advanced Spanish: O My Ghost! Narrative of the Fantastic in Spanish American Literature Brescia	Full Term	T, R	9:00-10:20	CHL 214
<p>"As old as horror, fantastic tales pre-date literature itself", says Argentine writer Adolfo Bioy Casares. Stories about ghosts, spirits and witches are part of the cultural archives of any civilization, from ancient times to the present. In the case of Spanish America, in modern times this type of literature developed as an undercurrent to the canonical "realist" narrative. Thus, it established a very complex relationship to the philosophical, sociopolitical and historical paradigms of the time. This course presents a panoramic view of the narrative of the fantastic in Spanish American literature from late 19th century throughout the 20th century in order to analyze such relationship. The students will read, discuss and analyze literary texts that have to do with critics have called "the fantastic". We will follow a chronological direction but we will also make connections that will allow us to identify the variations of the many fantastic motifs (ghosts, devils and angels, doubles, machines, etc) and analyze the changing nature of this type of literature. At the end of this course, the student will be able to (1) recognize important "fantastic" writers and texts and understand why they are relevant; (2) identify and explain the main characteristics of fantastic literature in Spanish America and how do they relate to a particular cultural context and (3) express analytically (in oral and written form) his or her ideas about the fantastic component in Spanish-American literature. This course is open only for students who have completed Lecturas hispánicas or its equivalent. This class will be conducted in Spanish. Students must attend class regularly, participate in discussion sessions and show an adequate evolution in their acquisition of information and their intellectual capacity.</p>				

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

Literature

123 Contemporary Writers from New College*

A. M. Miller	Full Term	W	12:30-3:20	HCL 8
--------------	-----------	---	------------	-------

In the business of churning out dilettantes (poets, novelists, eco-freak-o's, & other miscreants of the printed page and even television and --alas-- scholarship) since 1964, New College of Florida is overripe for some introspection. Hence, finances allowing, we will develop an intensive quasi-chronological syllabus of writers who have graduated from here, or at least bounced off this place. If the writers cannot appear in person to talk with us, they should be able to chat in a talk-back group-telephonic conference with current students who've closely read their works.

Although the course is "open" with no prerequisites, Mac Miller (last man standing of the earliest years of our ineptitude) expects close personal involvement with the texts. This includes multiple and demanding "retrospective reviews" of the writers' works, one's own pre-prepared and scripted interviews with the writers, and an extensive final self-evaluation of what one has learned concerning one's own aspirations to literature and what passes for life.

124 The Moral Quest in Comparative Literature*

A. M. Miller	Full Term	T, F	3:30-4:50	HCL 8
--------------	-----------	------	-----------	-------

Designed to be a "liberal-arts requirement" course, "MQCL" is open to all students, with no prerequisites other than quick eyeballs and an open mind. Our readings are based on extensive texts coincident with the two-volume Norton *Anthology of World Masterpieces* (7th edition), and will be supplemented by new and old literary friends such as John Gardner's *Grendel*, Joseph Conrad's *Heart of Darkness*, John Hersey's *Hiroshima*, and Akira Kurosawa's *Something Like an Autobiography*. Students should program their lives for three hours of work outside of class, to match each hour inside the classroom -- a total of twelve per week.

Yeah, this is a big fat long buffet table of myths, plays, films, short stories, dramas, and even a few poems to pique the tummy. The "secret agenda" of this course is for students, both new and tattered, to see a number of different "guest professors" from New College in evocative conversations with works closely allied to their special fields of expertise. When others cop out, Mac Miller will fill in. He will also read and evaluate ("go" or "no-go") the weekly "intellectual journals" in which all students must show their minds in close contact with the works we read, view, and hear. Note: more than one unexcused absence, or more than one late submission of an "Intellectual Journal," means that a student has immediately dropped the course!

125 Introduction to Acting

Holshue – Module 1; Geist – Module 2	M	7:00-10:00	Asolo
--------------------------------------	---	------------	-------

Through a series of concentrated exercises, improvisations and monologue work, 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 course is taught by the graduate faculty of the Asolo Conservatory. Enrollment will be limited. Preference will be given to students previously excluded from an Asolo-taught course; however, all interested students should attend the first meeting, since if you are excluded this time you will be given preference the next time the course is taught.

Interested students must attend the first meeting of the course on Monday evening the first week of classes. The course will most likely be held Monday evenings 7:00-10:00 p.m. Go to the Stage Door entrance on the Route 41 side of the Asolo Conservatory building (just south of our library). Identify yourself as a New College student to the security personnel; they will direct you to the acting studio where the course will meet.

116 Advanced German: Deutsche Kulturgeschichte 1945-2002

Cuomo	Full Term	M, R	3:30-4:50	CHL 214
-------	-----------	------	-----------	---------

Participants in this advanced-level German course will work with a variety of cultural materials in the German original, which will include poetry, prose, drama, radio plays, and films, in addition to materials from the Internet that shed light on German cultural history since 1945. 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.

Fall 2002 Schedule of Classes - Division of Humanities

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

126 American Fiction*

Dimino	Full Term	M, R	2:00-3:20	CFA 211
--------	-----------	------	-----------	---------

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.

127 Motherhood

Dimino	Full Term	T, F	2:00-3:20	CHL 224
--------	-----------	------	-----------	---------

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. Enrollment will be limited to 25.

128 Chaucer—Canterbury Tales

Myhill	Full Term	M, R	12:30-1:50	CHL 214
--------	-----------	------	------------	---------

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 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.

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

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

Myhill	Full Term	M, R	3:30-4:50	CFA 211
--------	-----------	------	-----------	---------

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 Shepard, Anna Devereaux 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.

130 Victorian Literature: Home and Empire*

Wallace	Full Term	T, R	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: 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.

131 Romantic-Era British Novel: 1780-1820

Wallace	Full-Term	T, F	3:30-4:50	CHL 214
---------	-----------	------	-----------	---------

"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.

111 The Twentieth-Century French Novel*

Van Tuyl	Full Term	M, R	12:30-1:50	CFA 211
----------	-----------	------	------------	---------

This course, which focuses on experimental fictions, 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, Cixous, and Charef. Students will be responsible for researching literary/ theoretical movements and delivering group presentations. This course is intended primarily for students with some college-level study of literature.

Class is conducted in English. Reading knowledge of French is not required, but advanced students of French will have the opportunity to read the novels in the original.

Course Title and Description	Term	Day	Time	Classroom
118 The Nineteenth-Century Russian Novel: Five Masterpieces*				
Schatz	Full Term	T, F	2:00-3:20	PME 219
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 <i>Dead Souls</i> (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, <i>Oblomov</i> (1859), I. S. Turgenev's, <i>Fathers and Sons</i> (1862), F. M. Dostoevsky's, <i>Crime and Punishment</i> (1866), and L. N. Tolstoy's, <i>Anna Karenina</i> (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.				
122 Advanced Spanish: O My Ghost! Narrative of the Fantastic in Spanish American Literature				
Brescia	Full Term	T, R	9:00-10:20	CHL 214
<i>See Description Under Languages</i>				
Music				
132 Music of the Baroque Era				
Clark	Full Term	T, F	2:00-3:20	CFA 212
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.				
133 Representing Musical Culture*				
Clark	Full Term	M, R	2:00-3:20	CFA 212
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.				
134 Chamber Music				
Clark	Meets Full Term for Mod 2 Credit	TBA	TBA	TBA
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. This is a pilot project, and participation will be limited to three students. Information on auditions will be available during mini-classes or from Professor Clark.				
135 New College Sarasota Opera Chorus				
Mechavich	Meets Full Term for Mod 2 Credit	T, R	8:00-9:30 pm	CHL Music Room
The New College Sarasota Opera Chorus will provide students with an opportunity to sing in an ensemble under the leadership of Joseph Mechavich, Associate Conductor of the Sarasota Opera. For more information, you can contact him either by e-mail (jmechavich@sarasotaopera.org) or by phoning 366-8450, ext. 421. Repertory to be studied will be determined at a later date. No prerequisites. Students who participate throughout the semester may earn a module of credit (M2).				
136 Electronic Music I				
Constable	Full Term	W	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.				

Fall 2002 Schedule of Classes - Division of Humanities

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

137 Music Theory I*

Schwartz	Full Term	M,W,F	11:00-11:50	CFA 212
	Aural Skills	T, R	6:00-7:00 pm	CFA 212

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.

Philosophy

138 Language, Thought, and the World

Edidin	Full Term	T, F	12:30-1:50	CHL 224
--------	-----------	------	------------	---------

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.

139 Metaphysics Survey*

Edidin	Full Term	M, R	2:00-3:20	HCL 4
--------	-----------	------	-----------	-------

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).

140 Classical Philosophy *

Langston	Full Term	T, R	10:30-11:50	PME 219
----------	-----------	------	-------------	---------

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.

141 Husserl

Branham	Full Term	M, R	3:30-4:50	PME 219
---------	-----------	------	-----------	---------

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*.

142 Existentialist Themes*

Branham	Full Term	M, R	12:30-1:50	LBR 154
---------	-----------	------	------------	---------

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*.

Course Title and Description	Term	Day	Time	Classroom
143 Religious Themes In Literature* Langston 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.	Full Term	W	12:30-3:20	PME 219
144 Asian Religions* Newman 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.	Full Term	M, R	3:30-4:50	HCL 7
145 Cultural History of Tibet* Newman 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.	Full Term	M, R	12:30-1:50	HCL 7
146 Introduction to the Study of Religion* Day This entry-level course introduces students to the non-confessional, academic study of religion. Rather than a general survey of "world religions," the class explores the broadly philosophical and theoretical questions that scholars have traditionally asked about this set of human practices and beliefs. The class will examine a handful of classical and contemporary theorists with an eye for: (1) the puzzles they have discerned in religious behavior and thought; and (2) the solutions they have proposed to solve these puzzles.	Full Term	T, R	10:30-11:50	LBR 154
147 Darwin and the Argument from Design Day This course exposes students to the skills of philosophical analysis, a fundamental insight of Darwinian evolutionary theory, and the history of modern Western religious thought. In general, we will explore the career of an infamous theoretical hunch—the so-called "Argument from Design"—in both historical and contemporary settings. More specifically, we will examine how Darwin's theory of natural selection allows us to dissolve the inferential link between <i>design</i> in the natural world and the existence of a supernatural <i>designer</i> . There are no prerequisites for this course, but some background in biology, philosophy or religion would be helpful.	Full Term	M, R	12:30-1:50	HCL 4

Visual Arts

148 Three-Dimensional Design Boulanger In this class students will discover and apply the elements & principles of design as they relate to the Visual Arts. Through research, studies and projects, the student will explore the various types of contemporary art being produced; be introduced to the safe and proper use of tools as they relate to the creation of wood, metal and plaster works; and finally, experience the various ways in which artists create. The elements covered will be line, planes, volume, mass, texture, space. Through individual and group critiques, students can expect to fully realize finished works. Mary Stewart's <i>Launching the Imagination: A Comprehensive Guide to Basic Design</i> is the required text, and studio work outside the class meeting time is expected. Students will purchase their own materials. No prerequisites.	Full Term	T	12:30-3:20	CFA 111
149 Intermediate/Advanced Sculpture Boulanger 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.	Full Term	R	12:30-3:20	CFA 111

Prerequisite: Introductory Sculpture or its equivalent. Enrollment will be limited to 20.

Fall 2002 Schedule of Classes - Division of Humanities

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

150 Painting Today: Concept and Pleasure

Moon	Full Term	W	12:30-3:20	CFA 509
------	-----------	---	------------	---------

Through slide presentations and readings, this intermediate/advanced level course will familiarize students with the evolution of abstraction in the 20th century and the challenging state of painting today. Students will then work through a series of initiatives: nature derived abstraction, gestural/aleatory abstraction, and constructing paintings with reference to popular culture, including photography, text, and found visual idioms. Keeping a drawing journal will be an essential part of the course. A significant amount of work outside class is required. Students will supply their own materials.

Prerequisite: beginning level painting or instructor's approval. Limited enrollment of 15.

151 Exploration in Drawing: An Introduction

Moon	Full Term	M	12:30-3:20	CFA 505
------	-----------	---	------------	---------

Using various graphic materials and paint, students will explore the fundamentals of pictorial languages. Through observation of natural and manmade objects and environments, students will investigate diverse processes of constructing images, pictures, drawing as physical manifestations, and the relationship between formal decision and implied meaning. There will be slide presentations and museum visits. Studio work outside the class is required. No previous experience is necessary. Students will supply their own materials. Limited enrollment of 18.

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

Biology

152 Animal Behavior Lecture

Beulig	Full Term	M, R	12:30-1:50	LBR 156
--------	-----------	------	------------	---------

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

Enrollment limited to 30 students.

153 Animal Behavior Laboratory

Beulig	Full Term	W	12:30-1:50 & TBA	MBR 111
--------	-----------	---	------------------	---------

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.

154 General Biology: The Vertebrates

Beulig	Module 1	T, F	12:30-1:50	LBR 156
--------	----------	------	------------	---------

An introduction to the form and function of vertebrate organ systems. A survey of vertebrate solutions to the basic problem 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.

155 Current Issues in Human Genetics*

Gilchrist	Full Term	T, R	9:00-10:20	HNS 108
-----------	-----------	------	------------	---------

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.

156 Fish Biology Lecture

Demski	Full Term	M, R	12:30-1:50	MBR 111
--------	-----------	------	------------	---------

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. 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 12 students.

Course Title and Description	Term	Day	Time	Classroom
157 Fish Biology Laboratory Demski Students will identify specimens of most major groups of fishes using preserved 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. Representative fish types will be dissected for the study of organ systems. 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.	Full Term	M, R	2:30-4:50	MBR 113
<i>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 12 students. Lab Fee Required.</i>				
158 Cell Biology Lecture Clore 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, macromolecular transport and cellular organization, the cell cycle, cell signaling, and the extracellular matrix. The cellular bases of human and plant diseases and of extracellular signal perception will be emphasized. Student presentations will be required.	Full Term	M,W,F	11:00-11:50	LBR 152
<i>Prerequisites: College level introductory biology or equivalent. Enrollment limited to 20 students.</i>				
159 Cell Biology Laboratory Clore This laboratory course is designed to complement the <i>Cell Biology Lecture</i> course. Students will develop laboratory technique and data analysis skills while learning several different approaches used to study cells. Some independent inquiry will be required. Such cell biological techniques as microscopy (various types), tissue preparation for microscopy, subcellular separation, protein and nucleic acid extraction, gel electrophoresis, immunoblotting, and tissue culture will be emphasized.	Full Term	R	2:00-4:50	HNS 124
<i>Co-requisite: Cell Biology Lecture. Lab fee required.</i>				
160 Introduction to Botany* McCord An introduction to the biology of plants, 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 to write a research paper on an approved plant topic.	Full Term	T, R	10:30-11:50	CHAE
<i>Enrollment limited to 40 Students.</i>				
161 Introduction to Botany Laboratory McCord 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 will 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.	Full Term	M	1:00-4:00	HNS 123
<i>Enrollment limited to 15 students/section. Lab Fee Required.</i>				

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

Chemistry

162 Organic I, Structure & Reactivity

Scudder	Full Term	M,T,W,R,F	9:00-9:50	CHAE
---------	-----------	-----------	-----------	------

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 *Structure & Reactivity 1 and 2*, *Chemical Principles*, 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 the chemical structure of organic compounds relates to chemical reactivity.

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.

The second half of the course covers substitution, elimination and electrophilic addition processes. Meets daily.

Entrance by placement exam.

163 Chemistry Inquiry Laboratory

Scudder/Wagoner/Sherman/Walstrom/Johal	Full Term	Lecture R or F Lab R or F	1:00-1:50 2:00-4:50	CHAE HNS 215
--	-----------	------------------------------	------------------------	-----------------

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.

Corequisite: Organic 1, Structure & Reactivity. Lab fee required.

164 Inorganic Chemistry

Sherman	Full Term	M,W,F	10:00-10:50	HNS 108
---------	-----------	-------	-------------	---------

In this course the entire periodic table is our domain. We begin with atomic theory and electronic structure, periodic properties, and molecular orbital theory. We then focus on the colorful topic of transition metal coordination chemistry including bonding, thermodynamics and kinetics of complex formation and ligand substitution, electron transfer and electronic absorption spectroscopy. In the final section of the course 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. Required for a concentration in chemistry.

Prerequisite: Chemical Principles.

165 Chemical Principles

Sherman	Full Term	M,W,F	9:00-9:50	HNS 108
---------	-----------	-------	-----------	---------

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 *Structure and Reactivity 1 and 2*, *Chemical Principles*, 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 a prerequisite to Physical Chemistry and Instrumental Methods.

Prerequisite: Organic II.

166 Chemical Principles Laboratory

Staff	Full Term	T	1:00-4:50	HNS 215
-------	-----------	---	-----------	---------

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.

Prerequisite: Organic Chemistry Laboratory. Co-requisite: Chemical Principles. Lab Fee Required.

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

167 Physical Chemistry I

Johal	Full Term	M, R	12:30-1:50	HNS 108
-------	-----------	------	------------	---------

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: Chemical Principles and Lab, Physics I and II and Labs, Calculus I and II and either Differential Equations or Multivariable Calculus.

168 Instrumental Methods

Johal	Full Term	Lecture T	10:30-11:50	HNS 108
		Lab F	1:00-3:50	HNS 211

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 will be focused on electrochemical and chromatographic methods (GC-MS, HPLC, Electrophoresis and others).

Prerequisites: Chemical Principles and Laboratory, and Physics I.

169 Environmental Chemistry

Stephens	Full Term	T, R	9:00-10:20	MBR 111
----------	-----------	------	------------	---------

Chemical principles and processes in the natural environment – the atmosphere, hydrosphere, lithosphere and biosphere, as well as changes due to human activities, will be considered. Biogeochemical cycles of elements such as nitrogen and sulfur will be used to trace the movement of these elements through the environment and to show how human activities have altered the cycles. Aspects of water chemistry will include the properties of water, chemistry at underwater hydrothermal vents, pollution with oxygen-consuming wastes, and sources and treatment of drinking water. Use of energy and its effects on global warming, pollution with mercury and other metals, and smog formation will be considered. Some analytical methods used in environmental science will be included, with demonstration of instruments used.

Prerequisite: Chemistry and Society or Organic Chemistry I, Structure and Reactivity, or consent of instructor.

Computer Science

170 Introduction to Artificial Intelligence*

Henckell	Module 1	M, R	2:00-3:20	CHAE
----------	----------	------	-----------	------

This course attempts to give 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 issues around AI, and how AI shows up in the collective imagination (movies, literature, art). There is no programming associated with this course, and there are no prerequisites or enrollment limits.

If there is interest, we might organize a follow-up Mod 2 tutorial “AI seminar” for which this course would be prerequisite.

171 Theory of Computation

Henckell	Module 2	M, R	3:30-4:50	HNS 106
----------	----------	------	-----------	---------

We will discuss Turing machines, recursive functions, and uncomputability. There are no prerequisites, but some mathematical maturity is desirable.

172 Finite Automata Theory

Henckell	Module 1	M, R	12:30-1:50	HNS 106
----------	----------	------	------------	---------

(See description under Mathematics)

173 Context - Free Languages

Henckell	Module 2	M, R	12:30-1:50	HNS 106
----------	----------	------	------------	---------

(See description under Mathematics)

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

Mathematics

174 Calculus I*

Poimenidou	Full Term	M,W,F	10:00-10:50	CHAE
	Required Workshop	R	6:00-7:30 P.M.	CHAE

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.

175 Abstract Algebra I

Poimenidou	Full Term	M,W,F	9:00-9:50	HNS 106
------------	-----------	-------	-----------	---------

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.

172 Finite Automata Theory

Henckell	Module 1	M, R	12:30-1:50	HNS 106
----------	----------	------	------------	---------

We will discuss finite state machines, regular languages, and semigroups. This theory beautifully ties together automata theory (computer science) and algebra (math). There are no prerequisites, but some mathematical maturity is desirable.

173 Context - Free Languages

Henckell	Module 2	M, R	12:30-1:50	HNS 106
----------	----------	------	------------	---------

We will study the description of context-free languages (e.g. most programming languages) by means of formal grammars, and an equivalent description by means of pushdown automata (finite state machines with an infinite memory stack). We will also discuss the application of this theory to parsing. The course should be of interest to computer scientists, mathematicians, logicians, linguists, etc. Basically this is a mathematics course; however, there are no mathematical requirements for it other than the ability to use symbolic systems and to think slowly and carefully. There will be homework assignments, but not in programming, so programming experience is not necessary. The course is highly recommended for *Compilers (Praxis)*.

176 Complex Analysis

McDonald	Full Term	M,W,F	11:00-11:50	HNS 106
----------	-----------	-------	-------------	---------

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

Prerequisite: Real Analysis I or consent of instructor.

177 Calculus I With Theory

McDonald	Full Term	M,W,F	10:00-10:50	HNS 106
----------	-----------	-------	-------------	---------

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.

Prerequisite: Permission of Instructor.

178 Linear Algebra*

Mullins	Full Term	M,W,F	10:00-10:50	HCL 4
---------	-----------	-------	-------------	-------

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.

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

179 Probability*

Mullins	Full Term	T, F	12:30-1:50	LBR 154
---------	-----------	------	------------	---------

This course assumes that the student has a background in calculus. The subject of the course is 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. These 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 or the consent of instructor.

180 Mathematics Seminar Term I

Mathematics Faculty	Full Term	R	7:30-9:00 P.M.	HNS 106
---------------------	-----------	---	----------------	---------

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

Physics**181 Physics I***

Colladay	Full Term	M,W,F	11:00-11:50	CHAE
----------	-----------	-------	-------------	------

This is the first semester of the introductory calculus-based physics sequence. The main target audience is physics majors, 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 exam, and class attendance and participation.

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

182 Modern Physics

Colladay	Full Term	M, R	3:30-4:50	HNS 108
----------	-----------	------	-----------	---------

In this course we will study the major breakthroughs that occurred in physics during the early 20th century. We will begin with Einstein's special theory of relativity and continue on to study the various physical phenomena that led to the development of quantum mechanics; such as blackbody radiation, Compton scattering, 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. The course will be evaluated based on weekly problems, assignments and exams.

Prerequisite: Physics I and II.

183 Physics Laboratory I*

Sendova	Full Term	M, T	1:00-4:50	HNS 203
---------	-----------	------	-----------	---------

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 newly 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.

184 Electricity and Magnetism

Sendova	Full Term	M,W,F	11:00-11:50	HNS 108
---------	-----------	-------	-------------	---------

This course is intended primarily for students concentrating in physics or mathematics. It begins with vector calculus then moves into electrostatics. Thereafter follows 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 are upper level mathematics such as Calculus III or Vector Calculus.

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

Anthropology

185 Human Origins And Evolution*

Andrews	Full Term	T, F	12:30-1:50	CHL 221
---------	-----------	------	------------	---------

This course offers an introduction to biological anthropology, and will focus on human evolution, biology and behavior, as well as on studies of non-human primates. Special emphasis will be placed on evolutionary theory, primate evolution and behavior, human origins and paleoanthropology, human adaptability, variability, and survivability, and contemporary issues in the interplay between biology and culture. No prerequisites. Limited to 35.

186 Seminar On Ecological Anthropology

Andrews	Full Term	T, F	3:30-4:50	Anthro Lab
---------	-----------	------	-----------	------------

This seminar examines the major trends in the development of ecological anthropology, with special emphasis on 1) the role of ecology in evolutionary theory, and 2) case studies of the interaction of people, culture and the environment. Among the topics covered will be: hunter-gatherers, pastoralism, agrarian ecology, the ecology of ritual and warfare, population ecology, ancient civilizations and the environment, and various current issues where culture and the environment intersect. This seminar does not offer a biological approach to the study of ecosystems, nor is it a trendy course on how to recycle beer cans; it is a comparative survey of the ways in which people interact with their physical environments. The primary focus will be on theories concerning the effects of the environment on the development and evolution of culture, and the seminar will provide a forum for the discussion of these issues. Limited to 15, with prior coursework in cultural anthropology, or permission of the instructor.

187 Survey of Archaeology*

Baram	Full Term	M, R	2:00-3:20	CHL 221
-------	-----------	------	-----------	---------

This course offers an introduction to the subject of archaeology. It is divided into three parts: 1) the nature and history of archaeology, 2) basic archaeological approaches, and 3) a brief survey of world prehistory. Given time limitations, the latter section will focus on selected topics of major methodological and theoretical concerns in the discipline. No prerequisites

188 The Colonial Encounter

Baram	Full Term	T, R	10:30-11:50	Anthro Lab
-------	-----------	------	-------------	------------

Diverse, mostly traumatic cultural encounters accompanied European expansion across the world from the later Middle Ages onward. Historically and geographically wide-ranging, this course examines how the asymmetric patterns of interactions then imposed are only slowly being replaced. We will examine the processes of domination and resistance by indigenous people to colonialism and neo-imperialism with case studies from North America, Africa, and East Asia. Anthropological and post-colonial understandings of the encounters will center the course.

189 Ethnography: Theory and Practice

Vesperi	Full Term	W	12:30-3:20	Anthro Lab
---------	-----------	---	------------	------------

This course 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. Prerequisite: introductory course work in anthropology or a related discipline. Enrollment will be limited to 15.

190 Cultures of the Contemporary U.S.A.

Vesperi	Full Term	T, F	2:00-3:20	Anthro Lab
---------	-----------	------	-----------	------------

This course is designed to provide a foundation for the analysis of issues confronting students of contemporary American cultures. Anthropological theories of social organization 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 25, with a background in cultural anthropology recommended.

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

Economics

191 Introduction to Economic Analysis*

Coe	Full Term	T, R	9:00-10:20	HCL 2
-----	-----------	------	------------	-------

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 role of government in a market-oriented economy with a discussion of such topics as income distribution and pollution control. *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 the basic building block for further study in economics and is a prerequisite for additional course work in the field.*

192 Intermediate Microeconomic Theory

Elliott	Full Term	T, R	10:30-11:50	LBR 152
---------	-----------	------	-------------	---------

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 game theory. (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.

193 Seminar: AER May 2002 Issues and Developments In Economics

Elliott	Full Term	W	12:30-3:20	Viking 110
---------	-----------	---	------------	------------

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 Fourteenth Annual Meeting of the American Economic Association* (held January 2002 in Atlanta, GA) 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 114th 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; conflict & the economy; soft budget constraints; child welfare, abuse, & neglect; prospects for the long-term reform of Medicare; 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; the “natural” rate of unemployment; information technology & growth; population & economic growth; immigration policy; gender & economic transactions; the state of economic education; economics of gun control; economics of leisure; economics of giving; economics & social behavior; and youths & risky behavior. Prerequisites: The six core course requirements for an economics concentration or permission of instructor. Note: Given the unique source of readings and structure, this seminar may be taken more than once.

194 Seminar in Political Economy

Strobel	Full Term	M, R	2:00-3:20	CHL 214
---------	-----------	------	-----------	---------

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.*

Course Title and Description	Term	Day	Time	Classroom
195 International Economics				
Strobel	Full Term	T, F	3:30-4:50	LBR 252
Over the past 20 years, international economic activity, as measured by trade in goods and services alone, has tripled while the domestic economy has grown by more than 90 percent. 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 carefully develop the economic analysis which will 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 will be 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 will be 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. <i>Prerequisite: Introduction to Economic Analysis.</i>				
196 Introduction to Statistics				
Pracht	Full Term	M, R	12:30-1:50	PME 213
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 chi square analysis. Students will be introduced to a commonly used computer statistical package, SAS. This section of the class is for non-psychology majors.				
History				
197 American History, 1492-1877: Recent Interpretations, Part I*				
Doenecke	Full Term	M, R	2:00-3:20	CHL 224
Coverage of major political events in American history, though there is some social history. Stress upon debates among historians over time and exposure to various interpretations. The course begins with the age of exploration and ends with Reconstruction. <i>Advanced placement students particularly welcome though there is certainly no prerequisite. Primarily lecture. Midterm and final examination in class. Term paper.</i>				
198 World War II*				
Doenecke	Full Term	T, R	10:30-11:50	CHL 224
Coverage of causes, nature and result of World War II. Stress on diplomatic and political background of the conflict, European and Asian developments from the time of the Versailles, settlement of 1919 and the Washington Conference of 1921-22, the debate within the U.S. over participation, and the breakdown of the wartime alliance. Extensive discussion of U.S. isolationism and the Pearl Harbor controversy. Several weeks will be devoted to military campaigns and to the dropping of the atomic bomb, but students must realize that this is not so much a course in military history as in an entire era in international relations. <i>Primarily lecture. Midterm, final exam in class, term paper. No prerequisites.</i>				
199 Macro-History Theory				
Snyder	Full Term	T, F	12:30-1:50	PME 219
This discussion-oriented seminar will attempt to approach world history as a whole, trying to find a model of the cultural-process that undergirds all societies and to identify the large scale patterns of history. It will examine a number of theoretical problems and different methods of testing the proposed model. It will also consider ways of moving from the Macro level to the Micro level, and consider all dimensions of culture from the arts to literature, religion, political-social structures, economic patterns, and geographical characteristics. Testing will include detailed study of particular historical sequences. The seminar will require regular oral reports and a major seminar paper evaluating some aspect of the proposed model. Some previous study of history and/or social theory is required.				
200 Medieval Italy and Germany: An Introduction to Medieval Civilization*				
Snyder	Full Term	M, R	3:30-4:50	CHL 224
Though often neglected in the Medieval survey course, the Holy Roman Empire, composed of Italy and Germany, was in fact one of the most important structures dominating Medieval Europe. We will look at its rise, internal conflicts, transformation, and fall, covering the period from c. 450 to 1350, but focusing primarily on the 11th, 12th, and 13th Centuries. Special attention will be given to the nature of feudal society, the rise of cities, the conflict between the Papacy and the Empire, and characteristics of Medieval culture. <i>Open to entering students.</i>				

Course Title and Description	Term	Day	Time	Classroom
201 Gender and Society in Modern France				
Harvey	Full Term	W	12:30-3:20	PME 223
This course will examine gender roles as historical constructs through the examination of what has been one of the most well studied fields of the new gender history, namely France from the late Old Regime to the early twentieth century. We will examine eighteenth century court society and the institution of the salon, both of which were widely considered spheres of female influence by contemporaries. We will consider the views on women and gender of influential Enlightenment thinkers (notably Rousseau), and their impact on the ideology and practice of the French Revolution. We will then examine the construction of a new (masculine) public sphere, the construction of a new masculine ideal of citizenship, and the growing exclusion of women under the Revolution and the Napoleonic Code, and their legacy for post-Restoration France. We will examine numerous gender-related themes in nineteenth century France, notably prostitution and the plight of the poor, the rise of feminism and of female professionals, and fears of degeneration and demographic crisis. We will conclude with an examination of the impact of the First World War and the transformation of nineteenth century gender roles in the 1920s and beyond.				
202 The Age of Imperialism				
Harvey	Full Term	M, R	12:30-1:50	HCL 3
This course will study the rise and fall of European overseas empires, primarily in Asia and Africa, in the nineteenth and twentieth centuries. Although broadly comparative, it will focus primarily on the British Empire, by far the largest of its time, and secondarily on the empire of Britain's imperial rival and European ally France. Topics covered will include the transition from informal control to formal rule, the motives and course of imperial expansion, the destruction of traditional societies in the colonial encounter, the role of religion and missionaries, the promotion of imperialism on the home front, the development of nationalism in the colonial world, wars of decolonization, and the legacy of colonialism on newly independent societies.				
Political Science				
203 Global Environmental Politics				
Hicks	Full Term	M, R	2:00-3:20	PME 219
This advanced seminar will tackle several major aspects of global environmental politics by studying action at the international level and comparing different countries' approaches to environmental policy. Among the topics covered will be international institutions, regimes, agreements, laws, and programs; environmental movements; and the environmental politics of developing and developed countries. The course is designed as an overview of these interlinked topics and thus cannot address each one exhaustively. Student "specializations" will provide the chance for each student to delve deeper into a few of these topics with short case studies. The specialists will present their findings to the class as a supplement to our overviews. Beyond reading and analyzing the assigned material, students are expected to participate in class discussions and to take the lead in integrating the day's readings into a broader framework for the course. In addition to smaller case study and literature review assignments throughout the semester, students will write an integrative final essay or two in the form of a take-home exam. <i>Prerequisites:</i> This seminar is open to students in at least their fifth contract, with preference given to fourth-year students in political science and environmental studies. Political science students should have completed "Thinking Politics" and at least one intermediate-level course. Other students should have at least two social science courses, one of which is at the intermediate level. Fourth-year environmental studies students who do not meet these requirements may be permitted to join the course at the discretion of the instructor. Class size will be limited.				
204 International Relations				
Hicks	Full Term	T, R	9:00-10:20	HCL 4
This intermediate-level course will serve as an overview of the field of "international relations." The goals of the course are (1) to help students develop a framework for interpreting the wide variety of decisions and actions that fall under the rubric of international politics and (2) to acquaint students with the major theoretical paradigms (realism, pluralism, globalism, and feminism) used by scholars to explain patterns of relations and particular events at the international level. Although much of the field is concerned with the actions of states and international organizations, we will also look at transnational activities of non-state actors. In the process of examining major paradigms in the study of international relations, we will consider how well they incorporate explanations at the different levels of analysis used by scholars to understand the behavior of states and non-state actors. These levels range from a focus on the individual decision-maker to world systems approaches. Students must come to class prepared to discuss the readings and issues raised by them. There will be several small assignments – either group work or case briefs – throughout the semester and a final integrative essay. <i>Prerequisites:</i> An introductory-level political science course or permission of the instructor.				
205 American Constitutional Thought I				
Lewis	Full Term	W	12:30-3:20	CHL 214
An intermediate level course that deals with the powers of government and the basic structure of the Constitution of the United States using Supreme Court cases and other materials. Limited to 20. Prerequisite: Any introductory political science course or one course in American history.				

Course Title and Description	Term	Day	Time	Classroom
206 Introduction to Classical Political Thought* Lewis Survey of some of the great writers of political philosophy in the West including Plato, Aristotle, More, Machiavelli, Hobbes, Locke, Rousseau, Hume and J.S. Mill. Open to all students.	Full Term	T, R	10:30-11:50	LBR 156
207 Thinking Politics: An Introduction* Pak This class is intended for all New College students interested in writing, researching, and thinking about politics in the course of their academic career. Political science majors are expected to take the course in their first or second year: preferably, it should be their very first college level political science class. 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. Prerequisites: None	Full Term	M, R	12:30-1:50	CHL 221
208 Local Politics in Global Cities Pak 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. Prerequisite: Introduction to Comparative Politics or Urban Sociology.	Full Term	T	12:30-3:20	CHL 215

Psychology

209 Language Development Barton This course will explore the language development process from preverbal communication of infants through early grammar and conversational development of preschoolers. The various theoretical perspectives and current debates in the field will be discussed and represented in a variety of research examples. Also included will be topics in language learning in special populations (e.g., hearing impaired, blind, etc.) and animal language learning. <i>Prerequisite: Developmental Psychology.</i>	Full Term	M, R	2:00-3:20	Bonseigneur
210 Applied Topics in Cognitive Development Barton 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. <i>Prerequisite: Developmental Psychology. Class size will be limited to 20.</i>	Module 1	T, F	2:00-3:20	Bonseigneur
211 Introduction to Statistics* Bauer This course will introduce students to applied statistics in behavioral sciences. Topics will include frequency distributions, percentiles, central tendency, variability, probability, hypothesis testing, confidence intervals, inference about means, correlation/regression, statistical power, and chi-square. A computer lab that emphasizes the commonly used computer statistical package, SAS, will accompany the course. <i>Prerequisite: Introduction to Psychology. Enrollment will be limited to those students intending an area of concentration in psychology.</i>	Full Term	M, R	12:30-1:50	PMA 117
212 Sensation and Perception Laboratory Bauer Students will explore sensory processes and perception by conducting a variety of experiments and doing computer simulations of experiments. Experiments and simulations will be drawn from six modules: 1) Physiological Bases of Perception; 2) Form, Pattern, and Movement; 3) Color; 4) Depth, Size, Brightness, and Contrast; 5) Auditory Scene Analysis; and 6) Psychophysics. <i>Prerequisite: Sensation and Perception. Enrollment will be limited to 12 students.</i>	Module 2	W	12:30-3:20	PMA 117

Course Title and Description	Term	Day	Time	Classroom
213 Abnormal Psychology Ryan This course will review theory, research, and clinical applications related to psychopathology. First, we briefly will examine the historical development of the concept of madness. This will be followed by a review of explanations for abnormal behavior, ranging from psychoanalytic theory to genetic and neuropsychological models. We will spend the remainder of the semester exploring all facets of the disorders listed in the DSM IV, including ethical and legal issues.	Full Term	T, R	9:00-10:20	Bonseignuer
214 Couples: The Transitions to Marriage, Parenthood and Retirement Ryan This course will explore some of the important developmental challenges faced by couples including the transitions to marriage, parenthood and retirement. A primary focus will be on the emotional aspects of retirement, and how retirement affects couples' relationships. The role that relationship quality plays in health and well-being will also be explored. These topics will be examined through empirically based readings. Students will participated in weekly lectures and discussions, and will be expected to contribute to ongoing research in these areas. Opportunities for continued participation in couple research may be available for interested students. <i>Prerequisites: Introductory Psychology, Abnormal Psychology, Developmental Psychology, Research Methodology</i>	Module 1	T, R	10:30-11:50	Bonseignuer
215 Psychology Senior Seminar Barton/Bauer/Ryan All students who plan to graduate with an area of concentration in psychology must 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.	Full Term	R	3:30-4:50	Bonseignuer
216 Introductory Psychology* Barton/Bauer/Ryan 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. <i>No prior psychology courses are required.</i>	Full Term	T, F	12:30-1:50	HCL 8
Sociology				
217 Introduction to Sociology* Hernandez 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.	Full Term	T, R	10:30-11:50	HCL 2
218 Work Organization and Its Alternatives Hernandez In this course we will explore sociological analyses of the organization of work, focusing on twentieth century labor relations. We will explore the organization of work in capitalist enterprises and the shift from industrial production to the service industry and informatics. Studying the different forms of organization that have developed in an attempt to overcome the alienating experience of factory work and the inequities embedded in the capitalist and socialist economic systems, we will analyze participatory plans in privately owned corporations, employee stock ownership plans, cooperatives and the Kibbutz. We will look at the building principles which led to their development, the benefits they have brought to workers, their effect on productivity, and their role in the different economies. Although there are no pre-requisites, this course is geared at the intermediate level.	Full Term	M, R	2:00-3:20	CHL 215
219 Qualitative Methods Rosel The purpose of this Mod course is to introduce students to several methods of social research and data analysis. The work for the course will include weekly exercises that require students to "get their hands dirty" in the real world. Topics will include such things as scales and indices, sample selection, variables and operational, unobtrusive observation, participant observation, self-observation, problems of validity, reliability, and ethics.	Module 1	M, W	8:30-9:50	LBR 152
220 Deviance Rosel The purpose of this module is to introduce students to the theory and research bearing on the process at deviance (and deviance defining) in American society. Classic approaches such as those of Erikson and Durkheim will provide a background for exploring some contemporary approaches, such as medicalization and deviance. While background in the social sciences is advised, there are no prerequisites.	Module 2	M,W	8:30-9:50	LBR 152

Fall 2002 Schedule of Classes - Division of Social Sciences

Course Title and Description	Term	Day	Time	Classroom
221 Microsociology Rosel This course should serve as an introduction to social psychology via ethnographic research done by Sociologists such as Hochschild, Fine, Erikson and Anderson. A selection of microsociological concepts will be included, and the critical reading of exemplary research will be emphasized. There are no prerequisites for this course.	Module 1	T, R	9:00-10:20	LBR 152
222 Death and Dying Rosel The purpose of this module is to introduce students to some of the social and psychological issues related to death and dying in contemporary American society. <i>While there are no prerequisites for this course, students must be at least "fourth semester" in order to enroll.</i>	Module 2	T, R	9:00-10:20	LBR 152
223 Social Theory* Brain This course explores central issues and concerns of modern social theory through an examination of the works of three major thinkers: 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.	Full Term	M, R	12:30-1:50	CHL 224
224 Urban Sociology Brain This course is an introduction to the sociological study of the urban landscape. The first half of the course will focus on conceptual and theoretical issues associated with sociological study of the city, from the "Chicago school " sociologists at the turn of the century, to more recent analyses of the "social production" of urban space and the sociology of place. 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 experience of the city as a dimension of the ordering of social space. In the second half of the course, theoretical issues will be considered against the specific background of urbanization and suburbanization in the U.S. Topics will include: modernism, "urban renewal," and the technology of city-building; culture and politics of urban places, with a particular focus on race, class, and gentrification in contemporary cities; re-formed city centers and new images of urbanity; transformations of urban space as we move from the progressive image of the city as "the hope of democracy" to the supposedly imminent "end of public space;" postmodernist criticism and neo-traditional urbanism.	Full Term	M, R	3:30-4:50	CHL 221

Fall 2002 Schedule of Classes – Environmental Studies Program

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

225 Green Campus Seminar

Henckell/J. Miller	Full Term	T, F	2:00-3:20	
--------------------	-----------	------	-----------	--

The Green Campus Seminar is inspired by David Orr's writings which ask if the campus is simply a substrate for learning or actually has lessons of its own to teach. The basic format involves biweekly "walkabouts", which feature guest lecturers who will enable us to see the campus through their eyes. Architects, historians, dendrochronologists, soil scientists, recreational trail planners and many others will offer their perspectives regarding what is (and what could be) going on around our campus. In addition to readings and assignments, students will document some aspect of the campus and offer reasoned solutions to campus needs. Weekend field trips will explore off-campus connections. Class size is limited to 20 with participation by permission of the instructor. Priority will be given to new students, but some older students will be incorporated.

First class will meet on the Hamilton Center steps.

226 Environmental Studies Research Seminar

Staff	Module 1	T, R	10:30-11:50	CGR 103
-------	----------	------	-------------	---------

This seminar develops skills needed to complete an environmental studies senior thesis or senior project and assists students in the preparation of research grant proposals, required for an environmental studies area of concentration. Seminar topics include placing research in the context of relevant literature, focusing a proposal, budgeting, time management, and gathering and organizing information.

Environmental studies area of concentration students planning to graduate in the spring of 2003 need to participate unless they have made other arrangements with the Environmental Studies Steering Committee. The seminar meets weekly throughout the semester, but is granted only one module of credit.

203 Global Environmental Politics

Hicks	Full Term	M, R	2:00-3:20	PME 219
-------	-----------	------	-----------	---------

See description under Political Science

160 Introduction to Botany*

McCord	Full Term	T, R	10:30-11:50	CHAE
--------	-----------	------	-------------	------

See description under Biology

161 Introduction to Botany Laboratory

McCord	Full Term	M	1:00-4:00	HNS 123
--------	-----------	---	-----------	---------

See description under Biology

169 Environmental Chemistry

Stephens	Full Term	T, R	9:00-10:20	MBR 111
----------	-----------	------	------------	---------

See description under Chemistry

186 Seminar On Ecological Anthropology

Andrews	Full Term	T, F	3:30-4:50	Anthro Lab
---------	-----------	------	-----------	------------

See description under Anthropology

Fall 2002 Schedule of Classes – Gender Studies Cross Reference

<u>Course Title and Description</u>	<u>Term</u>	<u>Day</u>	<u>Time</u>	<u>Classroom</u>
155 Current Issues in Human Genetics* Gilchrist <i>See description under Biology</i>	Full Term	T, R	9:00-10:20	HNS 108
127 Motherhood Dimino <i>See description under Literature</i>	Full Term	T, F	2:00-3:20	CHL 224
101 Medieval Women: Art, Gender, And Spirituality* Carrasco <i>See description under Art History</i>	Full Term	T, F	2:00-3:20	CFA 211
103 Seminar: Images Of Women Hassold <i>See description under Art History</i>	Full Term	T, F	12:30-1:50	CAP 107
188 The Colonial Encounter Baram <i>See description under Anthropology</i>	Full Term	T, R	10:30-11:50	Anthro Lab
201 Gender and Society in Modern France Harvey <i>See description under History</i>	Full Term	W	12:30-3:20	PME 223

Fall 2002 Schedule of Classes – Interdisciplinary Courses

Course Title and Description	Term	Day	Time	Classroom
------------------------------	------	-----	------	-----------

227 Patterns

Colladay-Poimenidou, Coordinators	Full Term	TBA	TBA	TBA
-----------------------------------	-----------	-----	-----	-----

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 starting in the fall of 2002. The title is chosen to reflect the central theme of patterns that appear in such areas as music, mathematics, political science, psychology, anthropology, physics, biology, chemistry, history, religion, sociology, classics, 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. These will be collected, sent to the speaker for evaluation, and returned as either satisfactory or unsatisfactory. At the end of the semester, at least 11 satisfactory evaluations will be required for the successful completion of the course. Professors Colladay and Poimenidou will be coordinating the course.

www.ncf.edu/Patterns

170 Introduction to Artificial Intelligence*

Henckell <i>See description under Computer Science</i>	Module 1	M, R	2:00-3:20	CHAE
---	----------	------	-----------	------