

CRN	Course Title and Description	Term	Day	Time	Classroom
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Art History

80471 The First Millennium: The Invention of a New Tradition*

Carrasco		Full Term	T, F	2:00-3:20	CFA 211
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The first millennium of Christian art (roughly 200 - 1200) saw the creation of a rich and distinctive visual tradition. This period has traditionally been marginalized as an era of darkness and decay, ignorance and superstition, an interruption of the achievements of Greco-Roman antiquity brought about by the rise of Christianity and the invasions of barbarian hordes. Some would say that art, and civilization in general, essentially died. And yet much of what we take for granted about modern western culture had its origins in the early medieval era, and many of the distinctive features of our own historical moment—issues of ethnic conflict and identity, the unsettling rapidity of social and economic change, and the uneasy coexistence of competing cultural ideals—have parallels with the early Middle Ages. This course will examine some of the most important works of art produced in western Europe between 200 and 1200, from Late antiquity through the Romanesque, including ivory, metal work, and manuscripts, as well as the monumental arts of architecture, sculpture, fresco, and mosaic.

Open to all interested students.

80472 Michelangelo and His Era*

Carrasco		Full Term	M, R	2:00-3:20	CFA 211
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This course will examine in detail the career of Michelangelo Buonarroti (1474-1564), the great painter, sculptor, and architect of the Italian Renaissance. The emphasis of the course will be on a detailed chronological study of Michelangelo's major works, beginning with the early sculptural pieces such as the *David* and the Vatican *Pietà*; we will also consider the tomb projects (for Julius II and the Medici) as well as the major fresco programs (the Sistine Ceiling, the Last Judgment, and the Pauline Chapel), and we will conclude with the architectural projects (the Capitoline Hill, the Laurentian Library, and St. Peter's). We will also consider Michelangelo's major contemporaries, including Leonardo da Vinci, Raphael, and the Venetian painters, Giovanni Bellini and Titian. The emphasis will be on a close study of the artists' works and on a critical assessment of the scholarship, including classic texts as well as the most recent publications in the field. Open to all interested students; previous work in art history, or in some aspect of the Italian Renaissance, would be useful but is not a prerequisite. Requirements will include frequent short papers as well as a final research project, to be presented in oral and written form.

80473 Art and Architecture of Asia

Mills		Full Term	T, F	3:30-4:50	LBR 156
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This course will be an exploration of the origins and development of the art and architecture of India, the Near East, the Islamic world and related civilizations. The study of India will extend from the Indus Valley of the 3rd millennium B.C., to Afghanistan and Tibet to the end of the Moghul Empire in the 18th century A.D. The Far East discussion will follow the Silk Route from Central Asia to China and Japan. China's earliest ceramics, jade, bronzes and pagodas will be traced through Korea up to Japan's "awakening" in the 19th century. Islamic studies will cover its origin in Arabia in the 7th c. A.D. and its golden age in 10th-century Spain. Observations of Persian, Turkish, Himalayan and Khmer splendid examples will be included. The cultural interaction of West and East, the esthetic role of Buddhism and Hinduism, the relevance to American culture will be part of this broad, yet in-depth, look at the non-Western world.

80474 Twentieth-Century Painting*

Hassold		Full Term	T, R	10:30-11:50	CAP 107
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This course is designed to introduce students to systematic visual experience. Students will acquire the ability to read and interpret complex visual fields in terms of their expressive and conceptual qualities. This course is of great value to students who wish to expand and develop their understanding of visual materials. While this course provides an introduction to the visual art of the twentieth century, it will also cover the late nineteenth century sources of the modern period. Major modern movements to be covered: Fauvism, German Expressionism, Cubism, Futurism, Non-Objective art, Fantasy, Surrealism, Abstract Expressionism, Pop art, Optical art, Minimal art, New-Realism and Neo-Expressionism. Each movement will be discussed as it reveals a new attitude toward the issues of surface structures and content, and ultimately even the redefinition of art that has taken place in the postmodern period. This is an introductory course designed for continuing students.

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

CRN	Course Title and Description	Term	Day	Time	Classroom
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80475 Seminar: Images of Women

Hassold		Full Term	T, F	12:30-1:50	CAP 107
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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 a selection of Cindy Sherman's images. These visual texts will be related to Freud's concept of the feminine, and Jane Gallop's discussion of the French Feminists' response to Freud in her book *The Daughter's Seduction*. Neither the nurturing feminine nor the destructive feminine (so beloved of the XIXth C.) can be discovered in XXth C. images of women. The positive and negative polarities of the archetypal feminine have been replaced with images of disintegration, fragmentation and destruction. These images are often intertextual in nature, dependent in part on the use of other visual texts, (i.e., earlier art, or popular and even commercial visual images). The nature of the intertextual material will be explored as well as the implications of these new images of the feminine. This course is designed for students with previous experience in modern art, but beginning students who have a background in other disciplines are also welcome. Students wishing to enroll in this course will need to choose a literary text, visual art work or a film that deals with images of the feminine for their personal study, their presentation and term paper topic. Course is recommended for interdisciplinary students.

Permission of instructor dependent on the choice of paper topic to be submitted in writing before the beginning of the term. Enrollment will be limited to 12 students.

Classics

80021 Elementary Greek I

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

80023 Intermediate Greek I*

Moore		Full Term	TBA	TBA	TBA
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A grammar review, and introductory reading course. Materials will include selections from Greek prose and from the dialogues of Plato.

The meeting time and place will be determined in a scheduling meeting at 12 p.m. on Wednesday, August 25, in PME 219.

80020 Advanced Greek

Moore		Full Term	TBA	TBA	TBA
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Readings in Greek poetry and prose will be chosen to meet the needs of the students.

The meeting time and place will be determined in a scheduling meeting at 12 p.m. on Wednesday, August 25, in PME 219.

80024 Elementary Latin I

Rohrbacher		Full Term	M, W, F	10:00-11:00	CHL 214
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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.

80476 Advanced Latin: Cicero, *Pro Caelio**

Rohrbacher		Full Term	T, F	12:30-1:50	PME 213
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Marcus Tullius Cicero (106—43) was a statesman, philosopher, poet, and the greatest of the Roman orators. In 56 he delivered a speech in defense of his erstwhile political opponent, the feckless Marcus Caelius Rufus, in the interest of smearing and defaming his greatest enemies, Publius Clodius Pulcher and his sister, Clodia. Cicero's portrait of Clodia, an independent aristocrat who flouted Roman norms of propriety and sexuality, is unforgettable. We will read the entire speech and make occasional forays into Roman rhetoric, Roman law, and the politics of the late Republic.

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

CRN	Course Title and Description	Term	Day	Time	Classroom
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80477 Greek Civilization*

Rohrbacher		Full Term	M, R	12:30-1:50	LBR 250
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A survey of the ancient Greeks from Homer to Plato, with an emphasis on Athens in the fifth century. We will study Greek debates over literature, government, philosophy, religion, society, humor, and love, mostly through the close reading of primary sources in English translation. Texts to be read include Homer's *Iliad*, Hesiod's *Works and Days*, selections from the lyric poetry of Archilochus, Sappho, Alcaeus, and others, Aeschylus' *Agamemnon*, Euripides' *Hippolytus*, Lysias' *Speeches*, Plato's *Euthyphro* and *Symposium*, Aristophanes' *Clouds*, Herodotus' *Histories*, and Thucydides' *History of the Peloponnesian War*. No prerequisites, no class size limit. Two papers, midterm, final.

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).

80026 Beginning French I

Van Tuyl		Full Term	Lecture M,W,F	10:00-10:50	CHL 221
			Lab M	6:00-7:20	CHL 221

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.

80488 Proust's Remembrance Of Things Past

Van Tuyl		Full Term	M, R	12:30-1:50	CFA 211
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See description under Literature

80027 Intermediate French I*

Adrien		Full Term	Lecture M, W, F	10:00-10:50	CHL 224
			Lab T	3:30-4:50	CHL 224

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

Prerequisite: Completion of Beginning French II or permission of instructor based on placement test results. Enrollment may be limited.

80028 Advanced French

Adrien		Full Term	M, W, F	11:00-11:50	CHL 224
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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.

Prerequisite: Successful completion of Intermediate French II or permission of instructor based on Placement Test results.

80029 Elementary German I

Sutherland		Full Term	M, W, F	10:00-10:50	LBR 156
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In this course students will be introduced to the fundamentals of German language. This course stresses the importance of proficiency through the acquisition of various communicative skills. In addition to learning grammar and vocabulary, students will be expected to apply their knowledge in situations that test listening, reading, writing and speaking skills through a variety of tasks including the writing and performance of skits, letters, fairy tales and autobiographies, the reading of short texts, and viewing short videos and film clips.

Fall 2004 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
80030	Intermediate German I*				
Cuomo		Full Term	M, W, F	11:00-11:50	LBR 156
<p>This course will be an intensive review of German grammar, with Wells, <i>Handbuch Zur Deutschen Grammatik</i> and Sparks/Vail, <i>Der Weg zum Lesen</i> as the main texts. Work will be done to develop students' conversational and writing skills, and readings and films of moderate difficulty will be covered. There will be frequent written assignments, chapter tests, a midterm and final examination, and a final project.</p> <p><i>Prerequisite: one year of college-level German or its equivalent.</i></p>					
80478	Advanced German: Die Deutsche Lyrik				
Cuomo		Full Term	M, R	2:00-3:20	CHL 214
<p>Participants in this advanced-level German course will read in the original representative works of German poetry from the Middle Ages to the present. These texts will be the basis of oral and written reports, in-class discussions, and creative exercises designed to expand students' working vocabulary and command of German grammar and stylistics. While some time will be spent on grammar review, the major emphasis will be the application of students' active and passive German skills.</p> <p><i>Prerequisite: two years of college-level German or its equivalent. Students with questions about their proficiency should contact the professor.</i></p>					
80482	Race in 18th- and 19th-Century German Culture				
Sutherland		Full Term	T, F	12:30-1:50	CFA 211
<p><i>See description under Literature</i></p>					
80479	Intermediate Russian I*				
Schatz		Full Term	M, W, F	10:00-10:50	PME 219
<p>This third-semester course is a continuation of the Beginning Russian I/II sequence, which was offered last year. During the semester we will complete our study of the essentials of grammar as presented in <i>RussianAlive!</i> As in the past, our goal will be increased facility in reading Russian and greater fluency in oral and written expression. Students, who have completed at least two semesters of college-level work in Russian at another institution, are welcome to enroll, but prior consultation with the instructor is strongly advised.</p>					
80489	F. M. Dostoevsky: The Short Fiction				
Schatz		Module 1	T, F	2:00-3:20	PME 219
<p><i>See description under Literature</i></p>					
80490	Tolstoy and Chekhov				
Schatz		Module 2	T, F	2:00-3:20	PME 219
<p><i>See description under Literature</i></p>					
80491	Blacks and National Discourse in Spanish America (In English)				
Labrador-Rodríguez		Full Term	W	12:30-3:20	CHL 214
<p><i>See description under Literature</i></p>					
80032	Elementary Spanish I				
Portugal		Full Term	M, W, F	10:00-10:50	LBR 250
<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 and take-home grammar exercises, short reading/writing assignments, five major exams. Three 50-minute classes and additional 2-3 hours of language laboratory (to work with tapes) 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 good knowledge 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 Portugal as soon as possible for assessment. Number of students limited.</p>					

Fall 2004 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
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80035 Intermediate Spanish

Labrador-Rodríguez	Full Term	M, W, F	10:00-10:50	LBR 154
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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.

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 2004] for assessment of proficiency. No student will be admitted without fulfillment of this requirement. The number of students in the class will be limited.

80033 Lecturas Hispánicas

Portugal	Full Term	M, W, F	11:00-11:50	LBR 250
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This course is intended to be a transition from language courses to the study of literature and culture in Spanish. The course is designed for students who have completed at least 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 and topics that are relevant to Hispanic literature, culture, and society. Students will regularly write short essays (to be revised / peer reviewed and re-written for content and grammatical accuracy), students will make individual and group presentations and work on a final group project. Students must be willing to meet in groups outside class times.

Literature

80480 American Fiction*

Dimino	Full Term	M, R	2:00-3:20	CFA 212
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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 a non-American work, Salman Rushdie's *Fury*); and works that highlight the issue of race, such as Melville's *Benito Cereno*, Faulkner's *Light in August*, Ellison's *Invisible Man*, and Toni Morrison's *Beloved*. 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.

80481 Contemporary Women Writers/Toni Morrison

Dimino	Full Term	T, F	2:00-3:20	CHL 215
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In this course we'll read some major works of contemporary women's fiction—novels that portray the diversity of American women's cultural experience, engage in dynamic literary experimentation, and build in a powerful way on an important, recovered women's tradition. We'll discuss these novels in depth, highlighting in particular what contemporary women writers share with Nobel prizewinner Toni Morrison: in Sandra Gilbert and Susan Gubar's words, the "ethical determination to examine the interdependence of the private female self and the public world." Our reading will be drawn from the following: Eudora Welty, *Losing Battles*; Maxine Hong Kingston, *The Woman Warrior*; Marilynne Robinson, *Housekeeping*; Louise Erdrich, *Love Medicine*; Amy Tan, *The Bonesetter's Daughter*; Dorothy Allison, *Cavedweller*, and several of Morrison's novels—*Sula*, *Song of Solomon*, *Beloved*, and *Jazz*.

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

CRN	Course Title and Description	Term	Day	Time	Classroom
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80038 Introduction to Acting

Eginton	Module 1	T	7:00-10:00	HCT Fishbowl
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Through a series of exercises in physical relaxation and mental concentration, improvisations, and scenework, this introductory acting course will develop a foundation for acting using the following definitions: Acting is “living truthfully under imaginary circumstances”; and, Acting is the “reality of doing.” The technique studied is action-based and will include scene analysis. Please bring a 1 minute contemporary monologue to the first class meeting. Enrollment will be limited to 12. Preference will be given to students previously excluded from the course; however, all interested students should attend the first class 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 mini class and the first meeting of the course the first week of classes.

80039 Introduction to Acting

Geist	Module 2	M	7:00-10:00	HCT Fishbowl
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See above description for Introduction to Acting, Module 1.

80478 Advanced German: Die Deutsche Lyrik

Cuomo	Full Term	M, R	2:00-3:20	CHL 214
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See description under Language

80482 Race in 18th- and 19th-Century German Culture

Sutherland	Full Term	T, F	12:30-1:50	CFA 211
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In this discussion-based course we will read in English translation texts that address issues of race by leading German intellectuals and authors from the late 18th- and early 19th-Centuries. Our scrutiny will include works by Johann Gottfried Herder and Immanuel Kant, prose by Heinrich von Kleist, Theodor Storm, and other authors, as well as relevant contemporary studies by Robert Bernasconi, Emmanuel Eze, and Christian Neugebauer.

80483 Eliot, Stevens, Hughes: Three Notions of Modernism

Lee	Full Term	W	12:30-3:20	LBR 154
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This course approaches twentieth-century poetry through the work of three dazzling and continually influential modernists. By way of intense and substantive engagement with poems and essays by T.S. Eliot, Wallace Stevens, and Langston Hughes, we'll confront some of the most intractable problems of modern poetry—of belief, value, form, and cultural difference—and ponder the various and contradictory solutions three great poets find for these problems. The course schedule begins with the early careers of Eliot, Stevens, and Hughes, asking us to identify the stylistic, thematic, and tonal characteristics that give each a distinct (and distinctly modern) voice. It moves on to emphasize specific elements in their work, underscoring Eliot's investments in literary history, Hughes's keen sense of musical and vernacular traditions, and Stevens's commitment to abstraction. Finally, it asks us to consider the three poets in relation to a series of pressing social and intellectual problems from the first half of the twentieth century: racial and ethnic categorization, the status of religious faith in an increasingly secular world, and literature's unstable position in the popular marketplace. Written work for this course consists of two four-page essays, a longer final essay, and three one-page responses.

Open to students with an approved area of concentration in literature; other students by permission of the instructor.

80484 How Poems Work: An Introduction to Poetry and Poetic Form*

Lee	Full Term	T, F	12:30-1:50	LBR 154
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An introduction to poetry and to the language we use to describe the musical, visual, and intellectual movements of poems. As we begin the course, we'll work to develop an understanding of the way poems make meaning through figurative language, meter, rhyme, and lineation; we'll range widely among poets, historical periods, traditional forms, and poetic genres. We'll then focus on a specific form (the sonnet) and a single genre (the elegy), before considering a sequence of influential lyrics (by Wordsworth, Eliot, Whitman, Yeats, and Bishop, among others) and a collection of poems by a contemporary poet (Floridian Dionisio D. Martínez).

This course is designed for beginning students of literature and non-majors; experienced students of literature are also welcome. Enrollment may be limited.

80485 Medieval Allegory and Dream Vision

Myhill	Module 1	<u>Independent Research Project</u>		
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This is a module-length Independent Reading Project for students interested in working seriously on medieval allegory, which is one of the most important pre-modern interpretive systems. The readings will be evenly divided between primary (either in middle English or in translation) and secondary. Primary readings will include “Pearl” and selections from *Piers Plowman* and *The Romance of the Rose*. Students are expected to keep an intellectual journal and write one ten-page paper. Depending on interest, I would like the course to run as a group tutorial. I would recommend that this course be taken in combination with Chaucer—The Dream Visions, but either can be taken independently. Interested students should contact me no later than the first Monday of classes.

CRN	Course Title and Description	Term	Day	Time	Classroom
80486	Chaucer—The Dream Visions				
Myhill		Module 2	T, F	3:30-4:50	CHL 215
<p>This course will focus on strategies of narrative and poetic structure in Geoffrey Chaucer's dream visions. We will read <i>The Book of the Duchess</i>, <i>The House of Fame</i>, <i>The Parliament of Fowls</i>, and selections from <i>The Legend of Good Women</i> in the original Middle English (which is much easier than it looks!), in which the narrator encounters mournful knights, sententious birds, and a very irate god of love. The course will focus on competing visions of love—courtly and otherwise, the position of the poet, and the dream vision as a form. Students are expected to participate actively in class discussion and write several brief translations and one ten-page paper. Previous experience with Middle English is not expected, but some familiarity with medieval or Renaissance European literature, history, or art would be useful. I would recommend that this course be taken in combination with Medieval Allegory and Dream Vision, but either can be taken independently. Interested students should contact me no later than the end of the first week of classes.</p>					
80487	Twentieth-Century Verse Drama				
Myhill		Module 2	T, F	12:30-1:50	LBR 152
<p>This course will explore a small but important group of British and American plays written in verse long after the prevailing dramatic conventions had shifted to naturalistic prose. We will consider what function verse serves in the drama of T.S. Eliot, W.H. Auden and Christopher Isherwood, Archibald MacLeish, Caryl Churchill, Ntozake Shange, and Suzan-Lori Parks. The first four authors are generally acknowledged as poets rather than playwrights, while the reverse is true of the last three; how does this affect how we see their works? How compatible are the formal demands of poetry and drama? How does verse drama invite reconsiderations of how language functions, particularly in contemporary African-American playwrights like Shange and Parks, or how drama is related to its own history in Churchill, MacLeish, and Eliot? Students are expected to participate actively in class discussion, present one performance project, and write two short papers. The course is open to all interested students, but enrollment may be limited. Interested students should contact me no later than the end of the first week of classes.</p>					
80488	Proust's Remembrance Of Things Past				
Van Tuyl		Full Term	M, R	12:30-1:50	CFA 211
<p>This course is devoted to the study of Marcel Proust's 1913-1927 masterpiece <i>Remembrance of Things Past</i>, an eight-volume work about time, memory, love, jealousy, social climbing, homosexuality, hypochondria, art, literature, music, good-night kisses, and a very special cookie. This course involves unusually extensive reading assignments: we will read major portions <i>Remembrance of Things Past</i>, and will study a number of critical articles on Proust's work. Work for the course includes writing assignments, contributions to the class listserv, and active participation in class discussion.</p>					
80489	F. M. Dostoevsky: The Short Fiction				
Schatz		Module 1	T, F	2:00-3:20	PME219
<p>Dostoevsky made his literary debut in 1844 as the author of a short epistolary novel (<i>Poor People</i>) and, for the rest of his career, he never abandoned the short prose genres. In this course we will consider several of Dostoevsky's short stories and short novels, among them <i>White Nights</i>, <i>Notes From Underground</i>, <i>The Gambler</i>, and <i>Dream of a Ridiculous Man</i>, written in 1877, four years before Dostoevsky's death. This will be a lecture/discussion course; one analytical essay will be required.</p>					
80490	Tolstoy and Chekhov				
Schatz		Module 2	T, F	2:00-3:20	PME219
<p>This course will be devoted to a comparative study of selected short stories and short novels by L.N. Tolstoy and A.P. Chekhov. We will examine, among other works, Tolstoy's <i>The Cossacks</i> (1862), <i>The Death of Ivan Il'ich</i> (1886), and <i>The Kreutzer Sonata</i> (1889) and Chekhov's <i>The Duel</i> (1891), <i>Ward #6</i> (1892) and <i>Peasants</i> (1897). This will be a lecture and discussion course; two brief analytical essays will be required.</p>					
<p><i>Limited to 15 students. Consistent participation in class discussions will be required for satisfactory evaluation.</i></p>					
80491	Blacks and National Discourse in Spanish America (In English)				
Labrador-Rodríguez		Full Term	W	12:30-3:20	CHL 214
<p>This seminar will study the problems and consequences of the representation of blacks in Spanish America, and how it affected the articulation of national discourses. On the one hand it will study the objectification of the black as a slave, later on as a problem to be solved, and as scientific object of study. On the other hand, it will study the different ways of constructing a subjectivity and its consequences in the production of a black aesthetic. The seminar will work with representations of blacks in literature, film, photography, and newspapers. It will be organized around the following topics: slavery as an obstruction of the national project; slaves and the self-articulation; the representation of the mulatto/a; the black as an object of study in the anthropological photography; the female black body in literature; and the incorporation of blacks in revolutionary Cuba. Students will write 4 essays (4-5 pages long), will make one or two oral presentations (depending on the class size), and a group final project. <i>Because of the work required for this course enrollment may be limited.</i></p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
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80492 British Modernist Fiction: Haunted By the Victorians*

Wallace		Full Term	M, R	3:30-4:50	CHL 224
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This class surveys modernist writers, primarily those with strong connections to the British prose tradition. We will concentrate on the conjunction of innovative literary style with new approaches to psychological character, linguistic play, social criticism and fascism. Although like the Victorian novelists they sometimes deal with sexuality, social injustice, and the meaning of history, the moderns do so in new ways, sometimes considered inherently apolitical, defined by "art for art's sake." Their focus is more inward and psychological, expressed through creative and fragmented stylistic devices. The modernists create new narrative forms, new sentence structures, and new ways of revealing character, thus artistic style becomes increasingly important as the interior self becomes the focus of the modern novel. We will study a representative sampling of these writers including Joseph Conrad, Ford Madox Ford, E. M. Forster, James Joyce, Virginia Woolf, D. H. Lawrence, Katherine Mansfield, and Jean Rhys, asking what is the driving concern of each work? How does the literary style support or reveal that concern?

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

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

80493 The Gothic Tradition: 1760-1870

Wallace		Full Term	T, R	10:30-11:50	CHL 224
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Gothic novels emerge at the end of the eighteenth century, but the tradition carries on today in popular fiction that blends horror with the exploration of the human psyche. We will read mostly classic gothic fiction in this course, from some early gothic novels through satirical imitations, and several nineteenth century permutations. Beginning with Horace Walpole's "first" gothic, *The Castle of Otranto*, we will read William Beckford's orientalist fantasy, *Vathek*. From Anne Racliffe's gothic endorsement of reason in *Mysterries of Udolpho*, we will move to Mathew Lewis' more overtly demonic and fantastic work, *The Monk*. Jane Austen was one of many who critiqued the fashion for gothic fiction and neo-gothic architecture with her *Northanger Abbey*, which nevertheless derives much of its strong social critique from the despised gothic form. At nearly the same time as Austen is penning her mock-gothic, William Godwin and Eliza Fenwick in England and Charles Brockden Brown in America are using gothic tropes to engage in political critique in *Things as They Are*, *Secresy*, and *Wieland*. In the Victorian era, the gothic fosters the return of the repressed in both detective forms (Wilkie Collins' *The Woman in White* and Arthur Conan Doyle's *The Hound of the Baskervilles*), and in the form of horror (Bram Stoker's *Dracula* and Robert Louis Stevenson's "Dr. Jekyll and Mr. Hyde"). We will conclude, if time permits with some examples of 20th-century gothic from Sigmund Freud's case history *Dora* to Angela Carter's *The Bloody Chamber*. We will ask why the gothic persists, how it changes in each age, and what needs it fulfills to have remained a popular, if despised, literary form for so long. Students are expected to write three short papers (6-8 pages) or two longer ones (10-12 pages) using secondary sources.

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

Music

80494 New College Chorus

Bray		Full Term for Mod 2 Credit T		7:00-8:20 pm	CFA 212
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The New College Chorus will provide students with an opportunity to sing in an ensemble under the leadership of Virginia Bray. For more information you may contact her by e-mail: virginiabray@verizon.net or by phone 941-351-3565. 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).

80496 Music of the Baroque Era

Clark		Full Term	T, R	9:00-10:20	CFA 212
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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.

CRN	Course Title and Description	Term	Day	Time	Classroom
80052	Music Theory I*				
Miles		Full Term	M, W, F	11:00-11:50	CFA 212
		Aural Skills	T, R	6:00-7:00	CFA 212
<p>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.</p>					
80498	Contemporary Music				
Miles		Full Term	M, R	3:30-4:50	CFA 212
<p>Behind the vast range of musical styles practiced in recent decades there is a common theme: all can be understood in relationship to the ongoing crisis of Modernity. Some composers, such as Pierre Boulez and Elliott Carter, have affirmed the teleological premises of modernism, while others, such as John Cage and Pauline Oliveros, have entirely rejected the notion of teleology. Still other composers, such as George Rochberg and John Corigliano have upheld tradition as an alternative to modernism. The music of these composers will be studied, together with others whose aesthetic stance is more ambiguous: Luciano Berio, Witold Lutoslawski, Karlheinz Stockhausen, and Steve Reich.</p>					
Philosophy					
80500	Language, Thought, and the World				
Edidin		Full Term	T, F	12:30-1:50	CHL 224
<p>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.</p>					
80502	Metaphysics Survey*				
Edidin		Full Term	M, R	2:00-3:20	HCL 04
<p>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).</p>					
80504	Classical Philosophy*				
Langston		Full Term	T, R	10:30-11:50	LBR 250
<p>The ancient Greeks invented philosophy and, in doing so, they gave us many of our basic notions about reality, ethics, and knowledge. By focusing on the dialogues of Plato in the first module and the works of Aristotle in the second, we will explore the foundations of the Western philosophical tradition.</p>					
80506	Hegel				
Flakne		Full Term	W	12:30-3:20	PMD 219
<p>Hegel offers a radical critique and development of the Kantian revolution in epistemology, ethics, and political philosophy. His approach has inspired many Marxist interpretations and is gaining new adherents today. This course will examine Hegel's philosophy through close readings of <i>The Phenomenology of Spirit</i> and <i>The Philosophy of Right</i> as informed by commentators from Marx to contemporary thinkers such as Pippin, Brandom, and McDowell.</p>					
80509	Language and Politics				
Flakne		Full Term	T, R	10:30-11:50	HCL 04
<p>Does language, as a reflection of reason, provide a neutral space to negotiate interests and coordinate action? Or is language, as constructing selves and subjectivity, an original and determining site of domination and/or distortion? This course will examine the ways in which ideas about language have influenced recent political philosophy. Readings will include such authors as Mill, Marx, Althusser, Arendt, Habermas, Rawls, Foucault, Butler, and Benhabib.</p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
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Religion

80511 Kierkegaard and Tillich

Langston	Full Term	M, R	12:30-1:50	PME 219
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Soren Kierkegaard, the grandfather of existentialism, was the most intriguing philosopher-theologian of the nineteenth century. Reacting against Hegel and his followers, he emphasized the existing individual and the a-rationality of religion. As an intellectual descendant of Kierkegaard, Tillich pursued Kierkegaard's existentialist program as posing the existing individual's concerns; but he found his theological answers within a framework of psychology and a classically oriented philosophy. Readings will include several of the two thinkers' major works.

80513 Ancient Jewish and Christian Novels

Marks	Full Term	T, F	12:30-1:50	PME 219
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This course provides an opportunity for students of Jewish Scriptures and/or Christian Scriptures to build upon their earlier explorations and to encounter new primary and secondary sources. Focusing on this genre allows us to consider the nature of ancient texts, authors and readers, all of which contribute to how we understand the development of these major religious movements. We will begin with narratives found in canonical Jewish and/or Christian Scriptures such as Esther, Daniel/Susannah, Maccabees, Judith, and short selections from the New Testament. We will then move on to dramatic adventures described in several Apocryphal Acts, Joseph and Aseneth and Martyrdom accounts.

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

80515 Judaism and Ecology*

Marks	Full Term	T, R	10:30-11:50	PME 219
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Over time Judaism has developed certain notions about protecting the environment and respecting natural resources. This course will trace these ideas from the Bible until today, focusing on the creation of both legal and conceptual traditions. Students will explore a variety of early rabbinic, medieval and modern texts. In addition, readings and discussion will consider the special challenges and rewards of constructing a dialogue between ancient traditions and modern concerns.

80517 Asian Religions*

Newman	Full Term	M, R	12:30-1:50	HCL 07
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Asia produced a wide variety of religious traditions that profoundly influenced the development of Asian cultures. We will survey this rich diversity with an emphasis on the interactions between the doctrines and practices of 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, and religion in Asian art. This is an introductory level course suitable for first-year students, and it serves as a gateway to more advanced study of Asian religions.

80519 Vajrayana Buddhism

Newman	Full Term	M, R	3:30-4:50	PME 213
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Vajrayana Buddhism appeared in India within the Mahayana tradition about five hundred C.E., and it eventually spread throughout Asia. We will examine the doctrines, practices and history of this movement by reading scholarly studies and primary sources in translation. This is an advanced level course with prior academic study of Buddhism (e.g., my "Buddhism" or "Asian Religions" courses) as a prerequisite.

80521 Modern Christian Theology: First Year Seminar

Michalson	Full Term	W	12:30-3:20	LBR 152
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Designed for first year students, this seminar will survey developments in Christian theology from the Enlightenment to the present, with an emphasis on the twentieth century. During this period, Christian theologians faced an array of challenges to traditional Christian belief, due especially to developments in natural science and the historical criticism of the Bible. Progressive Christian theology during this period would thus become remarkably inventive in its efforts to restate or revise what Christianity might mean, in light of these challenges. Readings will include such authors as Hume, Kant, Kierkegaard, Barth, Bultmann, and Tillich. Bi-weekly short papers and one longer paper.

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

80558 Introduction to American Religious History

Hite	Full Term	M, W, F	11:00-11:50	LBR 154
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This course will explore the major themes in American Religious history highlighting the key players, movements, groups and events. Particular attention will be paid to the variety of Protestant groups in the U.S. The goal of the course will be to introduce students to the variety of methodologies employed by scholars in the field. Topics include: Puritanism, Anglicanism, the Great Awakening I & II, African American Religion, Native American Religion, New Age/Spiritualism, Mormonism, Pentecostalism, and the New Christian Right. Readings will be from a number of primary and secondary sources.

CRN	Course Title and Description	Term	Day	Time	Classroom
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80559 Introduction to the Study of Religion

Hite		Full Term	T, R	10:30-11:50	LBR 252
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What is religion? How does one explain faith? How do men and women experience the divine? What is the relationship of religion to culture? These are the questions scholars and practitioners, believers and non-believers have struggled to answer. This class will explore a number of different scholarly approaches (anthropological, psychological, historical, philosophical) to the study of religion and engage with a wide variety of religious traditions (Santeria, Hindu, African American Christianity, the Zar Cult of the Sudan, Modern American Fundamentalism, and American Catholicism). Readings will be from a number of primary and secondary sources.

Visual Arts

80466 Sculpture I*

Freedland		Full Term	M, R	12:30-2:30	CFA 111
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An introduction to the visual language of three-dimensional art. The class focuses on the development of sculptural fabrication skills, ideas and formal aesthetics. Projects include both historical and contemporary approaches.

No prerequisites. Class size limited to 16.

80523 Casting and Multiples

Freedland		Full Term	M, R	3:30-5:30	CFA 111
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An in depth exploration of concepts and issues relating to the production of castable and mass producible sculpture forms. The class explores the expressive and conceptual properties of various castable materials. Mediums include metal, wax, plastics, plaster as well as a variety of experimental castable materials.

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

80525 Drawing I

Anderson		Full Term	T, F	12:30-2:30	CFA 505
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Drawing I is a foundations studio course intended to familiarize students with a survey of drawing media, techniques, and concepts. Through descriptive, process, narrative and conceptually driven assignments students will develop technical proficiency while constructing a personal visual vocabulary. Readings as well as discussions will supplement in-class studio practice. Students will also be expected to engage in outside research resulting in both written papers and completed drawing projects. Throughout the semester students will be introduced to a wide range of historical and contemporary artists. Students are expected to purchase their own materials. Class size limited to 15.

80526 Painting I

Anderson		Full Term	T, F	3:30-5:30	CFA 509
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Painting I is a foundations studio course intended to familiarize students with painting concepts and processes including media, color theory, descriptive, nonrepresentational, and theoretical concerns relevant to painting today. Through a series of thematic assignments students will learn to develop an increasingly personalized painting vocabulary with historical and contextual relevance. Students will gain an understanding of various historical and contemporary practices and artists while discovering ways of individually engaging in the current dialog surrounding the medium today. Outside homework, reading, and research will be required. College level drawing or consent from instructor is required for this course. Students are expected to purchase their own materials. Class size limited to 15.

CRN	Course Title and Description	Term	Day	Time	Classroom
Biology					
80069	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 problems of life will be conducted. Characteristic adaptations to the demands of aquatic, terrestrial, and aerial environments will be studied and representatives of the vertebrate classes will be selected for discussion. Enrollment limited to 30 students.					
80528	Animal Behavior Lecture				
Beulig	Full Term		M, R	12:30-1:50	LBR 154
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.					
80529	Animal Behavior Laboratory				
Beulig	Full Term		W	12:30-1:50	HNS 117
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.					
80532	Neurobiology and Behavior of Marine Animals Lecture				
Demski	Full Term		M, R	1:00-2:20	MBR 110
This course will survey neural and hormonal systems that mediate behavior in a variety of marine animals. The evolution of control systems for adaptive behaviors will be stressed. Phylogenetic as well as levels of organization approaches to understanding brain-behavior systems will be considered. Topics include: integration in nerve nets of jellyfish and hydroids; primitive bilateral control in flatworms; ganglionic integration and central control of behavior in arthropods and molluscs; neuroendocrine pathways in higher invertebrates; radial control in echinoderms; origins of vertebrate nervous pathways in the protochordates; evolution of sensorimotor integration and behavioral plasticity (learning and related phenomena) in fishes. Survey of cetacean brain-behavior systems. <i>Prerequisites: Some prior knowledge of basic neurobiology and/or physiological psychology or zoology of marine organisms, or consent of instructor.</i>					
80534	Neurobiology and Behavior of Marine Animals Laboratory				
Demski	Full Term		M, R	2:30-5:30	MBR 113
Hands-on exercises to compliment the lectures and discussions in the Neurobiology and Behavior of Marine Animals Lecture. Nervous and sensory systems in a variety of invertebrates and cold-blooded vertebrates will be studied by dissection and study of special microscope preparations. Working in small groups students will also explore the affects of neural lesions and electrical stimulation on the behavior of selected invertebrates and fishes. Students will be expected to provide documentation of the results of the lab studies. <i>Prerequisite: Completion or concurrent enrollment in Neurobiology and Behavior of Marine Animals Lecture or consent of instructor. Enrollment limited to 12. Lab fee required.</i>					
80536	Current Issues in Human Genetics*				
Gilchrist	Full Term		T, R	9:00-10:20	CHAE
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.					

Fall 2004 Schedule of Classes – Division of Natural Science

CRN	Course Title and Description	Term	Day	Time	Classroom
80404	Conservation Biology - Global Perspectives Lowman <i>See description under Environmental Studies Program</i>	Full Term	W	12:30-3:30	Caples C.H.
80554	Environmental Studies - Senior Tutorial Lowman <i>See description under Environmental Studies Program</i>	Full Term	TBA	TBA	TBA
80074	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, give a 10-minute plant related in-class presentation, and write a research paper on an approved plant topic. Enrollment limited to 40.	Full Term	T, R	10:30-11:50	CHAE
80539	Introduction to Botany Laboratory McCord Laboratories will consist of plant dissections, external morphology, identification, drawings, field trips, and field collections. Morphological structures 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 a herbarium; either pressed or photographed. Students are expected to successfully complete a mid-term exam and submit a herbarium as a final project. Limit 15 students/section. Lab fee required.	Full Term	M	1:00-4:00	HNS 123
80142	Methods of Field Ecology Staff The first module of this term will be used to introduce students to major concepts and theories of ecology. The second module will cover applications 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. Enrollment limited to 24. Laboratory fee required.	Full Term	T, R	10:30-11:50	MBR LETRA
Chemistry					
80077	Physical Chemistry I Johal 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. <i>Prerequisites: Chemical Principles and Lab. Physics I and II and Labs. Calculus I and II and either Differential Equations or Multivariable Calculus.</i>	Full Term	M,W,F	11:00-11:50	HNS 108
80541	Physical Chemistry II Johal With the firm background in molecular quantum mechanics taught in Physical Chemistry I, this course will deal with the energetics of chemical systems from a molecular standpoint. Thus, statistical mechanics will be used to develop a molecular interpretation of classical thermodynamics. Both liquid and gas phase chemical thermodynamics of ideal and real systems will be covered in detail along with chemical kinetics. The course will also include more specialized topics in reaction dynamics, surface chemistry and organized molecular systems. <i>Prerequisite: Physical Chemistry I or consent of instructor.</i>	Full Term	M, W, F	1:00-1:50	HNS 108
80542	General Chemistry I* Scudder This is the first course in a two-semester general chemistry sequence that is intended for first-year students and designed for all science students interested in chemistry-related fields. Students are expected to complete General Chemistry 1 & 2 and Organic Chemistry 1 & 2 and their respective labs to satisfy the two years of chemistry required by many graduate and medical school programs. The first semester covers atoms and stoichiometry, thermodynamics, equilibrium, acid-base, gas laws, and electrochemistry. No prerequisites.	Full Term	M, W, F	9:00-9:50	CHAE

CRN	Course Title and Description	Term	Day	Time	Classroom
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80544 Chemical Structure Elucidation

Scudder		Full Term	M, R	2:00-3:20	HNS 108
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The use of instrumentation to determine chemical structures is an essential skill for anyone continuing in the field of chemistry. This course will cover the theory and use of NMR, IR, MS, UV-VIS and other common research instrumentation needed to determine the identity of a chemical compound. There will be additional class time scheduled for use of the instruments. This course will not be offered over ISP this year, as it has been in the past. This is a problems-based course with some lecture on theory.

Prerequisite: Organic 2, Physics 2 preferred.

80082 Inorganic Chemistry

Sherman		Full Term	T, R	9:00-10:20	HNS 108
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In this course the entire periodic table is our domain. We begin with atomic theory and electronic structure, periodic properties, molecular orbital theory, symmetry, and applications of group theory. Next, we will turn our attention to the main group elements. Topics include structure and bonding of molecular compounds, metals, and ionic solids. The chemical reactivities of the various groups and the individual elements of the periodic table will be related to periodic trends. In the final section of the course we focus on the colorful topic of transition metal chemistry including bonding, thermodynamics and kinetics of complex formation and ligand substitution. Required for a concentration in chemistry.

Prerequisite: Chemical Principles.

80081 Chemical Principles

Sherman		Full Term	M, W, F	9:00-9:50	HNS 108
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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 both qualitative and quantitative problem solving. Topics include thermo-dynamics, electronic structure, bonding, gases, acids and bases, and solutions. Chemistry majors should take the Chemical Principles Laboratory, as it is a prerequisite to Physical Chemistry and Instrumental Methods.

Important Note: This is the last time this course will be offered.

80084 Biochemistry II, Metabolism and Advanced Topics

Walstrom		Full Term	T, R	10:30-11:50	PMA 211
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This course will be a continuation of Biochemistry I. We will cover advanced topics including sugar, amino acid, lipid, and nucleotide metabolism as well as eukaryotic mechanisms for transcription regulation. The last three weeks of the course will include advanced topics chosen by the students themselves.

Prerequisite: Biochemistry I.

80083 Chemical Principles Laboratory

Walstrom		Full Term	T	2:00-5:00	HNS 215
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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, spectroscopy, and kinetics.

Prerequisite: Organic Chemistry Laboratory. Co requisite: Chemical Principles. Laboratory fee required.

Computer Science**80546 Great Ideas in Computer Science***

Henckell		Full Term	M, R	12:30-1:50	HNS 106
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This is a first course about computers, what they are, how they work, what they can and cannot do. The central idea is the algorithm - a procedure or recipe that can be given to a person or machine for doing a job. Other great ideas revolve around this central one: how to code algorithms into machine readable form (assembly language); how to translate from high level to low level languages; theoretical limits on the power of algorithms; and the possibility of programming human-like intelligence into machines (AI). This course is primarily about ideas. Programming experience will be useful, but is not required; the class will survey programming languages but is NOT a first course in programming; rather it is an overview of the whole field of Computer Science.

There are no prerequisites.

CRN	Course Title and Description	Term	Day	Time	Classroom
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Mathematics

80089 Calculus I*

Henckell	Full Term	M, W, F	10:00-10:50	CHAE
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Calculus is a means for calculating the rate of change of a quantity that 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.

80548 Real Analysis II

McDonald	Full Term	M, W, F	11:00-11:50	HNS 106
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This course is a continuation of Real Analysis I. The material for the course begins where Real Analysis I ends. The course will cover sequences and series of functions, notions of convergence, differential calculus in Euclidean space, ordinary differential equations including existence and uniqueness theorems, topics in Fourier analysis, and the construction and properties of Lebesgue measure.

Prerequisites: Real Analysis I and permission of instructor.

80087 Calculus III

McDonald	Full Term	M, W, F	10:00-10:50	HNS 106
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This class is a continuation of Calculus I and II. We will cover the calculus of n -dimensional functions including the derivative and the gradient, as well as relative maxima and minima and multidimensional version of Taylor polynomials. The class will also cover multiple integrals and vector integrals. In addition, the class will include an introduction to differential equations.

Prerequisite: Calculus II or Calculus with Theory II.

80091 Calculus With Theory I

Mullins	Full Term	M, W, F	10:00-10:50	PMA 213
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This course is the first in a two-semester sequence designed as a rigorous introduction to the calculus. This class targets students that want a deep understanding of the theoretical under-pinning of calculus and the ability to reprove the classical theorems of calculus. This course will cover considerably more detail than a regular calculus course including an introduction on writing proofs. The first semester will cover differential calculus with an in-depth look at limits, continuity, and differentiability as well as applications such as optimization and linear approximation. We will complete the course by rigorously developing the Riemann integral and proving the fundamental theorem of calculus.

80549 Linear Algebra*

Mullins	Full Term	M, W, F	11:00-11:50	PMA 213
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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.

80551 Abstract Algebra I

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

80553 Introduction to Number Theory with Applications to Cryptography

Poimenidou	Full Term	M, R	12:30-1:50	Chae
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In this course, we will introduce axiomatically the basic ideas and tools of classical number theory. Students will be exposed to elements of logic, mathematical induction, divisibility properties of the integers, modular arithmetic, congruences, quadratic reciprocity and elements of Abstract Algebra. Throughout the course, we will study modern applications of number theory in primality testing and cryptography. There are no formal prerequisites for this class other than interest and intellectual curiosity. The class will be an excellent preparation for students interested in the Abstract Algebra sequence.

80093 Mathematics Seminar Term I

Mathematics Faculty	Full Term	M	6:00-7:00 p.m.	HNS 106
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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.

CRN	Course Title and Description	Term	Day	Time	Classroom
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Physics

80555 Modern Physics

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

80094 Physics I*

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

80557 Electricity and Magnetism

Ruppeiner	Full Term	M, W, F	10:00-10:50	HNS 108
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This course is intended primarily for students concentrating in physics or mathematics. It begins with vector calculus then moves into electrostatics. Thereafter follow the fundamentals of current and resistance, capacitance and dielectrics, magnetic fields, and Faraday's Law. Emphasized throughout will be the mathematical techniques essential not only in this course, but in a wide variety of settings in physics. These techniques include infinite series, uniqueness theorems, and the solution of boundary value partial differential equations. Criteria for evaluation: weekly homework and exams, including a final exam

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

80097 Physics I Laboratory*

Ruppeiner	Full Term	M or T	1:00-5:00	HNS 201
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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 a specially designed laboratory. The course meets one afternoon per week and is evaluated using a combination of weekly lab reports and exams.

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

CRN	Course Title and Description	Term	Day	Time	Classroom
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Anthropology

80495 Survey of Archaeology*

Andrews		Full Term	T, F	12:30-1:50	CHL 221
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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. Limited to 25.

80497 Seminar on Ecological Anthropology

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

80499 Archaeology of the Holy Land

Baram		Full Term	M, R	2:00-3:20	Anthro Lab
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This course offers a survey of archaeology in the Middle East, focused primarily on research in the State of Israel. It is divided into three components: 1. the political nature and history of archaeology in the Middle East; 2. basic approaches to the region's archaeological record, including historical and religious goals for uncovering the past; and 3. a survey of the archaeological chronology, from human origins through the Bronze and Iron Ages (the Biblical age) to the modern period. Given time limitations, the sections will only highlight particular topics within the major methodological and theoretical concerns of Middle Eastern archaeology.

80501 The Colonial Encounter

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

Economics

80104 Introduction to Economic Analysis*

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

CRN	Course Title and Description	Term	Day	Time	Classroom
80105	Intermediate Microeconomic Theory				
Elliott		Full Term	T, R	10:30-11:50	LBR 152
<p>In this course, the fundamental microeconomic decision-making agents -- the consumer, the business firm, and the resource owner -- are studied in depth. The course alternatively could be titled "Price Theory" or the study of how opportunity costs (true prices) and constraints (scarce resources) affect choices. The primary purpose is to develop proficiency in microeconomic methods to the point where students can apply them on their own in a wide variety of situations and to diverse problem areas. Thus, emphasis is on the analytical tools which form the basis of all microeconomic analysis, including economics of law, the environment, the public sector, international trade, and strategic choices, and game theory. (Offered every Fall Term.)</p> <p><u>Prerequisites:</u> <i>Introduction to Economic Analysis and a solid command of algebra. [While NOT required, basic differential calculus could be helpful.] Interested students are strongly advised to attend the mini class.</i></p> <p><u>Required texts:</u> <i>Intermediate Microeconomics: A Modern Approach</i> by Hal Varian (WW Norton, 2003, 6th ed) and <i>Workouts in Intermediate Microeconomics</i> by Theodore Bergstrom & Hal Varian (WW Norton, 2003, 6th ed).</p>					
80503	Seminar: AER May 2004 Issues and Developments In Economics				
Elliott		Full Term	W	12:30-3:20	VKC 110
<p>This seminar will "investigate and expose the current state of economic research and thinking" (AER Editors: Introduction, May volume). Thus, we will seek answers to the often asked questions: What is the scope of economics? What do economists do? What are economists doing now? The <i>Papers and Proceedings of the Hundred and Sixteenth Annual Meeting of the American Economic Association</i> (held January 2004 in San Diego, CA) 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 <i>Papers and Proceedings</i> of the 116th 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 business.</p> <p><u>Prerequisites:</u> <i>The six core course requirements for an economics concentration or permission of instructor. As there is an assignment for the first seminar meeting, interested students should attend the mini class.</i> Note: Given the unique source of readings and structure, this seminar may be taken more than once.</p>					
80505	International Economics				
Strobel		Full Term	T, F	3:30-4:50	LBR 252
<p>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></p>					
80507	Introductory Macroeconomics*				
Strobel		Full Term	M, R	2:00-3:20	LBR 156
<p>This introductory level course will develop a basic understanding of the economics of the larger or macroeconomic systems in modern economies with emphasis on the United States. Beginning with an introduction to a basic macroeconomic circular flow model, the accounting system which measures the Gross Domestic Product or GDP will be studied along with the meaning of these statistics. From there will be developed a macroeconomic model of the economy, which, coupled with the study of the banking and monetary system, will give the student the ability to understand the economic phenomena of unemployment, inflation, interest rates, recession or prosperity and economic growth. Competing theories of modern macroeconomics and of government monetary and fiscal policy will also be examined, including the case for and against government management of the national economy. Finally the macroeconomic impact of the foreign sector and foreign trade will be examined. Students completing this course as well as the Introduction to Economic Analysis should be able to intelligently evaluate the economic news of the day be it reported in the <u>Wall Street Journal</u>, <u>Business Week</u>, or by television financial shows such as <u>Money Line</u>, or the <u>Nightly Business Report</u>. They should also be well equipped to move on to intermediate economic theory courses leading to the Concentration in Economics. No prerequisites.</p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
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History

80508 A Cultural and Historical Examination of Colonial Latin America *

Dungy		Full Term	T, R	9:00-10:20	CHL 221
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This course analyses the origins of the region we now call Latin America. The rich diversity in Latin America stems from the mixing of three cultures over five-hundred years. This course will examine the social and cultural history of the human experience throughout Latin America from the period of first contact between the “Old” and the “New” Worlds until the final days of the colonial systems. Students will read works by historians, anthropologists, and literary critics among others. We will also read accounts by and about people who lived during the eras we will explore. One of our major goals is to examine differences and similarities among the peoples of this dynamic and rich region of the world. We will delve into how this area of the world both shapes and is shaped by specific social-economic-political-cultural circumstances. In terms of chronological focus, we will look at: the Iberian exploration and conquest of the region; the beginnings of colonial society; the impact of slavery; the transformation of the colonies in the eighteenth century; and the initial phase of Independence. Thematically, we will be examine the social manifestations of Indigenous/European contact, slave societies, and colonial life and explore the concept of economic versus racial stratification. This comparative course attempts to provide breadth without privileging any one set of experiences.

80510 Haiti: History of a Nation

Dungy		Full Term	T	2:00-4:50	CHL 221
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A small slave revolt, begun in August 1791, led to the second independent nation in the Western Hemisphere and the only nation where the truly oppressed threw off the chains of their oppressors. The result was the formation of a proud nation named Haiti on January 1, 1804. This year marks the 200th anniversary of a revolution that sent shock waves around the world, with repercussions even in the present day. We will begin with the pre-Columbian Arawak/Taino Indians and follow with the Spanish occupation of Hispaniola, the influence of pirates, and the French colonial period. We will explore the founding of Haiti in 1804 and the next tumultuous 200 years of the nation. We will look at Haiti’s political, cultural, and economic history and at the significant role played by the international community in Haiti’s history and present. Finally, we will look at the current events in Haiti, try to understand their origins, and explore solutions.

80512 Topics (Issues) In American History To 1877*

Belohlavek		Full Term	T	2:00:5:00	HCL 2
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The first four centuries of American History were tumultuous times fraught with encounters and extermination; rebellion and reform. As the Europeans contested a continent, a tri-racial society emerged that proved to be unique in culture, but also in its political form. A representative republic emerged by the late eighteenth century, but slavery still divided the American people and only civil war would finally reshape the union into a nation. This course will explore that road from splintered colonies to unified country and along the way deal with the causation of various conflicts, the formation of political parties, the spirit of reform, the emergence of institutions both terrific and terrible—and we will get to know some of the major characters who contributed to this evolution. You are invited to join us for this journey.

80514 African-American History I

Padgett		Full Term	W	5:30-8:30	CHL224
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Course Description Pending

80518 Medieval Europe*

Benes		Full Term	M, R	2:00-3:20	HCL 2
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This survey introduces students to the formation of a uniquely European civilization between the years AD 700 and 1350, focusing on political, socio-economic, cultural, and intellectual developments between the rise of the Carolingian empire and the various crises of the fourteenth century, including. We will trace how ideas, communities, and institutions in these various areas evolved and affected one another: how were the Crusades, medieval kingship, troubadour poetry, heresy, and the rise of universities all connected? At the same time we will consider some of the historiographical debates surrounding this highly controversial period (can we still use the term “Middle Ages”? was there such a thing as feudalism?). Classes combine lecture and discussion; students are responsible for a midterm, a final, and a short paper.

80516 The Black Death

Benes		Full Term	W	12:30-3:20	PME 219
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This seminar will explore the medieval catastrophe of the Black Death through the analysis of primary sources from the later Middle Ages. Beginning with the facts of the plague as a disease, we will use contemporary documents to trace the spread and effects of the epidemic of 1347-52: historical and literary accounts, but also art, municipal decrees, agricultural records, plague liturgies and prayers. These will help us to assess the overall impact of the plague on Western civilization, considering in broader perspective how people deal with crisis, the effects of other epidemics, and the controversial associations of the Black Death with the so-called end of the medieval world (focusing on theories of Malthusian crisis and Huizinga’s *Autumn of the Middle Ages*). Students are responsible for one short paper and one long paper; the latter will be presented orally in class.

CRN	Course Title and Description	Term	Day	Time	Classroom
80520	Modern European History I (1648-1870)*				
Harvey		Full Term	M, R	12:30-1:50	LBR 209
<p>This course, intended primarily for first and second year students, is the first half of a year-long survey of modern European history, and will cover the period 1648-1870. Topics to be examined include the English Civil War and Glorious Revolution, the Age of Absolutism, the Scientific Revolution, the Enlightenment, the French Revolution and the Napoleonic Wars, the Industrial Revolution, the Age of liberalism, nationalism and national unification movements in Central Europe, the Revolution of 1848, and the wars of German unification. Students will be expected to complete in-class midterm and final examinations, make class presentations and participate in class discussions, and write three short book reviews. Fulfills Liberal Arts Curriculum Requirement.</p>					
80522	The Dawn of Time: Metahistory as Ideology				
Harvey		Module 1	T, R	10:30-11:50	CHL 214
<p>In this one module mini-seminar, we will examine a series of texts, from the canonical (Hobbes's <i>Leviathan</i> and Rousseau's <i>Discourse on the Origins of Inequality</i>) to the contemporary (Gerda Lerner's <i>The Creation of Patriarchy</i>) to the notorious (Gobineau's <i>The Inequality of Human Races</i>), which all have one thing in common: they purport to narrate the story of the prehistorical emergence of the human species and the origins of human society, with the goal of either defending or denouncing the various forms of inequality which are said to derive from those origins. Some of the instructor's work in progress on metahistory and occultism in post-Enlightenment France will also be presented and discussed. Students will be expected to submit weekly response papers and a final analytical essay, make class presentations, and participate in class discussions. Enrollment may be limited.</p>					
80524	Research Methods in History				
Harvey		Module 2	T, R	10:30-11:50	CHL 214
<p>This one module course, intended for third and fourth year history concentrators (though open to other interested students), will be an introduction to the nuts and bolts of producing original historical research, with the goal of preparing students to research and write a senior thesis in history. Topics to be examined will include proper style and formatting, the use of search tools (such as Historical Abstracts), the critical evaluation of sources, and the organization of a large research project. Students should enter the course with a roughly defined project (which may be either a thesis project or a term paper project for another course); they will be expected to write several short essays and produce an annotated bibliography and a (real or hypothetical) thesis outline.</p>					
Political Science					
80119	Introduction to World Politics*				
Alcock		Full Term	T, R	9:00-10:30	HCL 5
<p>This course will serve as an introductory course to political science and world affairs. It will address the central issues of international relations—war and peace, cooperation and conflict, prosperity and poverty—both theoretically and historically. The course will expose students to basic theories that have been offered by political scientists to explain and predict the working of the international system and demonstrate the application of these theories to historical and contemporary global events. As a means of evaluating the different causal claims that are invoked in competing arguments in contemporary world politics this course will examine the theoretical underpinnings of these arguments with a view toward preparing students for future coursework in international affairs.</p>					
80527	Governing the Oceans				
Alcock		Full Term	M, R	2:00-3:20	MBR Letra
<p>This course will explore marine governance issues at global, national and local levels. This includes high seas topics, activity within 200-mile exclusive economic zones and in coastal regions. Fisheries management issues will play a prominent role as will the relationship between science and policy. The course will introduce students to institutional theories with an emphasis on designing and enforcing effective institutions for solving marine problems at a variety of scales. The course will attempt to integrate law, politics, and economics while remaining sensitive to questions of physical science. In addition to substantial participation requirements, coursework will involve a series of short writing assignments. No prerequisites are necessary but prior coursework in economics and/or political science will be helpful.</p>					
80530	American Constitutional Thought I				
Lewis		Full Term	W	12:30-3:20	LBR 156
<p>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.</p>					
80531	Introduction to Classical Political Thought*				
Lewis		Full Term	T, R	10:30-11:50	LBR 156
<p>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.</p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
80533	Power and Public Policy in the U.S. Fitzgerald	Full Term	M, R	3:30-4:50	CHL 221
<p>This course covers in depth the process by which policy networks make federal level public policies. We will explore theories of power and political institutions to ask why the application of public authority takes the form it does. Some topics covered will include: policy networks, policy legacies, policy typologies, agenda setting, and the new institutionalism. The course will accommodate students' interests in social policy areas but we will pay attention to immigration policy, housing policy and drug enforcement policy. <i>Prerequisites: Introduction to American Government and/or another intermediate course in political science.</i></p>					
80117	Introduction to American Politics* Fitzgerald	Full Term	M, R	12:30-1:50	CHL 221
<p>We will review the nature of American political institutions and rhetoric. We will also explore the patterns of political action and participation in the United States. Topics include the Constitution, Congress, the Presidency, the judiciary, the bureaucracy, political parties, interest groups, the news media, elections, and the formation of public policy. This is an introductory level course intended for first term students and those who have not begun a concentration in political science</p>					
80120	Expanding the European Union and NATO Hicks	Full Term	M, W	10:30-11:50	HCL 3
<p>In May 2004 the E.U. is set to admit its first set of countries from the former Soviet bloc (as well as Malta and Cyprus). NATO has already admitted a few of these states and will expand even further in April 2004. As these two organizations expand to include more and more of Europe, they reshape both themselves and international politics. This course reviews the institutions of the E.U. and NATO, their accession processes, and the issues surrounding their expansion. We will also examine the advantages and disadvantages of joining from the perspective of new members. <i>Prerequisites: a previous political science course or modern European history course is helpful, but not essential.</i></p>					
80121	Transitions to Democracy in Comparative Perspective (Advanced Seminar) Hicks	Full Term	T	2:00-4:50	LBR 209
<p>This advanced seminar will tackle the burgeoning literature on the wave of democratization that started in Southern Europe in the 1970s and then swept through Latin America, the old Soviet Bloc, and into Asia and Africa. We will examine several theoretical approaches to understanding why transitions happen and whether they succeed in consolidating democracy. In our discussion of each approach or issue we will examine its usefulness in explaining cases from more than one of the regions mentioned above. Students will choose whether they prefer to do assignments along a "research track" or a "literature track." All students will write response papers to the literature and lead discussions on their assigned days of "rapporteur duty." <i>Prerequisites: an introductory political science course, one intermediate level course in political science or specialized knowledge of one of these geographical areas. Limited to 15 students. Intended for students in their 5th or higher contract; in exceptional cases students in their 4th contract may be admitted.</i></p>					
Psychology					
80535	Cross-Cultural Roots of Child Development Barton	Full Term	T, F	2:00-3:20	BON
<p>This seminar will explore the issue of how culture impacts theories of developmental psychology. Much of developmental theory has been based on research with Euro-American samples, yet to what extent are these principles appropriately applied to other cultural groups? The goal of the class will be to examine how our perspectives and theories of development are shaped by culture, and to what extent those theories are limited to the cultural samples studied. We will discuss research on parental and cultural values as they bear on childrearing practices and developmental theory. We will explore research examples from a variety of cultures, from within the United States and from other countries. <i>Prerequisite: Developmental Psychology. Class size limited to 15.</i></p>					
80538	Special Topics in Language Development Barton	Module 1	M, R	2:00-3:20	BON
<p>This seminar will explore the language development process from the lexical development of infants through the syntactic and pragmatic development of preschoolers. The various theoretical perspectives and current debates in the field will be discussed and represented in a variety of research examples. Students will also get experience using the CHILDES computerized transcription, analysis and database system via their own special projects. <i>Prerequisites: Developmental Psychology, or permission of instructor. Class size limited to 15.</i></p>					

Fall 2004 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
80540	Introduction to Statistics*				
Bauer		Full Term	M, W, F	11:00-11:50	HCL 8
<p>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.</p> <p>Prerequisite: Introduction to Psychology. <i>Enrollment will be limited to those students intending an area of concentration in psychology.</i></p>					
80543	Animal Learning				
Bauer		Module 2	M, R	12:30-1:50	BON
<p>This course considers the mechanisms and processes of learning. We will discuss the basic issues in traditional learning theory including habituation, sensitization, classical conditioning, instrumental conditioning, and discrimination learning.</p> <p>Prerequisite: <i>Cognitive Psychology, Biological Psychology, or Animal Behavior.</i></p>					
80126	Social Psychology Lab				
Raghavan		Full Term	T, R	10:30-11:50	BON
<p>This course will focus on the process of doing research in Social Psychology. We will cover a broad range of concepts in research methodology in Social and Cultural Psychology. The primary emphasis will be on research interviewing: How to design, conduct, code, analyze, interpret and report the data from research interviews. Prerequisites: Introductory psychology, Research Methods and Social Psychology</p>					
80127	The Psychology of Gender				
Raghavan		Module 1	T, R	9:00-10:20	BON
<p>This course will provide an in-depth introduction to the Psychology of Gender, and how it relates to practical life and to applied situations. The course will provide students with insights into current theories, trends and methods in the study of gender from a <i>psychological</i> perspective: We will address topics including the history of such perspectives, the research methods used, theories of self-related comparisons, communication, friendship patterns and romantic relationships, and the use of interview research methodology in the study of gender. Prerequisites: Satisfactory completion of Introduction to Psychology, Social Psychology or prior permission from the instructor.</p>					
80128	Abnormal Psychology				
Ryan		Full Term	T, F	12:30-1:50	BON
<p>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 neurophysiological 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.</p>					
80545	Advanced Research Methods in Clinical Psychology				
Ryan		Module 1	M, R	12:30-1:50	BON
<p>Description to follow</p>					
80467	Psychology Senior Seminar				
Barton/Bauer/Raghavan/Ryan		Full Term	R	3:30-4:50	BON
<p>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.</p>					
80130	Introductory Psychology*				
Barton/Bauer/Raghavan/Ryan		Full Term	M, R	12:30-1:50	HCL 8
<p>This course provides a survey of modern psychology looking at biological foundations, experimental approaches, cognitive, perceptual, developmental, social and clinical psychology. It is a prerequisite to other courses in psychology.</p> <p><i>No prior psychology courses are required</i></p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
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Sociology

80131 Introduction to Sociology*

Hernandez	Full Term	T, R	10:30-11:50	LBR154
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In this course we will explore basic percepts and theories in sociology. There are four general goals for this course: 1) To gain an understanding of what is the sociological way of thinking and the ability to apply this way of thinking in our observations and study of society; 2) To learn core sociological terminology and concepts, such as roles, institutions, social reproduction, hierarchy, and stratification; 3) To acquire a general understanding of the difference between Functionalist and conflict paradigms, and to be able to apply these paradigms in the explanation of social phenomena; and 4) To understand why and in which way race, class, and gender are central variables in the analysis of social stratification.

80547 Sociology of Development

Hernandez	Full Term	M, R	2:00-3:20	CHL 215
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In this course we will gain a sociological understanding of the complexities in the study of economic development, gaining a keen understanding of three schools of thought: Modernization, Dependent Development, and World Systems. We will explore the historical processes behind economic development, critically analyzing the varied definitions of Redevelopment and the underlying assumptions for each definition. These assumptions influence in our understanding of the subject matter and their effect on policy-making. We shall study the changes in social organization that accompany economic growth, looking not only at infant mortality rates, birth rates, and education, but also at cultural and social transformations such as changes in the role of women. Intended at the intermediate level.

80133 Qualitative Methods

Rosel	Module 1	M, W	8:30-9:50	LBR 152
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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.

80134 Social Dislocation

Rosel	Module 2	M, W	8:30-9:50	LBR 152
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The purpose of this Mod is to introduce students to theory and research bearing on the process of social dislocation or displacement. In particular, displacement from one’s home and displacement from one’s community will be examined. While background in the social sciences is advised, there are no prerequisites.

80550 Microsociology

Rosel	Module 1	T, R	9:00-10:20	LBR 152
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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.

80552 Death and Dying

Rosel	Module 2	T, R	9:00-10:20	LBR 152
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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.
While there are no prerequisites for this course, students must be at least “fourth semester” in order to enroll.

80137 Social Theory*

Brain	Full Term	M, R	12:30-1:50	CHL 224
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This course explores central issues and concerns of modern social theory through an examination of the works of four major thinkers: Alexis de Tocqueville, Karl Marx, Max Weber, and Emile Durkheim. The course is designed to focus on key issues raised by a few important theorists rather than attempt to survey the range of classical or contemporary theory. Critical reading of these works will serve as an introduction to recurring themes, fundamental orientations, and epistemological dilemmas in modern social thought. (Class size limited to 25 Students).

Fall 2004 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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80138 Urban Sociology

	Brain	Full Term	M, R	3:30-4:10	LBR 154
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This course is an introduction to the sociological study of the urban landscape, with a particular focus on the United States. The first part of the course will focus on conceptual and theoretical issues associated with sociological study of the city, from the "Chicago school " sociologists at the turn of the century to more recent analyses of the "social production" of urban space and the sociology of place. In the middle weeks of the course, we turn to the task of gaining an historical understanding of the processes of urbanization and suburbanization in the United States. The last part of the course will focus more on current issues relevant to the challenge of building livable and sustainable cities. Throughout the course, particular emphasis will fall on three themes that have been at the center of recent discussions of the city: the active production of urban space through a variety of political processes and social practices; the character of spatial forms as cultural representation; the significance of visual and material characteristics of the city as a dimension of the ordering of social space. 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."

Fall 2004 Schedule of Classes – Environmental Studies Program

CRN	Course Title and Description	Term	Day	Time	Classroom
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80139 Introduction to Environmental Studies*

Harley and Staff	Full Term	M, R	12:30-1:50	HCL 2
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This class will investigate environmental problems and sustainability by introducing general concepts of ecology, energy, human population, biodiversity and pollution. Guest speakers will apply these concepts to local examples. Students will write weekly persuasive essays for specified audiences and create a newspaper portfolio tracking local environmental news. No prerequisites.

80404 Conservation Biology - Global Perspectives

Lowman	Full Term	W	12:30-3:30	Caples C.H.
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Natural ecosystems provide important, yet complex, services to the planet Earth, yet we are only just beginning to understand the links between human populations and their dependence on the natural world. In this course, we will focus on both economic and biological aspects of conservation including issues such as exotic species, carbon sequestration, global climate change, pesticides, and the politics of rain forest pharmaceuticals. The course will begin with the history of conservation and end with current policies of conservation that impact the preservation of biodiversity and ecosystems. Extensive readings will be required, ranging from Silent Spring by Rachel Carson to One World B the Ethics of Globalization by Peter Singer. Students will analyze case studies at three levels: local, national, and international. The course will be assessed via three activities: 1. Field excursions with written reports and lively class discussion from these field trips; SPARKS or class debates on current events illustrating conservation principles; and two research papers on your local watershed and on a rain forest conservation issue. This course is intended for students who expect to major in environmental studies or the sciences. It is strictly limited to 12 students because of van transportation on the field excursions, with advance sign-up recommended. Enrollment limited to 12.

80554 Environmental Studies - Senior Tutorial

Lowman	Full Term	TBA	TBA	TBA
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This tutorial is limited to student majoring in environmental studies (who are not taking any other divisional tutorial), and requires advance permission of the instructor. In this yearlong tutorial, students will learn important real-world skills for environmental leadership including grant-writing, public communication of science, writing for the media, and independent research (through the thesis process). Students will be expected to work independently, read current events in environmental issues, and produce several major written and oral assignments including a grant, a public presentation, a newspaper article, a Powerpoint® presentation, and a final thesis. Students will also comprise an advisory council for a new environmental studies lunch lecture series. Requires permission of instructor.

80074 Introduction to Botany*

McCord	Full Term	T, R	10:30-11:50	CHAE
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See Description under Biology

80539 Introduction to Botany Laboratory

McCord	Full Term	M	1:00-4:00	HNS 123
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See Description under Biology

80142 Methods of Field Ecology

Staff	Full Term	T, R	10:30-11:50	MBR 113
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See Description under Biology

80515 Judaism and Ecology*

Marks	Full Term	T, R	10:30-11:50	PME 219
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See Description under Religion

80527 Governing the Oceans

Alcock	Full Term	M, R	2:00-3:20	MBR Letra
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See Description under Political Science

80556 Environmental Practicum: Neighborhood II

J. Miller and faculty	TBA	Days and time TBA		
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The Environmental Studies Practicum is an intermediate level environmental studies course in which students address current community challenges. This fall the practicum will continue off - campus work in our local Indian Beach Sapphire Shores neighborhood, work supported by a NOAA grant. Students, in many cases working with neighbors, will use a variety of techniques to assess neighborhood environmental conditions, this time focusing on stormwater and neighbor education. These techniques will include accessing government agency information, field collection of data, and mapping (using GPS and GIS). Topics will include collecting data on how much rainfall is intercepted by tree canopies, and designing educational documents and experiences (including workshops) for the neighborhood. Students will not only collect information, but also analyze, interpret and present results back to the neighborhood and the County. Prerequisites: Introduction to Environmental Studies or comparable work or permission of the instructors.

Fall 2004 Schedule of Classes – Gender Studies Cross Reference

CRN	Course Title and Description	Term	Day	Time	Classroom
80475	Seminar: Images of Women Hassold <i>See Description under Art History</i>	Full Term	T, F	12:30-1:50	CAP 107
80481	Contemporary Women Writers/Toni Morrison Dimino <i>See Description under Literature</i>	Full Term	T, F	2:00-3:20	CHL 215

Fall 2004 Schedule of Classes – Interdisciplinary Courses

CRN	Course Title and Description	Term	Day	Time	Classroom
80536	Current Issues in Human Genetics* Gilchrist <i>See Description under Biology</i>	Full Term	T, R	9:00-10:20	CHAE

Fall 2004 Schedule of Classes – Medieval and Renaissance Studies

CRN	Course Title and Description	Term	Day	Time	Classroom
80471	The First Millennium: The Invention of a New Tradition* Carrasco <i>See Description under Art History</i>	Full Term	T, F	2:00-3:20	CFA 211
80472	Michelangelo and his Era* Carrasco <i>See Description under Art History</i>	Full Term	M, R	2:00-3:20	CFA 211
80504	Classical Philosophy* Langston <i>See Description under Philosophy</i>	Full Term	T, R	10:30-11:50	LBR 250
80485	Medieval Allegory and Dream Vision Myhill <i>See Description under Literature</i>	Module 1		<u>Independent Research Project</u>	
80486	Chaucer—The Dream Visions Myhill <i>See Description under Literature</i>	Module 2	T, F	3:30-4:50	CHL 215
80518	Medieval Europe* Benes <i>See Description under History</i>	Full Term	M, R	2:00-3:20	HCL 2
80516	The Black Death Benes <i>See Description under History</i>	Full Term	W	12:30-3:20	PME 219