

Spring 2008 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
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**Art**

**20046 Painting II**

Anderson		Full Term	T, F	3:30-5:30	CFA 509
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Painting II expands on concepts covered in Painting I and encourages the refinement of technical skills, broadening of historical context, and experimentation with pictorial strategies. Assignments encourage an increasingly personalized painting vocabulary within the framework of skill based and thematic topics. Readings, presentations and critiques provide students the opportunity to further contextualize their work and ideas. Painting 1 or an equivalent introductory college level painting course is required. Students are expected to purchase their own materials.  
*Class size limited to 15. Lab fee required*

**20047 Drawing I\***

Anderson		Full Term	T, F	12:30-2:30	CFA 505
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Drawing I introduces students to a survey of approaches intended to cultivate familiarity with materials and competencies in observational techniques, compositional organization and idea development. Topics range from descriptive drawing based in observation, expanding into collage-based approaches. Assignments encourage creative problem solving with the aim of improving effectiveness in visual communication. Slide presentations, critiques, readings, research, and writing foster critical skills valuable in the making, analysis and interpretation of artwork. Students are expected to purchase their own materials.  
*Class size limited to 15. Lab fee required*

**20048 Metalworking Processes in Sculpture**

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

**20049 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 15. Lab fee required.*

**Art History**

**20076 Italian Renaissance Art: The Fifteenth Century\***

Carrasco		Full Term	T, F	12:30-1:50	LBR 209
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This course will provide a detailed introduction to the major artists and the central issues in the art and architecture of the early Italian Renaissance, from the fourteenth through the fifteenth centuries. We will begin with a brief review of the fourteenth century (Giotto, Duccio, and the Black Death). We will then concentrate on the careers of several key sculptors (Donatello, Ghiberti), architects (Brunelleschi, Alberti) and painters (Masaccio, Botticelli, and Piero della Francesca). Consideration will also be given to specific issues, such as the depiction of three-dimensional space, the development of portraiture, treatises on the nature of art, the revival of Classical antiquity, and the functions of visual images, with emphasis on recent scholarship in the field. *Open to all interested students.*

**20077 Motherhood: Image and Experience\***

Carrasco		Full Term	M, R	12:30-1:50	LBR 209
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The image of mother and child may well be the oldest continuously treated theme in the history of art. Yet mothering is far more than a biological constant; it is also a socially constructed activity whose meaning has altered considerably over time. Changes in fundamental cultural values, including attitudes toward children, the shifting status of women, and the nature of the family cannot be understood without close study of the experience of mothering. This course will explore the changing social construction of motherhood, using a series of historical "case studies" and emphasizing visual materials. These will include the sort of works traditionally encountered in art history courses, but also such items as illustrated child care manuals and commercial advertisements. We will consider normative ideals of motherhood as well as women's own experiences as mothers. *No prerequisites; students with relevant background in fields such as anthropology, literature, and psychology, among others, are especially welcome.*

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**20050 Major Artists of the Baroque\***

Hassold		Full Term	T, R	10:30-11:50	CAP 107
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This course will explore the artistic and stylistic innovations of the seventeenth century in three different ways. First, the major artists (architects, painters and sculptors) of the period will be investigated through lectures on their individual development. (Lectures will be devoted to Caravaggio, Bernini, Borromini, Velazquez, Vermeer, Rubens, Rembrandt, George de la Tour, Poussin, etc.) Second, a number of lectures will cover innovations in genre and iconography. Finally, the course will use Heinrich Wofflin's now classical study of stylistics, *Principles of Art History*, to define the Baroque style and to explore its various national forms of expression. During the first module, a number of class sessions will be scheduled in the Ringling Museum of Art. The Ringling's excellent Baroque collection will provide the basis for the discussion of Wofflin's theory.  
*No prerequisites; open to beginning students.*

**20051 Seminar: Film Noir, Dark Visions of the City**

Hassold		Full Term	Lecture	T, F	12:30-1:50	CAP 107
			Film Lab	W	5:00-7:00	CAP 107

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

**Classics**

**20052 Elementary Greek II**

Shaw		Full Term	M, W, F	11:00-11:50	PME 219
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More advanced grammar and morphology and some readings in classical Greek will prepare students for reading classes in the fall. *Prerequisite: Elementary Greek I.*

**20054 Advanced Greek\***

Shaw		Full Term	T, F	3:30-4:50	PMC 219
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Readings in classical Greek literature.

**20190 Euripides and Aristophanes on the Greek Stage**

Shaw		Full Term	T, F	2:00-3:20	LBR 154
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In the last quarter of the fifth-century B.C.E, Aristophanes consistently portrays his contemporary, the tragedian Euripides, as an iconoclast, a representative of the unorthodox and unsettling aspects of Athenian life at that time. Throughout the span of his career, Aristophanes juxtaposes himself both ethically and aesthetically to the tragic poet. Their plays, however, indicate a certain closeness: Aristophanes becomes stylistically Euripidean and Euripides, in a sense, becomes Aristophanic. In fact, despite their apparent differences, the contemporary comic poet Cratinus, even coined the verb "euripidaristophanize," a term that expresses the poets' obsessions with each other, as well as the correlation of their poetics. We will read plays in translation, as well as modern critical essays, focusing on the relationship of the works both as literature and as theatrical performance. *Prerequisite: previous study of Greek drama or permission of instructor.*

**20103 The Ancient Novel: Pagan, Jewish, Christian\***

Rohrbacher and Marks		Full Term	M, R	12:30-1:50	PMC 219
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This team-taught class is a study of the development, nature, and purpose of extended prose fiction in antiquity, which will reflect the concerns of both Classics and of Early Judaism and Christianity. We will do close readings of a wide variety of primary sources, considering the social, political, and religious backgrounds to the works, and the nature of ancient texts, authors and readers. We will also explore some of these themes in the secondary literature. Readings include Greek and Roman novels such as Chariton's *Chaereas and Callirhoe*, Achilles Tatius' *Leucippe and Clitophon*, Longus' *Daphnis and Chloe*, Petronius' *Satyrica*, and Apuleius' *Metamorphoses*; narratives found in canonical Jewish and/or Christian Scriptures such as Esther, Daniel/Susannah, Maccabees, Judith, and short selections from the New Testament; and extracanonical works including Apocryphal Acts, Joseph and Aseneth, and Martyrdom accounts. Students will write several short explorations and two papers.

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CRN	Course Title and Description	Term	Day	Time	Classroom
<b>20053 Elementary Latin II</b>					
Rohrbacher		Full Term	M, W, F	9:00-9:50	LBR 154
Elementary Latin II is a continuation of Elementary Latin I, which is its prerequisite. Completion of the second half of <i>Wheelock's Latin Grammar</i> will prepare the student for advanced work in Latin. Please see instructor if you are uncertain about placement.					
<b>20055 Advanced Latin: Catullus, Poems*</b>					
Rohrbacher		Full Term	T, F	12:30- 1:50	PME 219
Gaius Valerius Catullus (85/84—65/64) is the foremost representative of the late republican “neoteric” or “New Poetry” movement. His poems range in tone from obscene and abusive to sensual, solemn, and despairing. Catullus has long been popular for the freshness and, at times, the rawness of his poetry. We will read most of the poems, including those often thought injurious to the morals of undergraduates. <i>Prerequisite: Elementary Latin I and II at New College, or the equivalent. Please see instructor if you are uncertain about placement.</i>					
<b>Languages</b>					
<i>Students who have studied French, German or Spanish before and who are interested in continuing at New College need to take the corresponding on-line placement test.</i>					
<b>20056 Beginning French II</b>					
Van Tuyl		Full Term	M, W, F M- Lab	10:00-10:50 6:00-7:30	CHL 221 LBR 152
This continuing course is designed for students who have successfully completed Beginning French I at New College. Using the multimedia French in Action program, this immersion course focuses on the use of grammatically and idiomatically correct French. Required work for the course includes weekly quizzes, frequent dialogues, and a comprehensive final exam. Attendance, active participation, and individual study in the Language Lab are required. Three 50-minute classes per week plus one 90-minute lab session. Class is conducted entirely in French. <i>Prerequisite: Successful completion of Beginning French I.</i>					
<b>20092 Eighteenth-Century French Literature*</b>					
Van Tuyl		Full Term	M, R	12:30-1:50	CFA 211
<i>See description under Literature.</i>					
<b>20057 Intermediate French II*</b>					
Reid		Full Term	M, W, F T- Lab	10:00-10:50 6:00-7:30	LBR 209 LBR 250
A continuation of <i>Intermediate French I</i> . This course builds on the grammar and vocabulary acquired in previous semesters and develops students' ability to think and express themselves in French. There is an increased emphasis on the interpretations of literary and cultural texts. There are regular tests and in-class exercises, as well as a comprehensive final exam. Compositions are longer and more analytical than in the previous semester. Class meets for three 50-minute sessions, plus one 90-minute lab per week. Attendance and active participation are required. <i>Prerequisite: Intermediate French I.</i>					
<b>20194 Contes et conteurs</b>					
Reid		Full Term	T, F	12:30-1:50	CHL 215
<i>See description under Literature.</i>					
<b>20058 Elementary German II</b>					
Cuomo		Full Term	M, W, F	10:00-10:50	LBR 152
In this second half of the one-year introduction to the German language, we will cover the last six chapters of <i>Deutsch heute</i> , and students will begin writing short German compositions and dialogs. <i>Prerequisite: Elementary German I or demonstration of sufficient German proficiency on the placement exam.</i>					
<b>20102 Advanced German: Deutsche Kulturgeschichte 1945-2007</b>					
Cuomo		Full Term	M, R	2:00-3:20	LBR 248
<i>See description under Literature</i>					
<b>20078 Intermediate German II*</b>					
Sutherland		Full Term	M, W, F	11:00-11:50	LBR 154
This course is a continuation of Intermediate German I. Further emphasis will be placed on more complex grammatical structures and increased vocabulary, as well as reading, listening, writing and speaking skills. Students will be expected to read a text of fiction and make comparisons to film versions of the text. <i>Prerequisite: Intermediate German I or demonstrations of sufficient knowledge of German on the placement test.</i>					
<b>20079 Fairy Tales of the Brothers Grimm</b>					
Sutherland		Full Term	T, F	12:30-1:50	LBR 156
<i>See description under Literature</i>					

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**20059 Elementary Spanish II (Section 1)**

Bennaji		Full Term	M, W, F	11:00-11:50	LBR 248
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A continuation of Elementary Spanish I. The main goals of this course are to acquire good knowledge of basic Spanish Grammar (simple sentence structure, simple tenses in the Indicative, introduction to the Subjunctive), to build Vocabulary, and to develop Oral/Aural skills. Required work for the course includes preparation of short dialogues/skits for in-class work, weekly quizzes, take-home grammar exercises, short reading/writing assignments, and three major exams. Three 50-minute classes per-week. An additional six hours (at least) of preparation for class are required, plus 3 to 4 hours to complete workbook & laboratory assignments, every week. Attendance and active participation in class exercises are required. Students are expected to prepare all assignments carefully. Quality and timeliness of completed work, significant progress in language skills, and evidence of mastery of basic Spanish grammar will be the basis for the evaluation of a student's performance.

*Prerequisite: Satisfactory completion of Elementary Spanish I. Students, who have not completed Elementary Spanish I at New College and plan to take this class, must contact Professor Labrador-Rodríguez early during the Fall Semester of 2007 for assessment of proficiency: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.*

**20060 Elementary Spanish II (Section 2)**

Labrador-Rodríguez		Full Term	M, W, F	9:00-9:50	LBR 156
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A continuation of Elementary Spanish I. The main goals of this course are to acquire good knowledge of basic Spanish Grammar (simple sentence structure, simple tenses in the Indicative, introduction to the Subjunctive), to build Vocabulary, and to develop Oral/Aural skills. Required work for the course includes preparation of short dialogues/skits for in-class work, weekly quizzes, take-home grammar exercises, short reading/writing assignments, and three major exams. Three 50-minute classes per-week. An additional six hours (at least) of preparation for class are required, plus 3 to 4 hours to complete workbook & laboratory assignments, every week. Attendance and active participation in class exercises are required. Students are expected to prepare all assignments carefully. Quality and timeliness of completed work, significant progress in language skills, and evidence of mastery of basic Spanish grammar will be the basis for the evaluation of a student's performance.

*Prerequisite: Satisfactory completion of Elementary Spanish I. Students, who have not completed Elementary Spanish I at New College and plan to take this class, must contact Professor Labrador-Rodríguez early during the Fall Semester of 2007 for assessment of proficiency: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.*

**20061 Spanish Conversation and Composition\* (Section 1)**

Labrador-Rodríguez		Full Term	M, W, F	11:00-11:50	LBR 156
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The course has been designed to improve accuracy of oral and written expression, and to further develop reading and aural comprehension skills. We will do a systematic review of Spanish grammar. We will use readings on a variety of topics as a basis for oral and written work. Students are expected to participate actively in general class discussion, and will be responsible for class presentations and special activities. The course has a demanding writing component; students are expected to prepare all written assignments carefully and present them on time. Re-writing essays and peer-editing are important components of this class and therefore students should be willing to work in groups outside class meeting times.

*Prerequisites: Satisfactory completion of Intermediate Spanish at New College. Students with equivalent work done in another institution (the 3rd semester of college-level Spanish) or significant work done with high-school Spanish are eligible, but are required to complete the placement exam and a placement form. Students not coming from Intermediate Spanish must contact the instructor early during the Fall Semester of 2007 for assessment of proficiency. No student will be admitted without fulfillment of these requirements.*

**20062 Spanish Conversation and Composition\* (Section 2)**

Bennaji		Full Term	M, W, F	10:00-10:50	LBR 248
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The course has been designed to improve accuracy of oral and written expression, and to further develop reading and aural comprehension skills. We will do a systematic review of Spanish grammar. We will use readings on a variety of topics as a basis for oral and written work. Students are expected to participate actively in general class discussion, and will be responsible for class presentations and special activities. The course has a demanding writing component; students are expected to prepare all written assignments carefully and present them on time. Re-writing essays and peer-editing are important components of this class and therefore students should be willing to work in groups outside class meeting times.

*Prerequisites: Satisfactory completion of Intermediate Spanish at New College. Students with equivalent work done in another institution (the 3rd semester of college-level Spanish) or significant work done with high-school Spanish are eligible, but are required to complete the placement exam and a placement form. Students not coming from Intermediate Spanish must contact the instructor early during the Fall Semester of 2007 for assessment of proficiency. No student will be admitted without fulfillment of these requirements.*

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**20080 Advanced Spanish: Spanish as the Fabric of Verse**

Portugal		Full Term	T, R	10:30-11:50	LBR 250
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This course offers advanced students of Spanish an opportunity to focus on the study of language through literature. The course is organized as an introduction to modern poetry in Spanish. We will read from a vast a selection of poets and poems from Spanish America and Spain. There will be a strong emphasis on descriptive and analytical work. We will develop a variety of interpretive approaches to poetry, including recitation and translation. Students are expected to actively participate in class discussions. All students will be responsible for class presentations of poems, and recitation exercises [in-class and recorded]. Written assignments of varied nature and extension. The final project will consist of a descriptive-analytical essay on a chosen poem [or a group of poems] and a translation exercise—either the annotation of an existing translation of that poem into English, or the creation of a new translation. Class discussions and assignments will be all in Spanish.

*Prerequisite: This class is designed for student who have satisfactorily completed Lecturas Hispánicas and who have been recommended to continue to Advanced Spanish, and for students who have satisfactorily completed Advanced Spanish or its equivalent. Students who have not completed the required work at New College must contact the instructor early during the Fall Semester of 2007 for assessment of proficiency: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.*

**20093 Representations of Power in Modern Latin American Novels (In English)**

Portugal		Full Term	M, R	2:00-3:30	LBR 250
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*See description under Literature.*

**20064 Beginning Russian II**

Schatz		Full Term	M, W, F	10:00- 10:50	PME 219
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A continuation of the Fall Semester offering.

**20097 Russian Realism: Five Masterpieces\***

Schatz		Full Term	T, F	2:00-3:20	PME 219
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*See description under Literature.*

**20065 Elementary Hebrew II**

Inouye		Full Term	M, W, F	11:00-11:50	COH 116
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This is a continuation of Elementary Hebrew I.

**20087 Elementary Chinese II**

Zhang		Full Term	M, W, F	10:00-10:50	LBR 250
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This is the follow-up course on Elementary Chinese 1. The emphasis of the course will be on basic vocabulary, structures, and everyday conversations. In this course, the students will learn 9 chapters (Lessons 14 to 22) in the *New Practical Chinese Reader*, including: 1) 220 new characters; 2) 440 (320+120) new words; 3) 70 key sentence patterns and more advanced structures; 4) everyday conversations, and information about the Chinese language, culture and society. The bulk of in-class work will be devoted to developing oral and aural skills. Students should demonstrate satisfactory completion of Elementary Chinese I or equivalent level.

*Enrollment limited to 20*

**Literature**

**20201 Politics, Poetics and the Irish Question**

Bashant		Full Term	T, R	9:00- 10:20	LBR 156
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At the beginning of the 20th century, Ireland--a country that suffered from the English occupation, a devastating famine, severe unemployment, and a very tenuous economy--witnessed a renaissance in art. George Bernard Shaw, William Butler Yeats, Sean O'Casey, John Synge, Lady Gregory, Oscar Wilde: the number of writers that emerged from this period is staggering. What was going on in Ireland that provoked such activity? W.H. Auden once said of Yeats: "Mad Ireland" hurt him into poetry. In this class, we will examine how mad Ireland hurt many of the modernist playwrights into their art. We will also discuss current political efforts to rid the northern part of the island of British rule – and the works of Boland, Heaney, McCabe, McDonagh, and Friel that have resulted. The object of this class is to examine works written between the first Home Rule Bill (1886) and the Easter Accord (1998). Assignments will include two papers, a presentation, and vigorous discussion. *Open to all students; enrollment will be limited to 25 students.*

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CRN	Course Title and Description	Term	Day	Time	Classroom
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**20192 Empire Writing\***

McAuley		Full Term	T, R	10:30-11:50	CHL 214
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This course shall focus on Empire Writing 1596 – 1803, including Walter Raleigh's *Discovery of Guiana*, Shakespeare's *Tempest*, Daniel Defoe's *Robinson Crusoe*, James Grainger's *The Sugar Cane*, and Olaudah Equiano's *Interesting Narrative*. Building on Raymond Williams' provocative assertion that "traffic is not only a technique; it is a form of consciousness and a form of social relations," the primary goal of this course will be to examine literature' role in mapping identities: Indians, Cannibals, Colonists, and Creoles. That is, we shall explore the significance of the Americas (including the Caribbean) in British consciousness, with particular attention paid to the literate, linguistic &/or rhetorical strategies of imperial consolidation, the 'new cultural agency' of travel literature, and – since women writers played an instrumental role in domesticating this frontier – gender studies. In this particular respect, we shall complicate the notion of Empire as masculine space / enterprise. We shall watch several films, including "Burn!," directed by Gillo Pontecorvo and starring Marlon Brando, who plays a British agent sent the Caribbean to foment a slave rebellion against the Portuguese.

**20193 Representing Religious Enthusiasm in American Literature: Gospel Strains, and Epidemical Frenzies**

McAuley		Full Term	W	12:30-3:20	CHL 215
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This course examines religious enthusiasm in American literature & culture, from Anne Hutchinson and the Antinomian Crisis to Nathaniel Hawthorne, and the rise of Evangelicalism. We shall not only examine the problem various American authors face having to "wrap words" around a religious experience, spectacle, and/or vision that ultimately defies representation, but also consider how this failure to capture the spirit in writing informs the development of American identity. Drawing on Lord Shaftesbury's Letter Concerning Enthusiasm, special attention will be paid to the political implications of each movement, whether it's George Whitefield's 'democratic vistas' – his preaching out-of-doors to crowds estimated above ten thousand – or Michael Wigglesworth's conservative translation of the apocalypse in his popular ballad, "The Day of Doom."

Please note: this course may be extended to examine the commercialization of religion in America, including the triumph of televangelism, Flannery O'Connor's *Wise Blood*, and Heidi Ewing and Rachel Grady's recent documentary film, "Jesus Camp." This would allow for a more widespread analysis of how various mass mediums – print, radio, and television – repackage religious enthusiasm, and relegate an otherwise indescribable "inner experience" to the status of a mechanically reproducible commodity.

**20089 Acting II**

Eginton, FSU/Asolo		Full Term	T	6:00- 9:00 pm	CFA 211
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This is a scene study class intended to serve acting students of various levels of expertise who have taken Acting I at New College. The technique taught is grounded in Meisner training and the Practical Aesthetics training. Technical work covered this semester: beat shifts, given circumstances, characterization, imaginary circumstances, and language analysis. Improvisations and exploratory exercises in development of imagination and emotional preparation will be given, as well as assignments in writing about the theater in response to live performance. *This course is only open to students who have taken Acting I at New College. Priority is given to upper contract students, and admission to the class will be based on audition at the first class meeting.*

**20092 Eighteenth-Century French Literature\***

Van Tuyl		Full Term	M, R	12:30-1:50	CFA 211
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This course explores major literary, intellectual, and political thought of eighteenth-century France through very substantial reading assignments from the works of Beaumarchais, Diderot, de Graffigny, Laclos, Montesquieu, Prévost, Rousseau, and Voltaire. The course is open to beginning and advanced students in literature, to students with an advanced level of French (who may take part in the French section by permission of the instructor), and to those with no knowledge of French. The class will meet once a week as a whole, for discussion in English, and once in separate discussion sections for students working in French and English.

**20194 Contes et conteurs**

Reid		Full Term	T, F	12:30-1:50	CHL 215
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*A seminar in French literature, open to students who have completed Advanced French, or by permission of instructor. The course is designed to help students make the transition from the study of French language to the study of French literature in the original. All discussion will be in French. There will be several short papers, as well as in-class writing assignments and projects designed to broaden students' active vocabulary.*

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

Spring 2008 Schedule of Classes – Division of Humanities

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**20090 Creative Writing Course #1**

Staff		Full Term	TBA	TBA	TBA
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*A course will be offered pending faculty appointment.*

**20091 Creative Writing Course #2**

Staff		Full Term	TBA	TBA	TBA
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*A course will be offered pending faculty appointment.*

**20102 Advanced German: Deutsche Kulturgeschichte 1945-2007**

Cuomo		Full Term	M, R	2:00-3:20	LBR 248
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Participants in this advanced-level German course will work with a variety of cultural materials in the German original, which will include poetry, prose, such as Peter Schneider's *Der Mauerspringer*, radio plays, and films, in addition to materials from the Internet that shed light on German cultural history since 1945. Our focus will include the immediate postwar period and the division of German territory, the confrontation with Fascism's legacy, reconstruction, the GDR period and the fall of the Berlin Wall, reunification, issues of multiculturalism in contemporary Germany, and "Ostalgie." These texts will be the basis of oral and written reports, in-class discussions, and group projects designed to expand students' working vocabulary and command of German grammar and stylistics. As part of the revisions of writing assignments, there will some review of advanced grammar and stylistics, but the major emphasis will be the application of students' active and passive German skills. *Prerequisite: two years of college-level German or its equivalent. Students with questions about their proficiency should contact the professor.*

**20095 Shakespeare—Plays and Poetry\***

Myhill		Full Term	T, R	10:30-11:50	LBR 248
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We will read a substantial amount of Shakespeare's lyric and narrative poetry in addition to plays from all four genres he worked with—History, Comedy, Tragedy, and Romance—in the context of the social, literary, and theatrical environments of London late in the reign of Queen Elizabeth I and early in the reign of King James I. The course will consider the idea of the author in Renaissance England, the social and literary positions of poet and playwright, the opportunities and challenges the theater's unique social position offered to Renaissance dramatists, and the logistics of play production. We will focus on Shakespeare's use of the rhetoric of the Petrarchan sonnet, and his exploration of the consequences of imagining the world in these terms. This is a broad survey of Shakespeare's career and will involve about a play a week. Students are expected to write several short papers and participate actively in class discussion. *This course is designed for beginning students of literature and non-majors; enrollment may be limited.*

**20094 Pre-Thesis Seminar**

Myhill		Full Term	M, R	2:00-3:20	CHL 214
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This course is designed for students with a declared AOC in British and American Literature, or others who will be writing a primarily B&A thesis in the following year or beginning their thesis research in this term. The course will include a balance of literary texts with critical and theoretical essays that intersect with those texts, to be determined. Four units, each related to the specialization of a member of the B&A literature faculty, will be included. There will likely be 1) a section on pre-1700s dramatic literature and New Historical approaches, 2) a section on 18th- or 19th-century literature (prose and poetry) and Cultural Studies approaches, 3) a section on 20th-century American fiction and race, class and gender approaches, and 4) a section on poetic verse with some emphasis on formal and post-Romantic approaches. Students will be expected to produce solid written work in all units of the course; these preliminary essays may serve to develop a potential thesis topic, to serve as a section or chapter of a longer thesis, or may be combined and revised into a larger "Senior Project" portfolio option. *Prerequisites: a declared AOC in B&A Literature or permission of the instructor; students must be in at least their 6th contract.*

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20093 Representations of Power in Modern Latin American Novels (In English)**

Portugal		Full Term	M, R	2:00-3:30	LBR 250
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In this course we will work with six Latin American novels published between 1946 and 2000. The course will be organized in three segments. In the first one, we will study novels that focus on processes and figures of Latin America's late 18th and early 19th centuries: *The Kingdom of this World* by Alejo Carpentier [on the Haitian slaves' revolts and revolution], and *The General in His Labyrinth* by Gabriel García Márquez [on Simón Bolívar's last journey]. In the second segment we will read novels that focus on early 20th-Century dictators and dictatorships: *The President* by Miguel Ángel Asturias [on Guatemala under Estrada Cabrera], and *The Feast of the Goat* by Mario Vargas Llosa [on the Dominican Republic under Trujillo]. The third segment focuses on two novels that deal with the Chilean experience during the period of the military regime [1973-1990]: *Custody of the Eyes* by Diamela Eltit, and *By Night in Chile* by Roberto Bolaño.

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

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

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

**20097 Russian Realism: Five Masterpieces\***

Schatz		Full Term	T, F	2:00-3:20	PME 219
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This lecture/ discussion course will focus on the emergence and eventual dominance of the Realist novel in the nineteenth century. We will begin with N. V. Gogol's *Dead Souls* (1842) as a direct precursor to the rise of Realist long forms, and proceed chronologically through the century, keeping always in mind the tenets of canonical Realism and the extent to which texts exhibit or flout those norms. We will examine in detail I. A. Goncharov's, *Oblomov* (1859), I. S. Turgenev's, *Fathers and Sons* (1862), F. M. Dostoevsky's, *Crime and Punishment* (1866), and L. N. Tolstoy's, *Anna Karenina* (1873-76). *This course is open to all interested students, but enrollment will be limited to approximately 20. Active participation in class discussion will be expected, and two in-class presentations and one analytical essay will be required.*

**20079 Fairy Tales of the Brothers Grimm**

Sutherland		Full Term	T, F	12:30-1:50	LBR 156
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This course deals with psychological interpretations of the Grimms fairy tales, paying close attention to family relationships, childhood development and the didactic function of the fairy tale. Themes also include, the role of witches, evil fairies and stepmothers, the significance of the absent or marginal father, the child's separation from home, his/her journey of self-discovery and integration into a new order. Secondary texts include: Bruno Bettelheim's *The Uses of Enchantment*, Maria Tatar's *The Hard Facts of the Grimms' Fairy Tales*, and *Off With Their Heads! Fairy Tales and the Culture of Childhood*. There will be a section offered in German. Students should also plan to attend regular film screenings.

**Course in American Literature- TBA**

Smith		Full Term	TBA	TBA	TBA
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*Course Description Pending*

**Course in American Literature- TBA**

Smith		Full Term	TBA	TBA	TBA
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*Course Description Pending*

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20096 History of the Novel in English 1720-1930\***

Wallace		Full Term	T, F	12:30-1:50	CHL 224
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In this course we will investigate the “rise” of the novel to literary dominance in the English tradition, and ask why the novel form was so well-suited to the purposes and needs of 18<sup>th</sup>- and 19<sup>th</sup>-century British society. Critics have argued that the novel is importantly tied to the development of the middle-class, the enlightenment individual, and to a history of social and political critique. The story of the novels’ “rise” to dominance is both familiar and open to question. In recent years, critics have debated hotly whether the English tradition “invented” the novel, or whether other traditions, such as the prose narratives of classical Roman literature, the *Quixote* of Spanish “Golden Age,” or the Romance traditions of the middle ages and the French 17<sup>th</sup> century may also qualify as “novels.” While we may not solve these problems, we will gain some sense of the richness and complexity of narrative prose fiction usually associated with the English-language “novel.”

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

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

**20099 Critical Theory in the US: An Introduction**

Wallace		Full Term	T, F	3:30-4:50	CHL 221
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This course examines the dominant strains of critical theory pertinent to literary study in the US and their critiques. Students will have an opportunity to become familiar with the range of critical theory from Classical and New Criticism through deconstruction and post-structuralism up to current cultural, historical, and postcolonial approaches. In addition to reading each theorist closely for his/her argument, we will investigate the assumptions and philosophical presuppositions built into each theoretical approach. For example, why does New Criticism work so well with poetry and less well with prose fiction? What are the implications of focusing on close textual analysis rather than historical or social context? We will note the ways in which new theoretical approaches are often born from the old, either in imitation or in contention. While this course is primarily concerned with the implications of critical theory for literary study, we will read several key theorists whose work is most clearly aligned with other disciplines including Sigmund Freud, Jacques Derrida, Laura Mulvey, Michel Foucault, and Donna Haraway. In addition to theoretical texts, we will read four short literary texts and try out some of the approaches we have studied. Further, some of the theoretical texts themselves put the division between ‘literature’ and ‘theory’ into question. An underlying concern of the course will be thinking about what is the proper work of theory, and what is the relation of critical theoretical discourse to literary analysis. Students are expected to write 4 short 2-3 page response papers, to give one in-class presentation on a theoretical article of their choice, to write one longer 7-8 page paper, and to participate actively in discussion.

Students whose concentration is outside of literature but have other reasons for an interest in critical theory are welcomed, although preference may be given to students for whom this course fulfills a requirement in their AOC. Note: This course is not “required” for the Literature AOCs, though it is the most regularly offered formal course in Critical Theory. Speak with your advisor about other options unless you know you want this kind of broad survey approach.

Spring 2008 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20098 Acoustic Machines: Modern Poetry and Music**

Zamsky		Full Term	M, R	12:30-1:50	CFA 212
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This class will consider how the ancient ties between poetry and music are reconfigured, reinvigorated, and problematized by modernist poets. Music and poetry are always interested in one another, adopting each other's methods, responding to each other's themes, and each invoking the other as an ideal. This lively, sometimes tumultuous relationship is particularly vibrant during the twentieth century, when the intense drive to "make it new" swept through the arts. The poet Ezra Pound, for instance, once declared that, "any poet who does not study music is deficient." We will consider a number of poets who seem to heed Pound's warning, including major poets such as T. S. Eliot, Langston Hughes, Gertrude Stein, and Wallace Stevens, and other, lesser known poets whose work explores the text-music nexus, such as Basil Bunting, Ted Enslin, Nathaniel Mackey, and Louis Zukofsky. In order to explore the ways in which modern poetry participates in larger cultural discussions about music, musical ideas, and musical modes of thought, we will also read select works in music theory (including those by Pierre Boulez and Arnold Schoenberg), and aesthetic philosophy (Theodor Adorno, Roland Barthes, and Vladimir Jankélévitch, among others). Although this is an interdisciplinary class, students need not be expert in music in order to succeed in the class. We will discuss relevant musical forms and genres (such as opera, sonata form, and several iterations of jazz), and part of our work will be to develop the vocabulary and habits of attention necessary to listen critically to the music, with the goal of thus also listening more attentively to the poetry.

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

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

**20100 Writing America(n)\***

Zamsky		Full Term	T, R	10:30-11:50	CHL 215
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This class is an introduction to American literature. We will read short-stories, novels, poetry, and autobiographies in order to examine the shifting aesthetic concerns and cultural movements that have contributed to the development of literature in the United States. The course will begin with a discussion of important texts in early American literature, such as the poetry of Anne Bradstreet, Edward Taylor, and Phillis Wheatley, the sermons of William Bradford, Mary Rowlandson's captivity narrative, and the autobiography of Benjamin Franklin. Having thus established a foundation in the ideas and literary conventions characteristic of American literature, we will focus our attention primarily on the period between roughly 1820 and 1920 – in terms of literary history, the period that extends from the American Renaissance through first-generation modernism. This is a particularly rich period in American literary history, as our literary arts participate in the same monumental events that shape the United States, from the Industrial Revolution to the Civil War to World War I. We will take four passes through this century, one for each genre. The reading list will include the poetry of Emily Dickinson, T. S. Eliot, Langston Hughes, and Walt Whitman; short stories by Willa Cather, Kate Chopin, Nathaniel Hawthorne, Ernest Hemingway, Herman Melville, and Edgar Allen Poe; novels by Henry James, Frank Norris, Jean Toomer, and Edith Wharton; and, autobiographies by Frederick Douglass, Harriet Jacobs, Henry David Thoreau, and Gertrude Stein. We will also read selected essays by Ralph Waldo Emerson, W. E. B. DuBois, and others, in order to explore the broader cultural, political, and intellectual context.

Students will write one roughly five-page paper for each genre covered in class. In these papers, students should be able to accurately employ relevant key terms, demonstrate their knowledge of the genre's historical development, and articulate their own critical readings. Students will also choose one of these papers to revise and expand for the final paper, of roughly eight pages.

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

**20101 Cinema and Cultural Memory: "New Cinema" in Hong Kong, Taiwan, and China**

Zhang		Full Term	M, R	2:00-3:20	LBR 209
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This course is designed for students who are interested in either film or in Modern Chinese society and culture. Through a comparative exploration of films made in Hong Kong, Taiwan, and the PRC, three different "Chinese" regions, in the recent decades, we will study Chinese cinema as a unique genre of modern arts, a powerful social and political discourse, and an instrument of cultural memories. In other words, we will explore what cinematic styles and techniques employed by generations of filmmakers and how cinematic differences and changes reflect social, cultural, and political concerns, and demonstrate diversities, specificities, contradictions, as well as interactions within and between these Chinese communities. *No prerequisites.*

**Music**

**20066 New College Chorus**

Moe		Full Term	M	7:00-9:00	Sainer Auditorium
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Full Term participation required for Module credit.

**20067 Keyboard Skills**

Bray		Module	Individual appointments		CFA Practice Rooms
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Full Term participation required for Module credit.

Spring 2008 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20088 Fuzion Dance II**

Bolanos-Wilmott	Full Term	T, R	12:30-1:50	FCS
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Leymis's unique teaching style creates a community setting that encourages new ways of moving and celebrates the art of movement. Students will be introduced to Contemporary and African dance techniques while addressing elements of alignment, endurance, use of weight, spatial awareness, while taking risk in the classroom setting. Students will also learn movement phrases from the repertory of Fuzion Dance Artists, Sarasota 1st Contemporary Dance Company.

**20198 Construction of Narrative in Nineteenth-Century Music**

Aarden	Full Term	T,R	10:30-11:50	CFA 212
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Every piece of music has a history, but not all music tells a story. The rise of narrative structure in the music of the 1800s can be seen as an alternative to Enlightenment ideals of reason and orderliness. The turn away from "absolute" instrumental music transformed the old Classical forms into counter-narratives, spurring the development of ever more dramatic music. By studying and reading about vocal and instrumental music of the 19th century, we will explore the conflict between narrative and knowledge, and consider how it was influenced by the growth of nationalism and individualism.  
*Pre-requisites: Music Theory I, or consent of the instructor.*

**20199 Psychology of Music**

Aarden	Full Term	M,R	2:00-3:20	CHL 224
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Why does some music sound good to you, and some not? Can that change? Do babies hear music the way we do, and can we make kids smarter by playing the right music? How do vibrations in the air stir our emotions? Why is music structured the way it is? The answers are fundamentally related to the way that our minds are constructed. This course will explore topics in cognitive, social, evolutionary, developmental, neurophysiological, and personality psychology in an attempt to answer these and other concerns about our most important media: music.

**20202 Experimental Music in Theory and Practice**

Miles	Full Term	M, R	3:30-4:50	CFA 212
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Experimental Music can be defined as music that privileges process over product: the process may be rigorously controlled, but the outcome will be to some extent indeterminate. This course will address the theory and history of experimental music, with an emphasis on compositional applications. In addition to studying the work of such composers as John Cage, Kenneth Gaburo, and Trevor Wishart, this course will explore the musical implications of performance theory, social theory, and the psychology of play. Projects will take the form of compositions or research papers.

**20068 Music Theory II\***

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

Building on the foundation established in Music Theory I, topics to be covered this term include: the formal implications of equal temperament and chromatic tonal harmony. Daily assignments will include work in analysis and composition. In addition to attending lecture sessions, students will be required to participate in two aural skills sessions each week.  
*Prerequisite: Music Theory I or its equivalent.*

**Philosophy**

**20195 Philosophy of Music**

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

**20071 Philosophy of Science**

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

**20072 Ethics of Otherness**

Flakne	Full Term	M, R	2:00- 3:20	CHL 221
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How can I ever "know" another person? How ought I treat him/her? Are these questions connected? Ought they be? In contemporary European philosophy, such questions are interrogated under the title of "otherness." This course will examine the paradigmatic paradoxes of "otherness" as found in the work of Hegel and Husserl. It will then inquire into the ethical articulation of "otherness" in the philosophies of thinkers such as Sartre, DeBeauvoir, Buber, Levinas, and Derrida.

\*Meets Liberal Arts Requirements

Spring 2008 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20081 Modern European Aesthetic Theory**

Flakne		Full Term	W	12:30- 3:20	CHL 221
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In this advanced seminar, we will pursue a close study of the major works founding the European tradition of Philosophy of Art, centering on the 19th and early 20th centuries. Readings will included Burke, Kant, Hegel, Nietzsche, Heidegger, and Benjamin.

**20082 Topics in Philosophy of Religion**

Langston		Full Term	T, R	10:30-11:50	PME 219
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This regularly scheduled course will feature two or three important problems that concern people working in philosophy of religion. For this semester we will, in the first module, look at the nature of the soul by examining theories of the soul offered by Plato, Aristotle, Aquinas, Descartes, and certain contemporary authors (Swinburne and Lynn Baker). In the second module, we will examine questions about free will and determinism. While our focus will be on the relationship between God's knowledge and human freedom, we will examine other forms of possible determinism.

**Religion**

**20083 Introduction to Islamic Civilization**

Seales		Full Term	T, R	9:00-10:20	LBR 152
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This course is an introduction to the study of the origins and nature of Islam as a religious and cultural force. We will give special attention to its history, its founder, its sacred literature, its theological diversity, its cultural movements, its communities, and its representation. The course is divided into five sections. First, we begin by asking how western scholars approach the study of Islam. Second, we discuss the sacred sources of Islamic tradition. Third, we survey key themes of religion and culture in early Islamic civilization. Fourth, we trace cultural Islamic movements in transnational contexts, such as global Hajj. This section also includes American encounters with Islam in the nineteenth and twentieth centuries, from the World's Parliament of Religions in 1893 to the Oprah Winfrey show in 2001. Fifth, we read about particular Islamic communities in the United States. In this section, we emphasize cultural encounters with both America and modernity, two discursive categories critical to the construction of Muslim identities in the twenty-first century.

**20084 Religion in the American South**

Seales		Full Term	T, R	10:30-11:50	LBR 152
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This course is an introduction to basic thinking about cultural difference and the study of religion in the American South. The course encourages you to examine the ways social paradigms shape how we act, think, and imagine ourselves in this effusively religious region called the South. We will tackle some of the myths, tensions, and ironies of religious life in the South. For example, is it true that evangelical Christians in the south have been opposed to modernity and modern things? Or, in the antebellum South, how did white southern Protestants use the Bible to defend slavery? In addition to these questions, we will also address the increasing cultural and religious diversity in the South. The region is a much more diverse place today than it was ten or twenty years ago. How are new immigrants reshaping the cultural and religious landscape of the South? And how are Protestants, long entrenched in the region, reacting to these changes? Using social theory together with selected histories of regional religious practices, we will try to answer these kinds of questions while developing informed interpretations of cultural diversity in the American South.

**20085 Kierkegaard**

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. We will read and discuss his most important works. We will emphasize his reaction to Hegel but focus on understanding his own non-system.

**20086 Passover**

Marks		Module 1	T, F	12:30-1:50	PMC 219
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Subtitled "From Greco-Roman Meal to the establishment of a Seder/Order," this module course will provide an opportunity for students of Jewish Scriptures and/or Christian Scriptures to build upon their earlier studies. We will look particularly at new scholarship concerning Second Temple Passover practice, the meal context, and the co-emergence of Jewish and Christian liturgical material. We will use secondary sources as guides to explorations of a number of primary texts including Bible, Mishnah and the Passover Hagaddah. In addition to group explorations, each student will write and present a final research paper.

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

**20073 Ritual Theory\***

Marks		Full Term	T, F	2:00-3:20	PMC 219
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Rites exist at the heart of religion. Yet how does one study ritual? The term 'ritual' comes into being in the modern world. A variety of theories use the word 'ritual' in order to insinuate competing value judgments about the relationship of 'ritual' and 'belief.' Together we will examine ideas about sacrifice, symbolic actions, rites of passage and practice. Experience will be an important tool for reflecting upon the strengths and weaknesses of competing theoretical frameworks. We will research and explore the hidden assumptions and conceptual insights of competing models of practice.

Spring 2008 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20103 The Ancient Novel: Pagan, Jewish, Christian\***

Rohrbacher and Marks	Full Term	M, R	12:30-1:50	PMC 219
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This team-taught class is a study of the development, nature, and purpose of extended prose fiction in antiquity, which will reflect the concerns of both Classics and of Early Judaism and Christianity. We will do close readings of a wide variety of primary sources, considering the social, political, and religious backgrounds to the works, and the nature of ancient texts, authors and readers. We will also explore some of these themes in the secondary literature. Readings include Greek and Roman novels such as Chariton's *Chaereas and Callirhoe*, Achilles Tatius' *Leucippe and Clitophon*, Longus' *Daphnis and Chloe*, Petronius' *Satyricon*, and Apuleius' *Metamorphoses*; narratives found in canonical Jewish and/or Christian Scriptures such as Esther, Daniel/Susannah, Maccabees, Judith, and short selections from the New Testament; and extracanonical works including Apocryphal Acts, Joseph and Aseneth, and Martyrdom accounts. Students will write several short explorations and two papers.

**20074 Daoism/Chan/Zen\***

Newman	Full Term	T, R	12:30-1:50	HCL 7
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Daoism is the indigenous Chinese religion that emphasizes a spontaneous, intuitive approach to the dao (the "Way") that lies beneath being and non-being. Buddhist ideas and meditation techniques imported from India interacted with Daoism, giving rise to the Chinese Ch'an school of Buddhism. Ch'an was in turn transmitted to Japan, where it is known as Zen. We will examine the history, theory, and practice of these three traditions, and their impact on Chinese and Japanese philosophy, literature, and art.

**20075 Asian Religions in America\***

Newman	Full Term	T, R	3:30-4:50	PME 213
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Asian religions have been practiced in America for more than a century; in recent years they have been adopted by increasing numbers of non-Asian Americans. This course examines Asian religions in America, with a focus on Buddhism and the ISKCON movement. We will begin with an historical overview of the transmission of Asian religions to the United States, and then study the characteristics of specific religious traditions as they are currently practiced by immigrant communities and non-Asian converts. *This course has as prerequisite previous classes in Buddhism and Hinduism.*

Spring 2008 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**Biology**

**20104 Organismic Biology Lecture**

Beulig		Full Term	M, R	12:30-1:50	LBR 154
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An advanced course considering the biology of chordates. The origin and evolution of the protochordate phyla will be discussed as well as the phylogeny of the vertebrates. Principles of systematics will be applied to the study of the evolution of each vertebrate class. The anatomy, physiology, development, ecology and behavioral adaptations representing the diversity within each will be analyzed.  
*Enrollment limited to 30 students.*

**20105 Organismic Biology Laboratory**

Beulig		Full Term	M, R	2:00 -4:50	HNS 117
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The morphological and functional analysis of chordate adaptations. Protochordate feeding ecology will be experimentally analyzed. Variations on the basic vertebrate plan will be studied as represented in select members of each class of vertebrates. Character states will be determined by means of dissection and histological techniques. Functional properties of selected organ systems will be analyzed with electro physiological techniques.  
*Laboratory fee required. Enrollment Limited to 16 students.*

**20106 Coral Reef Ecology**

Beulig		Module 1	T, F	12:30-1:50	LBR 154
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This course is a survey of the principles and concepts of ecology as applied to the study of coral reef ecosystems. Unique features of coral reefs will be considered as well as features in common with other ecosystems. The role of coral reefs in global ecology will be investigated and examples of reefs in the major reef provinces will be studied, with some emphasis on the Caribbean. Theoretical issues in ecology will be considered in light of impacts on reef dynamics of anthropogenic and natural factors. This course will provide the background for a field course offered in Panama.  
*Enrollment limited to 30 students.*

**20107 Cellular Biology Lecture**

Clore		Full Term	M, W, F	11:00-11:50	LBR 152
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This course will focus on the structure and function of eukaryotic cells. Topics will include bioenergetics, the structure and function of membranes, organelles and the cytoskeleton, cellular metabolism, macromolecular transport and cellular organization, the cell cycle, cell signaling, and the extracellular matrix. The cellular bases of diseases and of extracellular signal perception will be emphasized. Student presentations will be required.  
*Prerequisites: College level introductory biology or equivalent. Enrollment limited to 35 students.*

**20108 Cell Biology Laboratory**

Clore		Full Term	R	2:00-4:50	HNS 124
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This laboratory course is designed to compliment the Cell Biology Lecture course. Students will develop laboratory technique and data analysis skills while learning several different approaches used to study cells. Some independent inquiry will be required. Such cell biological techniques as microscopy (various types), tissue preparation for microscopy, sub cellular separation, protein and nucleic acid extraction, gel electrophoresis, immunoblotting, and real time RT-PCR will be emphasized.  
*Co-requisite or prerequisite: Cell Biology Lecture. Enrollment limited to 14 students. Lab fee required.*

Spring 2008 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>20109 Fish Biology Lecture</b>					
Demski		Full Term	M, R	12:30-1:50	MBR 110
<p>This course will cover in some detail the major features of modern fish biology, including a synthesis of material from “classical” ichthyology, fishery science, fish physiology including behavioral biology, and certain aspects of limnology and marine biology. The history of fishes will be covered in an evolutionary context. This will include all major fish groups. Discussion will stress adaptive features, which permit survival in diverse aquatic environments. Functional systems for: reproduction and development, feeding and growth, locomotion, sensory perception, cardiovascular and endocrine control, osmoregulation, territoriality, migration, behavioral ecology, genetics and conservation biology, will be considered in some detail. Note, some class days will be devoted to field collecting or trips to local aquaria; lectures missed on those days will be made up in the next class, i.e. two lectures will be given with less laboratory time.</p> <p><i>Prerequisite: General Biology, concurrent enrollment in Fish Biology Laboratory or consent of the instructor. Enrollment limited to 16 students.</i></p>					
<b>20110 Fish Biology Laboratory</b>					
Demski		Full Term	M, R	2:00-4:50	MBR 113
<p>Students will identify specimens of most major groups of fishes using frozen material from museum collections, fishes collected by the class, and live fish in aquarium displays. Emphasis will be on local freshwater, estuarine and marine animals. A comparative approach will be emphasized. Observation of the behavior of live animals will be carried out in the laboratory including the larger aquariums of the LETRA (Living Ecosystems Teaching and Research Aquarium). Note, some class days will be devoted to field collecting or trips to local aquaria; lectures missed on those days will be made up in the next class, i.e. two lectures will be given with less laboratory time.</p> <p><i>Prerequisite: Concurrent enrollment in Fish Biology Lecture or consent of the instructor. Highest priority for enrollment will be given to students doing independent study or thesis research on fishes or ecosystems involving fishes. Enrollment limited to 16 students. Lab Fee Required.</i></p>					
<b>Genetics laboratory</b>					
Gilchrist		Full Term	M	2:00-5:00	HNS 123
<p>The genetics lab is a full term endeavor. It is divided into two parts emphasizing the major areas of genetic experimentation. THESE PARTS ARE SHOWN BELOW.</p> <p><i>Lab fee required for each module.</i></p>					
<b>20142 Classical Genetics Techniques Laboratory</b>					
Part One					(Module 1)
<p>Goals are to acquaint the student with laboratory instruments, to instill lab safety and to begin building lab poise. Experiments will center around classical Mendelian genetics. Thus, little knowledge of chemistry is required to complete this course successfully. Although knowledge of genetics would be beneficial, formal courses in the subject are not required.</p> <p><i>Prerequisites: General Biology or instructor permission. Class enrollment limited to 18 owing to laboratory space and safety.</i></p>					
<b>20143 Fundamentals of Applied Genetics</b>					
Part Two					(Module 2)
<p>Laboratory skills gained in the Module 1 Lab will be extended and amplified in this course. Students will be required to do a series of experiments using a variety of organisms. Development of micro techniques in this course is essential. Owing to the nature of the course, students may have to spend time in the lab outside of assigned class time.</p> <p><i>Prerequisites: Classical Genetics Techniques, Introductory Genetics. Class enrollment limited to 18 owing to laboratory space and safety requirements.</i></p>					
<b>20111 The Role of Women in Natural History</b>					
Lowman		Full Term	W	12:30-3:20	Cook Conference
<p>This course will examine famous women in natural history as writers, illustrators and explorers. The class will focus on literature and primary sources, including such important figures as Rachel Carson, Lucy Audubon, Lynn Margulis, Barbara Kingsolver, Mardy Murie, Harriet Tubman, Diane Ackerman, Annie Dillard, and Marjorie Kinnan Rawlings. The class will include lively discussion and analysis of the contributions of these women to natural science, and two field trips to sites in Florida that honor women in natural history. All students will engage in nature-journaling as part of the course requirements, critique and edit, and develop his/her own style of natural history writing. In addition, students will develop a unit on some aspect of nature writing or natural history to present at local schools as an important component of Environmental Studies outreach for New College.</p> <p><i>Preference is given to students who are concentrating on environmental studies, or who have taken some biology courses. Seminar course limited to 10 students.</i></p>					

Spring 2008 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20135 STRESS – Senior Thesis Research for Environmental Studies Students**

Lowman		Full Term	W	5:00-6:00	Caples
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This seminar is limited to students majoring in environmental studies during the semester before thesis-writing (who are not taking any other divisional tutorial), and requires advance permission of the instructor. Students will learn important real-world skills for environmental leadership including grant-writing, public communication of science, writing for the media, and independent research (through the thesis process). Students will be expected to work independently, read current events in environmental issues, and produce several written and oral assignments including a grant, a public presentation, a newspaper article, a PowerPoint presentation, and a final thesis. Students will also comprise an advisory council for environmental studies programs and participate in several field trips relating to community environmental issues.  
*Requires permission of instructor.*

**20112 Advanced Toxicology**

McCord		Full Term	T, F	2:00-3:20	HNS 108
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Advanced Toxicology is a course designed for the toxicology student interested in broadening his/her experience into the sciences of toxins (poisons) and their influences on biological systems and the environment. Course content will cover specific toxicant types (poisons, pesticides, solvents, oils, estrogen, estrogen mimics, triclosan, carcinogens, teratogens, natural toxins and pollutants), adsorption, distribution, metabolism, biological elimination, sequestration, and remediation. Lectures will cover mammalian systems with emphasis on target organs, detoxification and adverse effects. Methods to extract toxicants from soil, water, air, and plant material will be discussed from journal articles, EPA published methods, and methods developed in our labs. Pesticide toxicity and organ effects will be demonstrated in invertebrate systems focusing on routes of entry, solubility, sequestration, elimination, and detoxification.  
*Prerequisites: General Toxicology is required to participate in this class.*

**20113 Advanced Toxicology Laboratory**

McCord		Full Term	R	2:00-4:50	HNS 118
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Advanced Toxicology Laboratory is a companion course for the advanced toxicology student. It will explore classroom lectures and discussion into an active demonstration in the laboratory. Students will learn the principles of chromatography, NMR, extraction (macro and micro), metabolite formation, conjugation, and identification. Methods to extract toxicants from soil, water, air, and plant material will be covered from journal articles, EPA published methods, and methods developed in our labs. Pesticide toxicity and organ effects will be demonstrated in invertebrate systems focusing on routes of entry, solubility, sequestration, elimination, and detoxification.  
*Prerequisites: General Toxicology is required to participate in this class. Students not meeting the above criteria will not be allowed to participate.*

**Chemistry**

**20114 General Chemistry II**

Sherman		Full Term	M, W, F	9:00-9:50	CHAE
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This course is a continuation of General Chemistry I. Topics this semester will include thermodynamics, chemical kinetics, equilibrium, acid-base chemistry, the representative elements and transition metal chemistry.  
*Prerequisite: General Chemistry I.*

**20115 General Chemistry Laboratory**

Walstrom & Sherman	Full Term	Lecture	M or F	12:30-1:50	CHAE
		Lab	M or F	2:00-4:50	HNS 215

This is a rigorous laboratory course to accompany General Chemistry. Development of laboratory technique, problem-solving skills, quantitative data analysis and communication skills will be stressed. Experimental work will include calorimetry, chemical equilibrium, acid-base chemistry, spectroscopy, and kinetics.  
*Prerequisite or co requisite: General Chemistry II. Lab fee required.*

**20116 Organic II, Structure & Reactivity**

Scudder	Full Term	Lecture	M, W, F	9:00-9:50	LBR 252
		Exams & Prob.	T, R	9:00-10:20	LBR 252
		Exams & Prob.	T	7:00-9:30 pm	HNS 108

This course continues the theme of how chemical structure relates to reactivity of organic compounds. The first part is the reactions of carbonyl compounds and carboxylic acid derivatives. The second part covers aromatic compounds, radical reactions, sugars, amino acids, and macromolecular chemistry. Meets daily.  
*Prerequisite: Organic 1, Structure & Reactivity.*

Spring 2008 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom	
<b>20136 Organic Chemistry Laboratory</b>						
Scudder	Full Term		Lecture	T or R	12:30-1:50	HNS 108
			Lab	T or R	2:00-4:50	HNS 215
<p>This laboratory explores the preparation and characterization of organic compounds. We will also study a reaction in detail to explore the reaction mechanism. All students will have direct access to most research instrumentation. Meets once a week.  <i>Co requisite: Organic 2, Structure &amp; Reactivity.</i>  <i>Prerequisite: Chemistry Inquiry Laboratory. Lab Fee Required.</i></p>						
<b>20137 Biochemistry II, Metabolism and Advanced Topics</b>						
Walstrom	Full Term			T, R	10:30-11:50	HNS 108
<p>This course will be a continuation of Biochemistry I. We will cover advanced topics including sugar, amino acid, lipid, and nucleotide metabolism as well as eukaryotic mechanisms for transcription regulation. The last two weeks of the course will include advanced topics chosen by the students themselves.  <i>Prerequisite: Biochemistry I.</i></p>						
<b>20117 Physical Chemistry II</b>						
Subramanian	Full Term			T, R	9:00-10:20	HNS 108
<p>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></p>						
<b>20118 Physical Chemistry Laboratory</b>						
Subramanian	Full Term			T	12:30-4:50	HNS 211
<p>Students will perform a variety of physical chemistry and kinetics measurements. The emphasis of the course will be on modern instrumental methods and data analysis. Students will be exposed to IR, UV-Vis, and NMR spectroscopy, surface tensiometry, spectrofluorimetry, and GC-MS.  <i>Prerequisite: Physical Chemistry I. Lab fee required.</i></p>						
<b>20119 Environmental Chemistry Tutorial</b>						
Stephens	Full Term			TBA	TBA	TBA
<p>A tutorial offers the opportunity to investigate some topic in depth or to fill in your background. Examples are: aquatic chemistry, the atmosphere, the role of individual elements or chemicals in the environment, alternate energy sources, and instrumental methods in environmental chemistry.</p>						
<b>Computer Science</b>						
<b>20120 Introduction to Artificial Intelligence*</b>						
Henckell	Full Term			M, R	12:30-1:50	HNS 106
<p>This course gives an overview of existing approaches to Artificial Intelligence (AI). We will discuss the major paradigms of AI (classical and symbolic algorithms, expert systems, neural nets, genetic algorithms). We will also look at the philosophical and ethical issues around AI, how AI shows up in the collective imagination (movies, literature, art), what the state of the art is in AI applied to arts, medicine, language translation etc., and speculate some about the future and potential of AI.  <i>There is no programming associated with this course, and there are no prerequisites or enrollment limits.</i></p>						
<b>20134 Computational Partial Differential Equations</b>						
Kaganovskiy	Full Term			T, F	12:30-2:00	HNS 106
<p>This course will focus on applied partial differential equations and their computational methods. It is intended for math and science students who apply these techniques in their work. Topics we will consider include, but are not limited to heat, wave, and Laplace equation, harmonic functions, Fourier series expansions, separation of variables, spherical and cylindrical Bessel functions, and Legendre polynomials. For each topic we will study numerical and computer algebra approaches with Matlab and Maple.  <i>Prerequisites: Calculus, Ordinary Differential Equations.</i></p>						

Spring 2008 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20121 Science on the Computer\***

Kaganovskiy	Full Term		T, F	2:00-3:30	HNS 204
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In this course we will learn how to use the computer algebra system (Maple) and the scientific programming package (Matlab) to solve real world problems. To give just a sample of topics, we will consider least squares data fitting for Dow Jones index, regression analysis, scaling, maximizing profit from sales data, Kirchhoff laws and RLC circuits, projectile motion, Monte Carlo simulations, phase plane portraits, competition of species, predator-pray models, nonlinear diode, fractal patterns. In addition, any other topics of interest to students could be included in class material or developed as an individual project.  
*Recommend: Calculus I.*

**20200 Theory of Computation: Regular Languages, Context free languages and Turing machines**

Henckell  
 See description under Mathematics

**Mathematics**

**20134 Computational Partial Differential Equations**

Kaganovskiy  
 See description under Computer Science

**20120 Introduction to Artificial Intelligence\***

Henckell  
 See description under Computer Science

**20121 Science on the Computer\***

Kaganovskiy  
 See description under Computer Science

**20122 Probability\***

McDonald	Full Term		T, R	10:30 – 11:50	HNS 106
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This course assumes that the student has a background in calculus. The subject of the course is probability. The course will consist of two parts. In the first part, we will begin by studying discrete spaces and simple games of chance. We will introduce and study the basic notions of probability including random variables, distribution, expectation, and variance. We will study continuous distributions as they relate to approximations of various discrete objects. In the second part of the course we will use our knowledge of simple games of chance to construct discrete models of simple physical systems. The models and the ideas behind their construction have found applications in many different areas (Physics, Chemistry, Biology, Economics, etc.). Time permitting; we will study several such examples in detail.  
*Prerequisite: Calculus.*

**20123 Real Analysis II**

McDonald	Full Term		M, W, F	10:00 – 10:50	HNS 106
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This class is basically an analysis of multi-variable calculus except instead of considering only functions on open sets in Euclidean spaces; we will also consider functions on manifolds, which look locally like open sets in Euclidean spaces. In addition to defining multidimensional differentiation and integration on Euclidean spaces, we will define differential forms on manifolds, with the goal of proving a generalized version of Stokes' Theorem. Minimum background requirements are Calculus I, Calculus II, and Linear Algebra.  
*Prerequisites: Real Analysis I.*

**20124 Calculus with Theory II**

Mullins	Full Term		M, W, F	11:00-11:50	HNS 106
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This is a continuation of *Calculus I with Theory*. This course will continue with techniques of integration, logarithms and exponential functions, infinite sequences and sums and power series. If time remains the course will touch on Fourier series.

Spring 2008 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>20133</b>	<b>Differential Geometry</b>				
Mullins	Full Term		T, F	2:00-3:20	HNS 106
<p>Differential Geometry can be considered as a continuation of the concepts of arc length and surface area, together with questions about shortest paths (geodesics). This course will restrict itself to the geometry of curves and surfaces, covering the local theory of curves, geodesics, the Gauss map, first and second fundamental forms, parallel transport, and the Gauss-Bonnet theorem.</p> <p><i>Prerequisites: Calculus III or permission of the instructor.</i></p>					
<b>20125</b>	<b>Linear Algebra*</b>				
Yildirim	Full Term		T, R	9:00–10:20	HNS 106
<p>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.</p> <p><i>Prerequisites: Calculus or the consent of instructor.</i></p>					
<b>20138</b>	<b>Mathematical Modeling I</b>				
Yildirim	Full Term		T, R	10:30-11:50	CHAE
<p>Mathematical modeling plays a central role in understanding of complex systems that are changing in time. Such systems are called dynamical systems. This course is designed to introduce students to the elements of dynamical systems. Both continuous and discrete systems will be covered. In the course of the term, students will come to understand how mathematical models are formulated, and how their short and long term behaviors can be uncovered through a combination of analysis and computer simulation. Qualitative, quantitative and graphical techniques will be used to analyze and understand mathematical models and to compare theoretical predictions with available data. Mathematical concepts of steady states, cycles and chaos will be introduced. Examples will be given from physics, biology, chemistry and economics.</p> <p><i>Prerequisites: Calculus and differential equations (or the approval of instructor).</i></p>					
<b>20126</b>	<b>Calculus II</b>				
Kerr	Full Term		M, R	2:00-3:20	LBR 156
<p>This course takes up where Calculus I leaves off. The topics covered include integration techniques, sequences, series, Taylor series, and complex numbers. Linear differential equations, areas and volumes. This course is recommended for students pursuing interests in the physical sciences, applied mathematics and economics.</p> <p><i>Prerequisite: Calculus I and instructor's permission.</i></p>					
<b>20139</b>	<b>Mathematics Seminar Term II</b>				
Mathematics Faculty	Full Term		TBA	TBA	TBA
<p>Math Seminar has been a traditional forum for students interested in mathematics. The purpose of this seminar is to cover many interesting or advanced topics in mathematics 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.</p>					
<b>20200</b>	<b>Theory of Computation: Regular languages, context free languages and Turing machines</b>				
Henckell	Full Term		M, R	2:00-3:20	HNS 106
<p>In this course we study the theory of computation, in three roughly equal parts:</p> <p>Part 1: finite state automata and regular languages (used, e.g., in lexical analysis, or for the specification of string patterns).</p> <p>Part 2: context-free languages (e.g. most programming languages), and their specification by means of formal grammars. Also an equivalent description by means of pushdown automata (finite state machines with an infinite memory stack), and the application of this theory to parsing.</p> <p>Part 3: Turing machines (i.e. a very general mathematical model for any kind of computer) and the functions they can compute, as well as the equivalent notions of recursive functions and functions computable by way of a computer program. This lays the foundation for discussing the limits of computation, i.e. what problems can/cannot be solved by a computer, and what problems are solvable in principle, but too costly in terms of time or space requirements to be practically feasible.</p> <p>There are no technical mathematical requirements for the course other than the ability to use symbolic systems, logic, and to think slowly and carefully. Prior completion of a course in Discrete Math (or equivalent) is desirable (as we will discuss some proofs for the essentially mathematical contents of the course and students will be required to find valid arguments for the correctness of their homework solutions). Programming experience is also desirable, but not absolutely necessary, as the homework will not include programming problems.</p> <p><i>The course should be of interest to computer scientists, mathematicians, logicians, linguists etc. We will stress the ideas, and their application to problems in computer science; students will work in the computer lab with "JFLAP" (Java Formal Language and Automata Package), an interactive visualization and teaching tool for formal languages.</i></p>					

Spring 2008 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**Physics**

**20127 Physics II**

Colladay	Full Term		M, W, F	11:00-11:50	CHAE
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This is the continuation of the introductory physics sequence. Topics this semester include the electric field of stationary charges, Gauss' Law, work and energy, the electrostatic potential, capacitance, electric current, magnetic fields, Faraday's law, Maxwell's equations, reflection and refraction, geometrical optics, and interference and diffraction. The criteria of evaluation are the same as in Physics I.

*Pre-requisites: Calculus I and Physics I.*

*Co – Requisite: Calculus II.*

**20128 Analog Electronics**

Colladay	Full Term		Lect. T Lab R	2:00-3:20 2:00-4:50	HNS 201 HNS 201
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Advances in electronic devices have been the key to many recent scientific discoveries. They also lie at the heart of the high tech revolution which is sweeping the world. This course is designed as an introduction to building electronic circuits from the ground up. Emphasized will be solid state devices, such as transistors and operational amplifiers. This course will consist of both lecture and labs. Criteria for evaluation: weekly homework and exams, including a final comprehension exam, and weekly lab reports.

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

**20129 Solid State Physics**

Sendova	Full Term		M, W, F	11:00-12:00	HNS 108
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Solid state physics is the largest research area in physics, and deals with the subject of materials. This subject matter is essential for an understanding of many areas of research in both physics and chemistry. This course will cover the following topics: waves in crystals and the reciprocal lattice, thermal vibrations of the crystal lattice, free electrons in crystals, electrical conductivity and band theory, semiconductors, amorphous materials and superconductivity. Criteria for evaluation: weekly homework and exams, including a final exam.

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

**20130 Seeing The Light\***

Sendova	Full Term		M, W, F	10:00-11:00	CHAE
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This course will be valuable to the nonscientist – the humanity major, the social scientist, or any other of the myriad of students who, while perhaps not mathematically sophisticated, have the curiosity and intelligence of all college students. The field of optics seemed to offer an ideal chance to expose the students to the realm of physics and physical sciences in general. A huge wealth of light and color phenomena from “the real world” will be discussed and the logical relationships that exist between these phenomena will be pointed out. The course will follow closely the book written by D. Falk, D. Brill and D. Stork with the same title “Seeing the Light”. The following topics will be covered: Fundamental properties of light; Principles of geometrical optics (shadows, reflection, refraction, dispersion); Mirrors and lenses; The camera and photography; The human eye and vision (producing the image, processing the image, binocular image and perception of depth); Optical instruments (microscopes, telescopes); Color theory and color perception mechanism; Wave optics (interference and diffraction); Scattering and polarization; Holography. The evaluation will be based on class attendance, weekly homework assignments, two midterm exams and one final comprehensive exam.

**20131 Physics II Laboratory**

Ruppeiner	Full Term		M or T	1:00-4:50	HNS 203
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Physics II Laboratory continues Physics Laboratory I. The lab will feature the material being covered in the lecture course Physics II; basic electrostatics, DC and AC electronics, magnetic fields, optics, and basic spectroscopy. Many of the experiments will continue to use the computer interfacing developed in the first semester of the course. The course meets one afternoon per week and is evaluated using a combination of exams and weekly lab reports.

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

**20132 Statistical Mechanics**

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

*Prerequisites: Physics I and II.*

Spring 2008 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**Anthropology**

**20144 History and Culture of Mesoamerica\***

Andrews	Full Term	T, F	12:30 – 1:50	ANL
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This seminar examines the history and culture of Mesoamerica from the Spanish Conquest to the present. Topics include the conquest and colonial period, the 19th century, a survey of modern ethnic groups, ethnographic case studies of selected societies, modern culture, and urban life.  
*No prerequisites. Limited to 15.*

**20145 Andean Prehistory**

Andrews	Full Term	T, F	3:30 – 4:50	ANL
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A seminar focusing on the evolution of Andean Civilization from Paleo-Indian times to the Spanish Conquest, with special emphasis on the origins of food production, Chavin culture, the Early Intermediate kingdoms, and the late Chimú and Inca empires.  
*No prerequisites. Limited to 15.*

**20146 Historical Archaeology**

Baram	Full Term	M, R	2:00 – 3:20	ANL
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Historical Archaeology focuses on material life and the diversity of socio-cultural experiences since the 16<sup>th</sup> century. The course examines how historical archaeologists have interpreted life over the half millennium in terms of global capitalism, colonization, and modernity and how archaeological insights can be used to understand our present. The distinctive analytical techniques of historical archaeology will be studied, including documentary research, artifact analysis methods, field excavation techniques, and presentations of the past. The goal for the subfield is a "history from below" for the modern period. We will evaluate that goal as well as the artifacts and theories of historical archaeology using case studies, most of which will come from North America since 1492. *Recommended: prior course work in anthropology.*

**20147 Race and Ethnicity in Global Perspective**

Baram	Full Term	T, R	10:30 – 11:50	ANL
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The course offers anthropological perspectives on human diversity in the world today. We will consider the historical development of the race concept in North America, models for ethnic identity and ethnic interactions from around the globe, and explanations for social relations from Anthropology. Ethnographic examples will come from southern Africa, the eastern Mediterranean, and East Asia. Class discussions will focus on the implications of various understandings of human differences.  
*Recommended: prior coursework in anthropology.*

**20173 Development in an Anthropological Context**

Dean	Full Term	M, R	12:30 – 1:50	ANL
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This course will examine the complex and sometimes problematic engagement between anthropology and development. It will consider the historic role of anthropology in development; the ethical issues anthropologists face when choosing whether to participate in development programs, and emerging theories of indigenous or alternative development. Attention will be given to both the role and accomplishments of anthropologists working within the development field and anthropological critiques leveled against the general practice of development, with the intention of exploring how and if the goals of development can be reconciled with an anthropological perspective.  
*Background in Anthropology recommended. Enrollment is limited to 20.*

**20148 Ethnography: Theory and Practice**

Vesperi/Dean	Full Term	W	12:30 – 3:20	ANL
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This seminar combines theoretical and critical readings with practical instruction in the field research methods used by cultural anthropologists. Students will become familiar with the techniques of participant-observation through "how to" readings and by proposing, designing and conducting field projects in the local area. Proposals for both individual and group projects will be considered. Once fieldwork is underway, class discussion will focus on the critical reading of ethnographic texts. Students will explore how the expectations, products, and ethical implications of field encounters have shifted from the late 19th century to the present. This course is a requirement for students who are concentrating in cultural anthropology; it may also be useful for others whose research plans include fieldwork.  
*Introductory course work in anthropology required. Enrollment limited to 15.*

Spring 2008 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20174 The Anthropology of Performance**

Vesperi		Full Term	T, F	2:00 – 3:20	ANL
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This course is designed to provide background in anthropological approaches to performance as developed primarily through studies in ritual and theater. Students will work from a wide-ranging bibliography that addresses interdisciplinary theoretical interests, beginning with the Harlem Renaissance-era efforts by Hurston and Dunham to present cultural concepts through performance. Attention will focus on framing relationships between audience and performer in cultural context. Students will be asked to craft short performances for the class throughout the term, providing direct material for analysis and discussion.  
*Background in anthropology or theater strongly recommended. Enrollment limited to 15.*

**Economics**

**20149 Intermediate Macroeconomics**

Coe		Full Term	M, R	3:30 – 4:50	CHL 224
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The course will examine the macroeconomic performance of the U.S. economy in the 20<sup>th</sup> and 21<sup>st</sup> centuries. This historical perspective will allow for the development of macroeconomic theories and concepts over time, beginning with the classical school of thought through the Keynesian revolution and culminating in modern alternatives to both major schools. Particular attention will be paid to the role of fiscal and monetary policy in influencing macroeconomic performance, as well as the role that increased globalization has played in recent macroeconomic performance. Special topics include the theory of consumption behavior and the economic effects of the U.S. government deficit and debt.  
*Prerequisites: Introduction to Economic Analysis, Introductory Macroeconomics*

**20175 Law and Economics II: Tort and Family Law**

Coe		Full Term	M, R	12:30 – 1:50	CHL 224
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In the first part of this upper-level seminar the tools of economic analysis are applied to the basic rules governing tort law. (A tort is the wrongful injury of another person.) Specific topics include standards of liability (negligence, contributory negligence and strict liability), defenses to liability (e.g., assumption of risk, product misuse), and determination of damages. The second major area of study is family law. We will analyze the marriage “contract”, and how the terms of that contract are affected by legal rules governing divorce, child custody and child support. Do such rules result in a fair and efficient allocation of resources by the parties involved? If time permits we will do a quick survey of the economic of criminal law.  
*Prerequisites: Introduction to Economic Analysis. Enrollment will be limited to 20 students. First-year students are not eligible to enroll in the course.*

**20176 Introduction to Statistics\***

Cooper		Full Term	M, W, F	11:00 – 11:50	HCL 5
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This course will introduce students to applied statistics in the social sciences. The course will employ a conceptual approach to using descriptive and inferential statistics. Topics will include frequency distributions, central tendency and variability, probability, confidence intervals, hypothesis testing, inferences about means, analysis of variance, correlation, regression, power, and chi-square analysis. Students will be introduced to computer programs, Excel and SAS, for doing statistical evaluation

**20150 Introduction to Econometrics II**

Khemraj		Full Term	M, R	2:00 – 3:20	HCL 5
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This course is a continuation of Introduction to Econometrics 1. An important feature of the course is an empirical economics research project (EERP). For the EERP students will be expected to develop and build an econometric model and test it with a suitable dataset. Several topics will be suggested by the third week. Topics will come mainly from macroeconomics, development economics and international finance. In addition, students will be supervised on how to obtain the necessary data set. The course also introduces students to modern techniques of time-series econometrics. At the end of this course students will have a wide array of tools to apply in their theses and pursue at greater detail as independent studies.

**20151 Introduction to Macroeconomics \***

Khemraj		Full Term	T, R	10:30 – 11:50	HCL 7
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This course is an introduction to macroeconomics. The course will introduce students to essential materials that are necessary for the more advanced courses in economics. At the end of this course students would have a better understanding of important concepts such as GDP, GNP, national income, inflation, CPI, central banking, interest rates, exchange rates, balance of payments, etc. In addition, students would gain an understanding of introductory technical tools such as the Keynesian cross and AD/AS models. We would also briefly look at a model incorporating the idea of an interest rate rule as used as used by the Federal Reserve.

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20203 Money, Banking and Financial Markets**

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

**20204 Effective Political Economy: Analysis, Interpretation and Communication**

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

**History****20152 The Norman Conquest of the Medieval World\***

Beneš		Full Term	M, R	2:00 – 3:20	HCL 7
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This survey will introduce students to the power-hungry expansionists of the medieval world: the Norman conquest of England in 1066 was but one part of a broader bid for political influence that took the Normans from one end of medieval Europe to the other. Beginning with their Viking origins and settlement on the coast of northern France, this course will contextualize the Normans' invasion of England with their near-simultaneous takeover of Muslim Sicily and domination of the Holy Land during the First Crusade. We will examine the tactics (such as castle-building) that made all three of these campaigns successful, as well as the cultural adaptability that stressed integration in a time of intolerance (Norman Sicily's four official languages were Hebrew, Arabic, Latin, and Greek) and created such landmarks as the Tower of London and the Norman Palace in Palermo, Sicily. Classes combine lecture and discussion; students are responsible for a midterm, a final, and two short papers. *No prerequisites or enrollment caps.*

**20179 Historical Methods**

Beneš		Full Term	W	12:30 – 3:20	PME 219
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What is history? What do historians do? How do they collect evidence, analyze it, and share their ideas with others? This class will introduce students to the basic concepts, controversies, history, and techniques of history as a discipline, from theoretical approaches to useful reference materials. We will discuss not only the nature of history and evidence but also the practice of history, focusing on the goals of contemporary historians as well as the challenges facing them. The class aims to prepare students to do advanced work in history; as such, strong emphasis will be placed on research and writing skills. The class is strongly encouraged for all second- and third-years intending a History area of concentration; it is also open to all other students (including first-years and non-concentrators) with permission of the instructor. *No prerequisites, but course size will be limited.*

Spring 2008 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>20153</b>	<b>Modern Caribbean History: Cannons to Cricket*</b>				
Dungy		Full Term	T, R	9:00 – 10:20	CHL 221
<p>This survey course examines the histories and cultures of the Caribbean region. The second semester will investigate the nineteenth and twentieth centuries exploring political, social and cultural events. Topics will be both historical and current and will discuss the experiences of the regions diverse peoples and cultures. Major themes include colonial history, slavery, race relations, political processes, religion, culture, tourism, relations with the United States, and immigration. Throughout the semester, students will read works that focus on particular geographical regions and chronological periods. One of our major goals is to examine differences and similarities among the peoples of this dynamic and rich region of the world. We will delve into how this area of the world both shapes and is shaped by specific social-economic-political-cultural circumstances. Since a comprehensive country or period examination is not possible, we will be reading a sampling of scholarship from throughout the region and time frame. This comparative course attempts to provide breadth without privileging any one set of experiences. There will be one midterm and a final exam and various written assignments throughout the semester. <i>No prerequisites or enrollment caps; LAC credit.</i></p>					
<b>20180</b>	<b>From Bolívar to Chávez and Uribe: The search for Simón Bolívar's Gran Colombia</b>				
Dungy		Full Term	M	12:30 – 3:20	CHL 215
<p>Hugo Chávez and his left-wing political policies are frequent news items. So to are the problems faced by Colombia's conservative president Alvaro Uribe. These men appear to be on opposite sides of the political spectrum. But are their policies really working counter to each other? This seminar will step back in history to understand the man from whom both presidents claim to derive their strategy. Simón Bolívar, the father of Latin American independence, dreamed of a continent united by culture, language and politics. He envisioned a Gran Colombia, yet was stymied as he attempted to see it come to fruition. Can Chávez or Uribe do any better? How are they achieving their goals? Is one closer to Bolívar's true ideals than the other? Students will read works of history, public policy, foreign affairs, and more. They will be expected to keep current with the news, lead discussions, and write a term paper. <i>No prerequisites, but enrollment will be limited to 15. Priority will be given to history majors and Latin American and Caribbean studies concentration.</i></p>					
<b>20154</b>	<b>The Old Regime and the French Revolution</b>				
Harvey		Full Term	T, F	12:30 – 1:50	LBR 152
<p>This course will cover the political, socioeconomic, and cultural history of France from about 1700 to 1815, with special emphasis on the causes and consequences of the French Revolution, one of the major turning points in European history. Topics to be examined include the political and social structures of the Old Regime, the plight of the rural and urban poor, the impact of the Enlightenment, popular culture, the outbreak and radicalization of the revolution, the rise and fall of Napoleon, and the meaning and legacy of the Revolution on modern French society. Course meetings will be devoted to lecture and discussion of readings. Students will be expected to complete in-class midterm and final examinations, make class presentations based on course readings, and write a term paper on a subject of their choice within the scope of the course.</p>					
<b>20186</b>	<b>Seminar in European Intellectual History, 1848-1945</b>				
Harvey		Full Term	T, R	9:00 – 10:20	CHL 214
<p>In this seminar, we will examine some of the most influential political and social thinkers and intellectual movements of modern Europe. A central theme of the seminar will be the breakdown of the nineteenth-century liberal order, with the displacement of its positivist optimism through the rise of new extremes of both the Left and the Right. We will also examine the impact of two world wars upon European consciousness, and conclude with a glance toward postwar developments. This will be a very reading-intensive seminar; we will study a broad range of primary works by major theorists, as well as secondary sources selected to locate these texts within their political and cultural contexts. Students will be expected to participate actively in class discussions, to make presentations based on course readings, and to write weekly response papers and one longer paper. <i>This course is intended for advanced students in history and related disciplines, and enrollment will be limited to 15.</i></p>					
<b>20187</b>	<b>Perspectives in American History, 1800 - 2000*</b>				
Johnson		Full Term	T, R	10:30 – 11:50	CHL 224
<p>This course introduces students to the race, gender, and class issues at stake in American history from the early years of the republic through the twentieth century. The main themes addressed in this half of the sequence include: the rise and fall of race-based slavery; the making of industrial capitalism; the birth of the modern welfare state; the emergence of a Cold War liberal consensus; and the rise of the conservative movement. The main objective of this course is to get students to examine critically both the dominant narratives we tell about modern American history and the counter-narratives we can recover from primary documents and recent historical writings. <i>Enrollment limited to 30 students.</i></p>					

Spring 2008 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20182 American Culture and Politics, 1890-1945**

Johnson		Full Term	W	12:30 – 3:20	CHL 224
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This seminar examines the relationship between culture and politics in the United States from the height of the industrial era through World War II. Building on the premise that culture is political and that politics is cultural, it teases out that relationship by introducing students to a range of readings in American cultural history and theory as well as to an array of primary documents from the late nineteenth and early twentieth centuries. Sample topics include: the politics of representing poverty in the industrial age; race politics in the film and literature of the Progressive era; the politics of fashion among turn-of-the-century working-class women; and popular front politics in 1930s theater, poetry, and music.

*Enrollment is limited to 20 students. Preference given to third- and fourth-year students in history and related disciplines.*

**Political Science**

**20155 International Law and Politics**

Alcock		Full Term	W	12:30 – 3:20	CHL 214
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This course is designed as an advanced seminar that examines the tension between law and politics in a range of international issue areas. Introduction to World Politics is a required prerequisite. Legal doctrine and practice aspires to universalism and equity: general rules apply equally to actors in similar situations. But international politics is particularistic, shaped by differences in interests and massive disparities of power. For instance, the United States has opposed the new charter for an International Criminal Court on the grounds that the United States, by virtue of its military power, has special responsibilities. The United States has also been able to avoid control of its anti-terrorism operation because of its overwhelming military capabilities. And the United States invasion and subsequent occupation of Iraq was launched in the absence of support from any multilateral organization claiming international legal authority. Does the combination of extraordinary power and great responsibility mean that the United States should be exempt from rules that others must follow? This course explores the ongoing tension between international law and politics and examines its manifestation in issue areas such as military intervention, environmental protection, trade, human rights, and crimes of state.

**20156 Sustainable Development**

Alcock		Full Term	M, R	2:00 – 3:20	LBR 252
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This course examines the tension between the need for economic development in less-developed countries and the necessity to protect and preserve the environment. It is an appropriate point of entry for environmental studies students with policy/international interests. Prior coursework in economics, sociology and/or political science is helpful but not a mandatory prerequisite. The course covers domestic issues facing developing countries as they attempt to solve their economic and environmental problems as well as the relationship between developing countries and the rest of the international community in dealing with environmental problems. There will be a midterm and final exam in addition to a series of group writing assignments and structured debates. Students will be given an option of writing a substantial research paper in lieu of the final exam.

**20207 New College Capitol Semester in Tallahassee**

Fitzgerald		Full Term			(off-campus study)
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The semester will entail three components and students will be required to participate in each one as follows: 1.) The Advanced Seminar in American Politics: State Policy and Politics, led by Professor Fitzgerald; 2.) an independent tutorial arranged by the student and sponsored by a member of the New College faculty; 3.) an internship consisting of 24-30 hours per week and taking place in various branches of government or related agencies. Internship placements will be arranged by Professor Fitzgerald, or, students may elect an internship currently established in the Capitol. The semester will culminate with a final research paper assigned by Professor Fitzgerald. The term may also include independent study projects as assigned. This is an intermediate-level class, and all qualified students are eligible to apply. Those pursuing long-range studies in social sciences, political science, public policy, law, and economics are especially encouraged to apply.

The ordinary Nov. 1 spring deadline for off-campus study is waived in support of this pilot program. Applications are available in Building PME, Career Services & Off-Campus Studies. Email Cathy Cuthbertson for details, Cuthbertson@ncf.edu.

Spring 2008 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20159 Politics of China: Communism and Change**

Hicks		Full Term	M, R	12:30 – 1:50	LBR 248
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This course will cover the political history and institutions of China from the communist revolution through to the “economic miracle” of today. After surveying the major eras of communist rule and the structure of the political system for the first half of the course, we will focus on contemporary politics. Among the topics we will examine in the second part of the course are the following: the staying power of the communist political regime in the face of dramatic economic and social change, change on the local level, relations with Hong Kong and Taiwan, and foreign policy, including China’s trade and economic initiatives in the Asian-Pacific region and in the global arena. Students will take an in-class exam on the Mao period, write a 15-20 page “issue paper,” and write a take-home final exam. They will also be responsible for leading discussion (along with a couple of other students) on the day we discuss the issue area on which they are writing.

*Prerequisite: an introductory course in political science or permission of the instructor. This course will be capped at 20 with preference going to students concentrating in political science or international studies.*

**20160 Transitions to Democracy in Comparative Perspective (Advanced Seminar)**

Hicks		Full Term	T	2:00 – 5:00	LBR 209
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This advanced seminar will tackle the burgeoning literature on the wave of democratization that started in Southern Europe in the 1970s and then swept through Latin America, the old Soviet Bloc, and into Asia and Africa. We will examine several theoretical approaches to understanding why transitions happen and whether they succeed in consolidating democracy. In our discussion of each approach or issue we will examine its usefulness in explaining cases from more than one of the regions mentioned above. Students will choose whether they prefer to do assignments along a "research track" or a "literature track." All students will write response papers to the literature and lead discussions on their assigned days of "rapporteur duty."

*Prerequisites: an introductory political science course, one intermediate level course in political science or specialized knowledge of one of these geographical areas. Limited to 15 students in their 5<sup>th</sup> or higher contract. In exceptional cases students in their 4<sup>th</sup> contract may be admitted.*

**20196 Craft and Rhetoric**

Mink		Full Term	T, R	10:30 – 11:50	LBR 156
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This course is intended for all students planning to complete a concentration in political science. It will introduce students to basic epistemological and ontological issues involved in studying politics, the fields of study, the theoretical schools, and the research methods influential in political science. Students will become familiar with the logic of inference and various techniques for taking advantage of it, and how to construct arguments about political topics. A major goal of this course will be for each student to design a major research project including a specification of the theories, models, methods, data, and logistics involved in completing the project. *Prerequisite: some work beyond the introductory level in political science. We strongly recommend an introductory course in statistics.*

**20197 Introduction to Political Theory\***

Mink		Full Term	M, R	12:30 – 1:50	LBR 250
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This course introduces students to the study of political theory and is designed to help students develop the critical skill that will allow them to be able to actively engage in “the act of seeing.” In other words, we concentrate on reading and writing in ways that allow us to rigorously interrogate the world (or worlds) we inhabit. Specifically, we will confront the gradual transformation of political philosophy from concerns about what it means to live a fully human life and how our practices accord with that humanity, to those concerns about freedom, reason, and political authority that are most often associated with the modern world. Finally, we will consider what it means to be a “political theorist” in contemporary academic and political debates.

**Psychology**

**20161 Developmental Psychology**

Barton		Full Term	M, R	2:00 – 3:20	BON
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This course will survey topics in social, personality, and cognitive development from infancy through adolescence. We will discuss major theoretical perspectives, methodologies, and both past and present research in the field. Projects in the course will include the opportunity to observe child behavior, and to assess a variety of real world issues of developmental psychology that have direct impact on children’s lives.

*Prerequisite: Introduction to Psychology.*

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>20162</b>	<b>Research Methods in Psychology</b>				
Barton		Full Term	T, F	2:00 – 3:20	BON
<p>This course will survey the range of research methods available to psychologists. Students will become familiar with each phase of the research process through readings, lectures, class discussions, field observations, surveys, interviews, and laboratory measurement. The advantages and limitations of each method will be emphasized. In addition, students will practice using appropriate statistical analyses to interpret data.</p> <p><i>Prerequisites: Introduction to Psychology <b>AND</b> at least one additional Psychology course.</i></p>					
<b>20163</b>	<b>Sensation and Perception</b>				
Bauer		Full Term	M, R	3:30 – 4:50	BON
<p>This course explores the sensory and perceptual processes involved in determining the properties of physical stimuli. Initially, we will discuss psychophysics, the study of the relationship between psychological phenomena and physical events. We will continue with reviews of vision and audition. A specific emphasis will be placed on applications of psychological and biological knowledge to perceptual analysis of two-dimensional visual images and music. No prior academic experience with art or music is required.</p> <p><i>Prerequisites. Biological Psychology or Neurobiology.</i></p>					
<b>20164</b>	<b>Biological Psychology</b>				
Bandrowski		Full Term	T, R	9:00 – 10:30	LBR 154
<p>This course introduces the student to the biological bases of behavior and mind. We will address physiological, evolutionary, and ecological explanations for various psychological phenomena. Topics will include neural transmission, nervous system organization, lateralization and language, sensory processes, movement, biological rhythms, thirst and hunger, sexual behavior, emotional behavior, learning and memory, psychopathology, personality, and consciousness.</p> <p><i>Prerequisite: Introduction to Psychology or General Biology</i></p>					
<b>20165</b>	<b>Social Psychology</b>				
Callahan		Full Term	M, R	3:30 – 4:50	HCL 7
<p>This course will provide an introduction to theory and research in social psychology. We will focus on several core themes in the discipline, including the subjective construction of social reality, the shortcomings of social inference, the influence of social setting on individual and group behavior, and interpersonal and group processes. In short, we will explore how we think about, influence, and relate to one another.</p> <p><i>Students should have completed an Introductory Psychology Seminar prior to enrolling in this course.</i></p>					
<b>20181</b>	<b>Lab in Social Psychology</b>				
Callahan		Full Term	T, R	9:00 – 10:20	BON
<p>The primary goal of this semester-length lab course is to acquaint students with the wide range of methods and procedures used in social psychological research. This semester our research efforts will focus on questions related to conflict resolution and perceptions of justice. In addition to the regular class meetings, students will be expected to participate in lab sessions and to complete fieldwork assignments.</p> <p><i>Enrollment is limited and requires permission of instructor.</i></p>					
<b>20166</b>	<b>Laboratory in Comparative Cognition</b>				
Harley		Full Term	W	12:30 – 3:20	BON
<p>The focus of this course is to improve students' skills in methods typically used to answer questions generated by comparative psychologists. Students will gain this knowledge through readings, discussions, planning sessions, materials preparation, data collection and production of A.P.A. lab reports. Data collection will occur with people and other species.</p> <p><i>Prerequisites: Cognitive Psychology, Research Methods, Statistics, or instructor permission.</i></p>					
<b>20167</b>	<b>Cognitive Psychology</b>				
Harley		Full Term	M, R	12:30 – 1:50	BON
<p>Neisser (1967) defined cognitive psychology as the study of the processes by which sensory input is transformed, reduced, elaborated, stored, recovered, and used. This course will focus on the models and experiments that address these cognitive processes. A major goal of the course is to help students develop their abilities to read and understand cognitive experiments and to use experimental data to support hypotheses.</p> <p><i>Prerequisite: Introductory Psychology</i></p>					

Spring 2008 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20168 Psychology Senior Thesis Tutorial**

Barton/Bauer/Harley/Callahan	Full Term	M	11:00 – 12:20	BON
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This tutorial is a continuation of the fall Psychology Thesis Tutorial, but on a more individualized schedule. Our focus will be on data analysis and interpretation, and above all, organization and writing skills. Tutorial participants will work together with their primary sponsor to discuss and critique ongoing work; occasional full group meetings will also be scheduled, hence the common scheduling. All students will complete a final oral presentation of the thesis.  
*Offered exclusively for graduating students with psychology thesis advisors.*

**Sociology**

**20205 Urban Sociology**

Brain	Full Term	M, R	12:30 – 1:50	LBR 156
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This course is an introduction to the sociological study of the urban landscape. The first part of the course will focus on conceptual and theoretical issues associated with sociological study of the city, from the "Chicago school" sociologists at the turn of the 20<sup>th</sup> century to more recent analyses of the "social production" of urban space and the sociology of place. In the middle weeks of the course, we turn to the task of gaining an historical understanding of the processes of urbanization and suburbanization in the United States. The last part of the course will focus more on current issues relevant to the challenge of building livable and sustainable cities. Throughout the course, particular emphasis will fall on three themes that have been at the center of recent discussions of the city: the active production of urban space through a variety of political processes and social practices; the character of spatial forms as cultural representation; the significance of visual and material characteristics of the city as a dimension of the ordering of social space. (If it is necessary to limit enrollment, preference will be given to first and second year students.)  
*This class is a pre-requisite for "Sociology of Sustainable Communities" and for "Space, Place & Community".*

**20170 Social Movements**

Hernandez	Full Term	T, R	10:30 – 12:00	CHL 221
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In this course, we will study different sociological explanations for why and how mobilizations take place and prevail. We will also explore issues such as the role of political opportunity, charismatic leadership, gender, race, ethnicity, and social class in shaping social movements and revolutions. Not only will we explore the difference between social movements and revolutions, but will also delve into the specific historical circumstances of mobilizations in different parts of the world. This course is geared at the intermediate level, students with one or two courses in the social sciences will be better prepared to face its challenges.

**20171 Work Organization and Its Alternatives**

Hernandez	Mod Credit Full Term	R	2:00 – 3:20	CHL 215
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In this course we will explore sociological analyses of the organization of work, focusing on twentieth century labor relations. We look at the organization of work in capitalist enterprises from the late 19th and early 20th century to current experiences as influenced by electronic technology. We analyze participatory plans in privately owned corporations, cooperatives, and the Kibbutz. We look at the building principles of these alternatives, their benefits and limitations. This course is geared at the intermediate level, students with one or two courses in the social sciences will be better prepared to face its challenges.

**20172 Introduction to Sociology through Social Psychology\***

Pittman	Full Term	T, R	10:30 – 11:50	LBR 154
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A primary goal of the course is to convey a sense of what a "sociological perspective" is while also introducing students to an important sub-field of sociology. Social psychology is the systematic study of behavior, thoughts, and feelings of interacting individuals and of their relationships to groups in society. The core concepts, theoretical approaches, and research methods within social psychology will be presented.

**20184 Social Psychology Research Practicum 1: Studying Human Behavior**

Pittman	Module I	W	12:30 – 3:20	LBR 154
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This course focuses on learning research techniques through classroom lectures, workshops, and actively participating in the design and implementation of a full-scale social psychological research project. The first module (MOD 1) focuses on the design of the research project including developing a working content knowledge, developing a measurement tool, writing a proposal, and obtaining Human Subjects approval.  
*Prerequisite: At least one sociology course.*

Spring 2008 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**20185 Social Psychology Research Practicum 2: Studying Human Behavior**

Pittman		Module II	W	12:30 – 3:20	LBR 154
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This course focuses on learning research techniques through classroom lectures, workshops, and actively participating in the design and implementation of a full-scale social psychological research project. The second module (MOD 2) focuses on the implementation of the project including pre-testing & refining the measurement tool, collecting data, developing a working knowledge of SPSS, managing & storing data, and early data analysis.

*Prerequisite: At least one sociology course.*

Spring 2008 Schedule of Classes – Environmental Studies Program

CRN	Course Title and Description	Term	Day	Time	Classroom
	<b>20206 Environmental Management: The Caples Stormwater Pond: ES Practicum</b>				
	Clore/Miller	Mod 2	TBA	TBA	Carriage House
	The Caples Stormwater Pond is a small body of water with some big problems. This practicum will meet twice a week; first to learn about the pond and some of its water quality and invasive plant challenges and secondly to attack some of these problems. We'll start by reviewing student theses that looked at the pond and move on to guest lecturers who will help us understand theory and practice of stormwater management while others will instruct us regarding some of the rampant invasive plants a mix of natives and exotics that includes Cogon Grass ( <i>Imperata cylindrica</i> ), deemed one of the ten most invasive weeds on the planet. This is a get-wet, hands-on offering that include removing exotic plants.				
	<b>20106 Coral Reef Ecology</b>				
	Beulig	Module 1	T, F	12:30-1:50	LBR 154
	<i>See description under Biology</i>				
	<b>20111 The Role of Women in Natural History</b>				
	Lowman	Full Term	W	12:30-3:20	Cook Conference
	<i>See description under Biology</i>				
	<b>20135 STRESS – Senior Thesis Research for Environmental Studies Students</b>				
	Lowman	Full Term	W	5:00-6:00	Caples
	<i>See description under Biology</i>				
	<b>20156 Sustainable Development</b>				
	Alcock	Full Term	M, R	2:00 – 3:20	LBR 252
	<i>See description under Political Science</i>				
	<b>20205 Urban Sociology</b>				
	Brain	Full Term	M, R	12:30 – 1:50	LBR 156
	<i>See description under Sociology</i>				

Spring 2008 Schedule of Classes – Gender Studies Cross Reference

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>20051 Seminar: Film Noir, Dark Visions of the City</b> Hassold		Full Term	Lecture T, F Film Lab W	12:30-1:50 5:00-7:00	CAP 107 CAP 107
	<i>See description under Art History</i>				
<b>20077 Motherhood: Image and Experience*</b> Carrasco		Full Term	M, R	12:30-1:50	LBR 209
	<i>See description under Art History</i>				
<b>20079 Fairy Tales of the Brothers Grimm</b> Sutherland		Full Term	T, F	12:30-1:50	LBR 156
	<i>See description under Literature</i>				
<b>20083 Introduction to Islamic Civilization</b> Seales		Full Term	T, R	9:00-10:20	LBR 152
	<i>See description under Religion</i>				
<b>20084 Religion in the American South</b> Seales		Full Term	T, R	10:30-11:50	LBR 152
	<i>See description under Religion</i>				
<b>20146 Historical Archaeology</b> Baram		Full Term	M, R	2:00 – 3:20	ANL
	<i>See description under Anthropology</i>				
<b>20173 Development in an Anthropological Context</b> Dean		Full Term	M, R	12:30 – 1:50	ANL
	<i>See description under Anthropology</i>				
<b>20170 Social Movements</b> Hernandez		Full Term	T, R	10:30 – 12:00	CHL 221
	<i>See description under Sociology</i>				
<b>20172 Introduction to Sociology through Social Psychology*</b> Pittman		Full Term	T, R	10:30 – 11:50	LBR 154
	<i>See description under Sociology</i>				

Spring 2008 Schedule of Classes – Medieval and Renaissance Studies

CRN	Course Title and Description	Term	Day	Time	Classroom
	<b>20076 Italian Renaissance Art: The Fifteenth Century*</b>				
	Carrasco	Full Term	T, F	12:30-1:50	LBR 209
	<i>See description under Art History</i>				
	<b>20095 Shakespeare—Plays and Poetry*</b>				
	Myhill	Full Term	T, R	10:30-11:50	LBR 248
	<i>See description under Literature</i>				
	<b>20152 The Norman Conquest of the Medieval World*</b>				
	Beneš	Full Term	M, R	2:00 – 3:20	HCL 7
	<i>See description under History</i>				