

Fall 2003 Addendum to the Schedule of Courses

Added Courses

227 German Conversation and Writing

Chaich Full Term M, R 7:00-8:20 pm CFA 211

This course is intended for students of German who have completed Intermediate German II and those students who can demonstrate Intermediate-level speaking and writing proficiency in German. During Module I, students will be required to take part in structured debates on topics of current social, academic, political, and personal interest. Students are expected to present orally, take notes, maintain vocabulary and reflective learning strategy journals, and write cohesive summaries on the issues discussed during the debates. In Module II, routine correspondences, requests for information and services, letters to accompany applications for academic purposes, narrations, book/article/film reviews, and creative compositions are among the writing tasks students will explore, create and present to the class for peer and instructor evaluation.

Prerequisite: Intermediate German II or demonstration of sufficient German language skills.

228 Methods of Field Ecology

Tiffany Full Term T, R 9:00-10:20 MBR 113

The first module of this term will be used to introduce students to major concepts and theories of ecology. The second module will cover application of concepts. Emphasis will be on estuarine ecology. Students are expected to participate in field projects during the second module. Some knowledge of statistics would be useful but is not required. Limited to 30. Laboratory fee required.

Changes

103 Advanced Greek

Moore Full Term TBA TBA TBA

(Class Day/Time/Location will be determined in a scheduling meeting at 12 p.m. on Wednesday, August 27, in PME 219.)

105 Intermediate Greek I*

Moore Full Term TBA TBA TBA

(Class Day/Time/Location will be determined in a scheduling meeting at 12 p.m. on Wednesday, August 27, in PME 219.)

137 Radical Education

Berggren Full Term T, F 12:30-1:50 HCL 4

This course will critically assess the theoretical origins and practical implications of what are currently labeled the “conservative,” “liberal,” and “radical” approaches to education, each of which can claim to be radical in its own peculiar way. The premodern, conservative conception of radical education, championed by the American Right, is rooted in Greek Rationalism and European Catholicism. The modern, liberal conception of radical education, championed by the American Progressive Movement, is rooted in English Utilitarianism, European Romanticism, and American Pragmatism. And the postmodern, radical conception of radical education, championed by the Academic Left, is rooted in German Critical Theory and French Poststructuralism. What this course will try to suggest, however, is that each of these conceptions of radical education may be used either to encourage or to discourage self-critical thinking. In so far as they encourage it, moreover, they can also be seen as fruitfully supplementing, rather than as dogmatically excluding, one another.

(Revised Course Description)

163 Chemistry Inquiry Laboratory

Scudder-Sherman-Stephens - Lecture R or F 12:30-1:00 CHAE
Wagoner-Walstrom-Johal Lab R or F 1:00-4:50 HNS 215
(Time & Room correction)

177 Algebraic Graph Theory

Poimenidou Full Term M, R 3:30 B 4:50 HNS 106
(Day, Time, Room addition)

178 Mathematics Seminar Term I

Mathematics Faculty Full Term M 6:00 – 7:30 HNS 106
(Day, Time change)

206 Transitions to Democracy in Comparative Perspective (Advanced Seminar)

Hicks Full Term T 2:00-4:50 LBR 209
(Room Change)

Cancellations

New College Chorus

Mechavich Meets Full Term for Mod 2 Credit T, F 3:30-4:50 CFA 212

Though proposed as a Fall Semester course offering and consequently listed on the Fall 2003 Mini Class Schedule, this course was subsequently cancelled.