

Fall 2007 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
Art					
80430	Painting I				
Anderson		Full Term	T, F	3:30-5:30	CFA 509
<p>Painting I is a foundations studio course intended to familiarize students with a variety of painting concepts and processes. Through guided investigations students will gain an understanding of painting materials, color theory, descriptive painting, nonrepresentational painting, and theoretical concerns relevant to painting today. Through a series of thematic assignments students will learn to develop an increasingly personalized painting vocabulary with historical and contextual relevance. Outside homework, reading, and research will be required. College level drawing or consent from instructor is required for this course. Students are expected to purchase their own materials. <i>Class size limited to 15. Lab fee required</i></p>					
80431	Drawing I*				
Anderson		Full Term	T, F	12:30-2:30	CFA 505
<p>Drawing I is a studio foundations course intended to familiarize students with a survey of drawing media, techniques, concepts, and artists. Through descriptive, process, narrative and conceptually driven assignments students will develop technical proficiency while assimilating an increasingly personalized drawing vocabulary. Readings as well as discussions will supplement in-class studio practice. Students will also be expected to engage in outside research resulting in a combined research/studio project. Students are expected to purchase their own materials. <i>Class size limited to 15. Lab fee required</i></p>					
80588	Kinetic Systems for Art				
Freedland		Module 2	TBA	TBA	CFA 111
<p>Contextualized by artists ranging from Moholy-Nagy to Roxy Paine, kinetic systems for art is a technical exploration of electro-mechanical systems for art. The class explores the expressive and conceptual properties of motors, electronics, interactive switching mechanisms, light and sound. <i>Prerequisites: Sculpture I and Drawing I. Class size limited to 12. Lab fee required</i></p>					
80589	Performance Art				
Freedland		Module 2	TBA	TBA	CFA 111
<p>Contextualized by artists ranging from Annie Sprinkle to Chris Burden to Zhu Yu, Performance Art is an exploration of the individual as communicative tool. The class will engage in the use of time and space as well as audience interaction. Projects will take form of solo performances, followed by extensive critiques. <i>Prerequisites: Sculpture I and Drawing I preferred, but not required. Class size limited to 12.</i></p>					
Art History					
80470	Landscape and Art*				
Carrasco		Full Term	M, R	12:30-1:50	CAP 107
<p>In the last few decades the study of landscape painting, inaugurated by Kenneth Clark's Landscape into Art (1949), has been transformed by new approaches that replace Clark's vision of nature as a universal ideal with an emphasis on landscape as a cultural product. New perspectives situate views of nature in specific places, times, ideologies, and experiences, examining issues of power, politics, national identity, social transformation, and gender. This course will consider the phenomenon of landscape painting in the western tradition, combining a treatment of major periods, styles, and artists with a consideration of how to interpret nature, landscape, and art. The final weeks of the semester will center on the preparation of individual research projects and the writing of a substantial analytical paper. Although some experience in art history is desirable (college-level work or high school AP course), motivated students with background in history, the humanities, or any other relevant area should also find this course accessible.</p>					
80434	Masterpieces*				
Carrasco		Full Term	T, F	12:30-1:50	LBR 209
<p>This course is offered as an alternative to the traditional introductory survey of the history of art. The goal is to provide an intensive examination of a few significant examples of painting and sculpture, and to introduce students to the kinds of questions that need to be asked in order to understand works of art. We will investigate the artistic traditions as well as the cultural and social context underlying each work. The works to be considered may include, among others, Michelangelo's "David," Rembrandt's "Night Watch," Manet's "Olympia," Goya's "The Third of May 1808," "Las Meninas," by Velázquez, and perhaps some of Cézanne's apples. <i>No prerequisites.</i></p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
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80435 Nineteenth Century Painting*

Hassold		Full Term	T, R	10:30-12:00	CAP 107
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This course concentrates primarily on French art from the end of the 18th century (Rococo) to the end of the 19th century (Decadents, Symbolists, Art Nouveau, etc.). The French artists to be covered include the Neo-Classicalists (David, Ingres and their followers), the Romantics (Gericault and Delacroix), the Realists (Courbet and Manet), the Impressionists (Degas, Morisot, Cassatt, Renoir and Monet), and the Symbolists (Redon and Moreau). If time permits, other movements of the end of the century will be included. Open to beginning students. This course provides excellent background for two nineteenth century seminars: *Fin de siècle* (Interdisciplinary study of Art History, Social History, Gender Studies, and Literature) and *Paris of the Impressionists* (Social History of Art).

The course not only surveys the art of the period, but in doing so, foregrounds definitions of style. Style is seen as a complex issue that depends on a number of variables (formal and expressive qualities, choice of subject matter, attitude toward the world, etc.). These issues are explicated in several of the course texts: Robert Rosenblum's *Transformations of Late Eighteenth Century Art*, and Hugh Honor's *Neo-classicism*.

Depending on the term paper project chosen, this course could be counted towards fulfillment of a Gender Studies Joint Area of Concentration.

80436 An-Other Story: The Art of Women through the Ages

Hassold		Full Term	T, F	12:30-2:00	CAP 107
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This course surveys the work of women artists from Hildegard of Bingen in the 12th century to contemporary postmodern artists such as Cindy Sherman, Barbara Kruger, Kara Walker, and Jenny Saville. The course will not simply explore the paintings produced by these women but will also look at the circumstances under which they worked, the training it was possible for them to receive, and how they negotiated their personal situations in different historical periods. Topics related to content will be discussed through appropriate readings (maternity, pregnancy, the body as lived, cross dressing as a strategy, identity, etc.) Students will be expected to report on several women artists (write short papers and make class presentations of their research). Several texts will be used along with a number of supplementary readings.
Enrollment will be limited to 12 students. No prerequisites; open to beginning students. Admission will be determined by a short two- to three-page paper on a work by a woman artist that you find interesting, explaining why you find it interesting. This course counts for both Art History and Gender Studies requirements.

Classics

80437 Elementary Greek I

Shaw		Full Term	M,W,F	11:00- 11:50	PME 219
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Classical Greek is useful for students of literature, philosophy, history, theater, and religion. The world of the Greeks, the architects of western civilization, can only truly be understood in the original language. We will master basic morphology and syntax and prepare students for Elementary Greek II in the spring.

80562 Intermediate/Advanced Greek*

Shaw		Full Term	TBA	TBA	TBA
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Review of grammar will be accompanied by readings in classical Greek.

80439 Elementary Latin I

Rohrbacher		Full Term	M, W, F	10-10:50	LBR 154
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Knowledge of Latin is essential for reading the literature of classical, medieval, and early modern Europe. Latin may also be useful for historians, art historians, archaeologists, philosophers, and students of religion or theater. Immersion in the elegance and simplicity of Latin encourages the development of the student's English prose style and general clarity of thought. This course rapidly covers the first half of *Wheelock's Latin Grammar* and is a prerequisite for Elementary Latin II. *Elementary Latin I has no prerequisites and is intended for beginners or those with high school Latin preparation inadequate for advanced work. Please see instructor if you are uncertain about placement*

80469 Advanced Latin/ Plautus, *Amphitruo**

Rohrbacher		Full Term	T, F	12:30-1:50	PME 219
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The Roman comic playwright Titus Macchius Plautus was active at the beginning of the second century BCE. His twenty surviving plays represent the earliest complete works of Latin literature. The *Amphitruo* is the only Plautine play with a mythological subject, Jupiter's attempt to seduce the beautiful Alcmena by disguising himself as her husband. In the plays of Plautus, slapstick, farce, wordplay, and a general sense of absurdity abound. *Prerequisite: Elementary Latin I and II at New College, or the equivalent. Please see instructor if you are uncertain about placement.*

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80438 Roman Civilization*

Rohrbacher	Full Term	M, R	12:30-1:50	LBR 156
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A survey of ancient Roman literature from the foundation of Rome in the eighth century BCE, through the Roman domination of the Mediterranean world after the second century BCE, to the collapse of Roman political authority in western Europe in the fifth and sixth centuries CE. Roman ideas of literature, government, philosophy, religion, humor, and love will be explored primarily through the close reading of primary sources. Texts will include comedies of Plautus, the poetry of Catullus, the oratory of Cicero, the *Aeneid* of Vergil, the history of Livy, the *Golden Ass* of Apuleius, the biographies of Suetonius, the *Satires* of Juvenal, and Augustine's *Confessions*. No prerequisites, no class size limit. Two papers, midterm, final.

Languages

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.

80440 Beginning French I

Van Tuyl	Full Term	M, W, F	10:00-10:50	CHL 221
		Lab W	6:00-7:30	CHL 221

This first-semester course is designed for students with little or no background in French. Using the multimedia *French in Action* program, this immersion course focuses on the use of grammatically and idiomatically correct French. Required work for the course includes weekly quizzes, frequent dialogues, and a comprehensive final exam. Attendance, active participation, and individual study in the Language Lab are required. Three 50-minute classes per week plus one 90-minute lab session. Class is conducted entirely in French.

Enrollment limited to 20.

80441 Advanced French

Van Tuyl	Full Term	M, W, F	11:00-11:50	CHL 221
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This course in composition and conversation is intended for students with two years of college French or the equivalent. A comprehensive grammar review plus reading and writing assignments of increasing difficulty will prepare students to study French literature and culture in the original. Readings include a wide variety of French and Francophone literary works as well as a selection of nonfiction texts. Required work for the course includes daily grammar exercises plus intensive individual grammar review, frequent writing assignments, self-correction of all written work, and a comprehensive midterm and final exam. Attendance and active participation are required. Class is conducted entirely in French.

Prerequisite: Successful completion of Intermediate French II or permission of instructor. Enrollment limited to 20.

80442 Intermediate French I*

Reid	Full Term	M, W, F	10:00-10:50	LBR 252
		Lab T	6:00- 7:30	LBR 250

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

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

80475 'Black Orpheus' at the turn of the 21st century: novels and short-stories from Francophone Africa

Reid	Full Term	T, F	12:30-1:50	CHL 215
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See description under Literature.

80443 Elementary German I

Cuomo	Full Term	M, W, F	10:00-10:50	LBR 152
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This is the first part of a one-year introduction to the German language. Using Moeller/Adolph/Hoecherl-Alden's *Deutsch heute* Eighth Edition as text and the accompanying workbook, CD program, and online exercises, students will gain a fundamental knowledge of German grammar, vocabulary, and syntax. Since emphasis will be on the acquisition of both active and passive language skills, German will be the primary language used in the classroom, and participation in weekly conversational and review sessions with our German language teaching assistant is a requirement. During Term I we will cover the introduction and first six chapters of *Deutsch heute*. There will be frequent written and online assignments (Ace tests), and chapter quizzes, as well as comprehensive midterm and final examinations.

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CRN	Course Title and Description	Term	Day	Time	Classroom
80444	Intermediate German I*				
Todd		Full Term	M, W, F	11:00-11:50	LBR 156
<p>This course will both review grammatical structures covered in Elementary German and introduce more complex structures, while continuing to focus on reading, listening, speaking and writing skills. Along with a textbook and participation in weekly conversational and review sessions with our German language teaching assistant, students will be responsible for reading a work of fiction and viewing two film versions of this work. Writing and vocabulary assignments will evolve from these assignments. In addition, <i>Hörspiele</i> will also be used. Students will be expected to apply grammatical structures and vocabulary in their writing and speaking assignments.</p> <p><i>Prerequisite: one year of college-level German or its equivalent as demonstrated on the placement test.</i></p>					
80449	Elementary Hebrew I				
Inouye		Full Term	M, W, F	11:00-11:50	COH 116
<p>This course introduces students with no previous knowledge of Hebrew to the Modern Hebrew language. The development of oral and written language skills is the primary focus of the course. To this end, students will acquire basic useful vocabulary through an introduction to the fundamentals of Hebrew grammar and syntax. An introduction to the Hebrew alphabet will set the foundation, as we will quickly move to develop students' skills in conversation, reading, writing, and aural comprehension</p>					
80448	Beginning Russian I				
Schatz		Full Term	M, W, F	10:00-10:50	PME 219
<p>This course will focus on the basics of Russian grammar and syntax, and it is envisioned as the first component of a four-semester Beginning/Intermediate sequence. It is designed for students with a serious and confirmed interest in the language. Although Russian is not as daunting as many assume and as it might first appear to the uninitiated, even early mastery of materials in the text will require real commitment on the part of the student. Students should plan on spending at least two to three hours of preparation for each of the three weekly fifty-minute class sessions. For obvious reasons, faithful class attendance and consistent, conscientious preparation of assignments will be essential. This semester we will be working from a new textbook, <i>Golosa</i>, which stresses active use of the written and spoken language. When students have acquired necessary skills, we will include in our study materials from sources outside the textbook, which will provide further exposure to contemporary lexicon and usage. Our work in this introductory course will be both challenging and rewarding. We will begin from the ABVs. The course is open to all interested students</p>					
80477	Russian Short Fiction: Sentimentalism to Neo-Realism*				
Schatz		Full Term	T, F	2:00-3:20	PME 219
<p><i>See description under Literature</i></p>					
80587	Readings in Russian: Language and Verbal Art (A).				
Schatz		Full Term	TBA	TBA	TBA
<p><i>See description under Literature</i></p>					
80570	Elementary Spanish I (Section 1)				
Portugal		Full Term	M, W, F	10:00-10:50	LBR 250
<p>This first-semester course is designed for students with little or no background in Spanish. The main goals of this course are to acquire good knowledge of basic Spanish Grammar (simple sentence structure, simple tenses in the Indicative), 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, reading/writing, laboratory assignments, and 3 to 4 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.</p> <p><i>Students interested must contact Professor Labrador-Rodriguez as soon as possible for assessment: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.</i></p>					
80445	Elementary Spanish I (Section 2)				
Bennaji		Full Term	M, W, F	11:00-11:50	LBR 248
<p><i>Same as Course Description as Elementary Spanish I (Section 1)</i></p>					

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CRN	Course Title and Description	Term	Day	Time	Classroom
80571	Intermediate Spanish (Section 1) Bennaji	Full Term	M, W, F	10:00-10:50	LBR 248
<p>This course is designed to clarify grammatical concepts, increase vocabulary and improve oral expression and reading skills. Oral/Aural work will be stressed more heavily than written work. The texts will provide grammar exercises as well as basic readings intended to increase vocabulary and stimulate conversation. Required work for the course includes weekly quizzes, take-home grammar exercises, reading/writing & laboratory assignments, and 3 to 4 major exams. The class will be conducted in Spanish only and students will be expected to participate actively in all exercises and prepare all assignments carefully. 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. Significant progress in the accuracy of communication will be the basis for the evaluation of a student's performance.</p> <p><i>Prerequisite: Satisfactory completion of Elementary Spanish II at New College. Students with equivalent work done in another institution (one year college-level) or two years of high-school Spanish are eligible, but are required to complete the placement exam and a placement form. Students not coming from Elementary Spanish must contact the instructor as soon as possible 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.</i></p>					
80446	Intermediate Spanish (Section 2)* Portugal	Full Term	M, W, F	11:00-11:50	LBR 250
<p><i>Same Course Description as Intermediate (Section 1)</i></p>					
80447	Lecturas Hispánicas Labrador-Rodriguez	Full Term	T, R	9:00-10:20	PME 213
<p>This course is intended to be a transition from language courses to the study of literature and culture in Spanish. Although we will review key grammatical aspects, the focus of the course will be on reading, writing, and class discussion of texts and topics that are relevant to Hispanic literature, culture, and society. Students will regularly write short essays (to be revised / peer reviewed and re-written for content and grammatical accuracy), students will make individual and group presentations and work on a final group project. Students must be willing to meet in groups outside class times. Active class participation is a requirement of this class.</p> <p><i>Prerequisite: The course is designed for students who have completed at least Spanish Composition and Conversation or its equivalent. Students who have not completed the required work at New College must contact the instructor as soon as possible during the Spring 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.</i></p>					
80468	Advanced Spanish: The Spanish American Novella Labrador-Rodriguez	Full Term	T, R	10:30-11:50	PME 213
<p>This course will study the development of the "in between" genre: too long to be called a short story, too short to be called a novel. Who were the masters of this genre? Why and which topics were more appropriate to deal in a short novel? Students will read 7 texts, including: Carlos Fuentes' <i>Aura</i>, Rosario Ferré's <i>Maldito Amor</i>, Gabriel García Márquez's <i>Crónica de una muerte anunciada</i>. This class is conducted in Spanish. Students should be able and willing to actively participate in class discussion, and to write essays on a regular basis.</p> <p><i>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 as soon as possible during the Spring 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</i></p>					
80467	Elementary Chinese 1 Zhang	Full Term	M, W, R	10:00- 10:50	LBR 156
<p>This is the first introductory language course in Modern Standard Chinese (Putonghua) designed for students with little or no background to develop speaking, listening, reading, and writing skills. The first semester, which will cover the first 10 chapters in the <i>New Practical Chinese Reader</i>, introduces the basic phonetic system, some basic grammar, the writing system, and materials for everyday conversation. Our in-class meetings will focus on the training of oral and aural skills. In addition to active participation in class and timely submission of written assignments, students are expected to spend at least one hour every day preparing for classes, lab sessions, weekly quizzes, four tests, among other activities.</p> <p><i>Enrollment limited to 20.</i></p>					

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Literature

80560 Fuzion Dance

Bolaños 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.

80573 "What is an American?": A Multicultural Survey of Early American Literature & Culture *

McAuley		Full Term	T, R	10:30- 11:50	CHL 224
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What is an American? This course investigates the ideological and cultural diversity of early American literature and culture, from the colonial period to the publication of Catharine Maria Sedgwick's *Hope Leslie*. To begin with, we shall read Spanish, French and English works, and pay particular attention to differences in attitudes toward and assumptions about Native Americans, in order to challenge the "notion of Europeans' having a monolithic response to the Natives." Then, we shall explore the diverse cultural forms and institutions that develop in conjunction with the constitution of the United States. Reading a rich variety of literature - including women's Indian captivity & African-American slave narratives, sermons, poems, and novels - we shall try to identify, and/or diagnose the shared patterns of thought & verbal expression that define early America, as well as grapple with controversial interpretations of the constitution of American character, including Robert Ferguson's reading of our national anthem, *The Star Spangled Banner*, as emblematic of Americans' tendency to identify themselves through violent conflict.

Required Texts:

Early American Writings, edited by Carla Mulford et al.
 Alvar Nunez Cabeza De Vaca, *Chronicle of the Narvaez Expedition* (1542)
 James Fennimore Cooper, *Last of the Mohicans* (1826)
 Catharine Maria Sedgwick, *Hope Leslie* (1827)

Recommended Texts:

Alan Taylor, *American Colonies: the Settling of North America*

Requirements: Active participation in class discussions, six short response papers / preliminary assignments (assigned topics), three major assignments, group work, and a final exam. No prerequisites.

CRN	Course Title and Description	Term	Day	Time	Classroom
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80574 Roughing It™: The Wilderness Narrative and American Identity

McAuley		Full Term	W	12:30- 3:20	CHL 224
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Focusing primarily on the wilderness narrative, which, in “Feasting In the Wilderness,” Sue Ellen Campbell defines as one that “takes for its subject the experience – almost always from a Euro-American standpoint – of humans who leave ‘civilization’ to immerse themselves in the ‘wilderness,’” this course shall build upon J. Hector St. John de Crevecoeur’s claim that “men are like plants,” in order to examine nature’s impact upon American cultural identity.

How might the premium which Locke places upon *subduing* the earth – including the “wild woods and uncultivated waste of America” – in his *Second Treatise of Government* figure in the constitution of the United States, or – more specifically – Lewis & Clark’s venture westward across the Great Plains? Is the horror and helplessness that the young telegraph operator George Kennan experiences aboard a half-wrecked sloop in the Okhotsk sea not an apt metaphor for what Michel Serres describes as the violence that the Earth poses to human life in response to the ‘spirit of capitalism’? And to what extent does this humbling demonstration of nature’s power transform Kennan’s perspective and relationship to the villagers of Okhotsk, Yamsk, Gizhiga? What sort of civil disobedience does Henry David Thoreau practice at Walden Pond? What sort of revolution does Isabella Bird foment through the publication of her life in the Rocky Mountains? What lesson in human nature does the “great book of Nature” teach Joseph Knowles?

In short, we shall examine the various ways in which Americans represent the frontier – as wasteland, a justification for both empire & rebellion, feast for the imagination, nurturing mother, enemy combatant, and humbling force – while at the same time wondering what there is to gain by “going” primitive, not to mention what we highly ‘civilized’ 21st-century readers gain from this material – not nature writing exactly, but literature which “dramatizes the relationship of a people to the natural world.”

Required Texts: Course Packet, including excerpts from Washington Irving, *Astoria*; Caroline Kirkland, *A New Home, Who’ll Follow?*; George Kennan, *Tent Life in Siberia*; John L. Stephens, *Incidents of Travel in Central America, Chiapas, and Yucatan*; Henry E. Davies, *Ten Days on the Plains*; Theodore Roosevelt, *Down an Unknown River*, and Joseph Knowles, *Alone in the Wilderness*.

The Journals of Lewis & Clark

Mark Twain, *Roughing It*

Henry David Thoreau, *Walking*

John Muir, *My First Summer in the Sierras*

Isabella Bird, *A Lady’s Life In the Rocky Mountains*

Edward Abbey, *Desert Solitaire*

Prerequisite: previous college-level work in literature or permission of instructor.

80450 Acting I

Eginton, FSU/Asolo		Full Term	W, F	2:30-4:00	CFA 211
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Through a series of concentrated improvisations, speeches, monologues and scenes, as well as script analysis for actors and directors, this introductory acting course will develop a foundation for acting work using the following definitions: Acting is “living truthfully under imaginary circumstances”; Acting is the “reality of doing.” The technique taught is based on Practical Aesthetics, as developed by David Mamet and the Atlantic Theater Company in New York, as well as Meisner and Stanislavsky techniques.

Reading, paper writing, and outside of class rehearsal is required, as well attendance of a professional production. The course is taught by the graduate faculty of the FSU/Asolo Conservatory.

Enrollment will be limited. All interested students should attend the first meeting, with a prepared monologue of 1 minute in length. No acting experience is necessary to enroll in this class. Preference given to upper contract students.

80475 ‘Black Orpheus’ at the turn of the 21st century: novels and short-stories from Francophone Africa

Reid		Full Term	T, F	12:30-1:50	CHL 215
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In 1948, Jean-Paul Sartre published his essay « Black Orpheus » [« L’Orphée noir «], which appeared as the introduction to Senghor’s *Anthologie de la Nouvelle Poésie Nègre et Malgache*. The recent turn of the century provides us an opportunity to look back on Sartre’s historic essay as we consider how contemporary African authors are writing the continent’s present and future. In this course we will read novels and short-stories written in the past 20 years from across Francophone Africa—from Cameroon, Ivory Coast, the Congo, Guinea—works that are both political engaged and textually innovative. Our readings will allow us to consider representations of the colonial legacy and the post-colonial present, as well as the challenge of remembering the Rwandan genocide. We will read works by authors such as Calixte Beyala, Emmanuel Dongala, Ahmadou Kourouma, Tierno Monémbo, Patrice Nganang, and Véronique Tadjo. All readings will be available in both French and English translation.

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.

CRN	Course Title and Description	Term	Day	Time	Classroom
80476	From Caligari to <i>Goodbye Lenin!</i>: A Cultural History of German Cinema*				
Cuomo		Full Term	M, R	2:00- 3:20	LBR 248
<p>This consideration of seminal films from Germany's tumultuous 20th-Century will cover works from the silent era to the present. After covering the basics of film study in our first sessions, we will address the Weimar period with the help of such works as Wiene's <i>The Cabinet of Dr. Caligari</i>, Murnau's <i>Nosferatu</i> and <i>The Last Laugh</i>, Lang's <i>Metropolis</i> and <i>M</i>, Pabst's <i>Joyless Street</i>, Sternberg's <i>Blue Angel</i>, Sagan's <i>Mädchen in Uniform</i>. With Riefenstahl's <i>Blue Light</i> serving as a transitional work, we will cover National Socialism with excerpts from her <i>Triumph of the Will</i> and <i>Olympia</i>, and Harlan's <i>Jud Süss</i>, before proceeding to postwar films such as Staude's <i>The Murderers among Us</i>. Our consideration of works up to 1990 will include Fassbinder's <i>Merchant of Four Seasons</i> and <i>The Marriage of Maria Braun</i>, Schlöndorff and Trotta's <i>The Lost Honor of Katharina Blum</i>, Herzog's <i>Stroszek</i>, and Wenders' <i>The American Friend</i> and <i>Wings of Desire</i>, Trotta's <i>Marianne and Juliane</i>, Sanders-Brahms' <i>Germany, Pale Mother</i>, and Brückner's <i>Hunger Years</i>. We will conclude with such recent films as Tykwer's <i>Run Lola Run</i> and Becker's <i>Goodbye Lenin!</i> Students are required to attend all discussion sessions, contribute to the web board, prepare in-class presentations on the works, and to write two analyses. <i>No knowledge of German is required.</i></p>					
80568	Imagining and Reimagining Early England*				
Myhill		Full Term	M, R	2:00-3:20	LBR 152
<p>An enthusiastic reviewer of T.H. White's <i>The Once and Future King</i>, a twentieth-century adaptation of Thomas Malory's fifteenth-century <i>Morte D'Arthur</i>, described it as "A glorious dream of the Middle Ages as they never were but should have been." What "should" the middle ages have been, in the dreams of its writers and the writers (and filmmakers) of subsequent ages? How was medieval England imagined and reimagined? What do modern versions of medieval texts tell us about the ages that produced them? This course will introduce a selection of English literature written before 1500 (to be read in modern English translations) and then examine nineteenth and twentieth-century adaptations of this material. Texts and issues fall into three basic units: 1) The relationship between the human and the divine in medieval poetry, personal narrative, and drama, and the uses of allegory and psychomachia in twentieth-century drama. 2) Building knights and nations in narratives of King Arthur and Camelot--the medieval texts include Crétien de Troyes, Marie de France, Geoffrey Chaucer, Thomas Mallory, and several anonymous writers including the author of <i>Sir Gawain and the Green Knight</i>; modern adaptations include Tennyson (<i>Idylls of the King</i>), Twain (<i>A Connecticut Yankee in King Arthur's Court</i>), Lerner and Lowe (<i>Camelot</i>), and Monty Python (and the Holy Grail), 3) Exclusion and community in <i>Beowulf</i>, John Gardner's <i>Grendel</i>, which retells the story from the monster's point of view. We will conclude with <i>The Doomsday Book</i>, Connie Willis's science fiction novel of academia, plague, and the future's encounters with fourteenth-century England. Students are expected to present one oral report, participate actively in class discussion, and write periodic short responses to readings and three 4-6 page papers. <i>This course is designed for beginning students of literature; enrollment will be limited to 25.</i></p>					
80474	Whose Renaissance? Female and Male Perspectives on Sixteenth and Seventeenth-Century British Literature*				
Myhill		Full Term	T,R	10:30-11:50	CHL 214
<p>In 1925, Virginia Woolf speculated on why "no woman wrote a word of that extraordinary literature [of the English Renaissance] when every other man, it seemed, was capable of song or sonnet." More than fifty years later, historian Joan Kelly asked "Did Women Have a Renaissance?" and concluded that they did not. But in the thirty years since then, interest in this question has led to greatly increased knowledge and availability of early modern texts by female authors. This course will examine paired texts by male and female authors that explore the same issues and/or experiment with the same forms. The object of the course is to investigate important trends in Renaissance poetry, prose, and drama from a variety of perspectives—to see the canon before it became canonical, and to attend to the voices which it left out. Expectations for students include regular attendance and participation, an oral report, several short papers, and an anthology of texts and excerpts with a critical introduction. This course is designed for students with previous work in literature, history, or gender studies. Enrollment may be limited.</p>					
80477	Russian Short Fiction: Sentimentalism to Neo-Realism*				
Schatz		Full Term	T, F	2:00-3:20	PME 219
<p>An examination of approximately forty short stories and short novels from the Sentimentalism of Karamzin to the Neo-Realism of Maxim Gorky. The evolution of these genres will be studied in relationship to the development of the novel as the dominant prose genre of the century. Major tendencies in short prose fiction will be represented and most major writers—Pushkin, Gogol, Dostoevsky, Turgenev, Leskov, Tolstoy, and Chekhov—will be included. The contributions of some lesser-known writers such as Garshin and Korolenko will be covered as well. Several brief analytical essays will be required, and <i>consistent, informed participation in class discussions will be expected.</i> Enrollment will be limited to twenty; priority will be given to first-year students and to those students for whom this course is an essential component of the area of concentration.</p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
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80587 Readings in Russian: Language and Verbal Art (A).

Schatz	Full Term	TBA	TBA	TBA
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In this fifth-semester language offering, students will have the opportunity to read both short fiction and poetry in Russian. As envisioned, the course will be divided into two modules. During the first module we will read and discuss, in Russian to the extent possible, short stories by Pushkin, Tolstoy, and Chekhov. The second module will be devoted to an examination of selected poetry from Romanticism to Acmeism (a period of approximately one hundred years), including work by Pushkin, Lermontov, Tyutchev, Fet, Bryusov, Bely, Blok, and Akhmatova. Students may choose to enroll in either or both of the modules. This course has been designed for student who have completed four semesters of Russian language study at New College or the equivalent at other colleges or in travel study programs. Native speakers and heritage speakers of Russian may find this course of interest as well; their participation will be especially welcome. We will meet twice per week; one short essay in Russian will be required for each module. All qualified students are encouraged to enroll.

80452 British Modernist Fiction: Haunted By the Victorians*

Wallace	Full Term	T, F	12:30-1:50	CHL 221
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This class surveys modernist writers, primarily those with strong connections to the British prose tradition. We will concentrate on the conjunction of innovative literary style with new approaches to psychological character, linguistic play, social criticism and fascism. Although like the Victorian novelists they sometimes deal with sexuality, social injustice, and the meaning of history, the moderns do so in new ways, sometimes considered inherently apolitical, defined by “art for art’s sake.” Their focus is more inward and psychological, expressed through creative and fragmented stylistic devices. The modernists create new narrative forms, new sentence structures, and new ways of revealing character, thus artistic style becomes increasingly important as the interior self becomes the focus of the modern novel. We will study a representative sampling of these writers including Joseph Conrad, Ford Madox Ford, E. M. Forster, James Joyce, Virginia Woolf, D. H. Lawrence, Katherine Mansfield, and Jean Rhys, asking what is the driving concern of each work? How does the literary style support or reveal that concern?

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

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

80473 Becoming Jane Austen: The Romantic-era Novel and Women’s Writing

Wallace	Full Term	T, F	3:30-4:50	CHL 224
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The subject of sequels, films, reading groups, fan clubs, websites, and even satires, Jane Austen is one of the great cult authors of English literature. Moving beyond “Aunt Jane” the fine painter on “two inches of ivory,” or the woman writer who established the novel as a feminine and feminist form, we will locate Austen’s work and writing in the larger field of her contemporaries and some influences.

The latter half of the eighteenth century included the rise of British abolitionism, the impact of enclosing the commons and changes in landscape gardening, a decrease in the significance of the royal family and the British aristocracy, the growing impact of both trade and professions such as the Navy, and a marked increase in the number of professional women writers. Jane Austen was complexly the product of the “long eighteenth-century” (1680—1830); she composed her first drafts of *Sense and Sensibility*, *Northanger Abbey*, and *Pride and Prejudice* between 1795-1798, in a period of Revolutionary fervor and nationalist backlash. Not the lone or intellectually isolated writer that we used to imagine, Austen was both complexly engaged by and in some tension with her contemporaries, including Ann Radcliffe, Elizabeth Inchbald, Frances Burney, Jane West, Elizabeth Hamilton, Maria Edgeworth, Susan Ferrier, Mary Robinson, Hannah More, Mary Wollstonecraft, Mary Hays, Sydney Owenson (Lady Morgan), Charlotte Smith, Amelia Alderson Opie, Thomas Love Peacock, Walter Scott, and others. Reading Austen with some of her immediate predecessors and contemporaries situates her work among important gothic fictions, educational and moral fictions, evangelical writers, the historical novel, the national tale, the moral tale, and a range of alternate narrative traditions.

In this course we will read the bulk of Austen’s fiction alongside other novels that influenced her or that were contemporaneous. Some poetry and essay may be included, but the focus will be on the novel form. There may be an option to read a “Chawton House” collection novel of your choice, making use of the resources provided by the special collection of women’s writing collected at Austen’s brother’s estate.

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

CRN	Course Title and Description	Term	Day	Time	Classroom
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80471 Lines of Sight: Poetry and the Visual Arts

Zamsky		Full Term	M, R	12:30- 1:50	CFA 212
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Perhaps the most famous poem written by the British Romantic poet John Keats contemplates a visual work of art, "Ode on a Grecian Urn." As the poem concludes, this urn apparently breaks into speech, proclaiming, "Beauty is truth, truth beauty," a gesture that is not only brilliantly enigmatic, but that also situates the poem as an important part of a very long and still active tradition revolving around questions of beauty, truth, and representation in poetry and images. The technical term for this tradition is *ekphrasis*, poetry written in response to the visual arts, and it extends from at least Homer to the twenty-first century. In this class, we will consider the breadth of this tradition, reading poetic responses to visual art (mostly, but not only painting) by Homer, Virgil, the British Romantics (in addition to Keats, William Blake, Percy Bysshe Shelley, and William Wordsworth), the Anglophone modernists W. H. Auden and William Carlos Williams, poets of the New York School (especially John Ashbery and Barbara Guest), and the contemporary poet Cole Swensen. There will be others, but these are the biggies. We will also read key theoretical texts, including selections of foundational works such as G. W. F. Hegel's *Introductory Lectures on Aesthetics* and Gotthold Ephraim Lessing's *Laocoön*, as well as modern treatments of the relationship between poetry and the visual arts by Charles Altieri, Murray Krieger, and W. J. T. Mitchell. As we will find, the ways in which poets respond to the visual arts change over time, conditioned by and giving expression to their larger cultural, philosophical, and political contexts.

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

80561 Poetry, an Introduction*

Zamsky		Full Term	T, R	10:30- 11:50	CFA 212
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This class is an introduction to the study of poetic language. We will read lyric poems from a wide range of historical periods, cultural contexts, and aesthetic commitments, with a consistent eye toward the ways in which language is used as the material of poetry – in much the same way that pigment is the material of painting or sound and silence are the materials of music. The class will attend to sound, syntax, lineation, and the other elements of prosody, and will consider the project of poetry from a number of perspectives: as arrangements of utterance, as pleasure, as the construction of a self (whether abstracted or socially situated), as the process of working out or (more likely) posing emotional, philosophical, political, and other dilemmas. The concept of the class can be usefully captured in the phrase, "poetry as experience." Our goal is to explore as many facets of that experience in as much detail as is possible.

We will conclude the class by reading a very exciting book of poems that was just recently published, Lorna Dee Cervantes' collection, *Drive*. Cervantes is perhaps the most important Chicana poet of her generation, and *Drive* is her first book in fifteen years – and it perhaps surprisingly draws on earlier poets ranging from Robert Creeley to T. S. Eliot. As we read *Drive* over the last several weeks of class, we will bring to bear all of the faculties of critical attention that we have developed earlier in the course.

By the end of the course, students should be able to identify a number of poetic forms, and should be able to effectively use the strategies and vocabulary of close reading. Even as the course is intended to develop students' skills as readers of poetry, it is equally concerned that students learn to write well about poetry. Toward this goal, students will write several short assignments focusing on specific aspects of close reading, as well as two explications of poems, both of which will be eligible for revision. Students will write a somewhat longer (roughly 8 pages) final paper on *Drive*.

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

80472 Heroism and Chinese Narratives.

Zhang		Full Term	M, R	2:00- 3:20	LBR 154
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What makes a Chinese hero? How does the image of a hero vary across time and media? How do gender, sexuality, and class affect the construction of a hero in literature? How do stories and images of heroes contribute to the formation of an individual's identity? We will discuss these issues while reading stories about valiant warriors, wise ministers, selfless martyrs, loyal bandits and unruly gods in traditional Chinese narratives. Many of these characters, such as the female warrior Mulan, the Hegemon King of Chu, the General Guan Yu, and Monkey King, have entertained popular imagination both in and outside China. By tracing the heroic prototypes and their transformations into mock heroes, anti-heroes, and female heroes that occurred in literature especially during historical transitions, we will observe the historical, social, and literary changes in the imperial China. Most of the readings are short prose fiction and chapters from longer fiction. Important contextual materials will be provided, such as historical reviews and excerpts from the treatises of early schools of thought such as Confucianism, Daoism, and Buddhism. Movie clips will also be used to illustrate modern reception and transformation of traditional heroes. All readings are in English. *No prerequisites.*

CRN	Course Title and Description	Term	Day	Time	Classroom
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80559 Theatrical Adaptation

Andrei Malaev-Babel	Full Term	M	6:00- 10:00 pm	Music Room
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The course will explore the art of theatrical adaptation, as a collaborative creative process aimed at translating a work of literature into the language of theater. During the course, students will gain experience in creating and analyzing theater performances based on the non-dramatic works of international classics and studying a literary source as a building component in creating a performance of synthesis. Students will explore how to research, discover and analyze theatrical equivalents for the images, symbols, language composition and structure of the work of fiction or poetry. They will learn how a unique original production of theatrical synthesis can be created as a result of the collaboration between a playwright/adaptor, director, dramaturg (literary and theater scholar), choreographer, vocal director, composer, designers and an acting ensemble. Each of the course participants will choose a particular role in the process, thus fulfilling their individual interests in the exploration of the theatrical art. The course in theatrical adaptation will serve as an educational tool opening new horizons for intellectuals. The chosen classical text will include many elements which will create a bridge between performative and academic expression.

Music

80510 New College Chorus

Moe	Full Term	M	7:00-9:00	Sainer Auditorium
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Full Term participation required for Module credit.
 This is a choral ensemble dedicated to singing music in a variety of styles. The exact repertory will be determined during the course of the semester as the director gets to know participants and what pieces will be best suit the ensemble. Our goal is to produce a cohesive, quality sound in ensemble, and to enjoy doing it along the way. Students may earn a module of credit for a semester's participation.

Prerequisite: The ability to match a pitch is absolutely necessary. The ability to read music, although not a requirement will be given special consideration. Five-minute auditions will be held Tuesday, August 31th 6:50 – 8:00 pm and September 1st 1:00 – 6:00 pm in one of the practice rooms, CFA 208, Lota Mundy Music Building. If you miss the opportunity to sign up for a time during miniclass, please contact Professor Daniel Moe 941-346-0715 for an appointment.

The class will end with a concert at the end of the term, TBA. Evaluations will be based on attendance and preparation of assigned music. Absences, early departures or late arrivals will not be tolerated. More than three absences will result in an unsatisfactory evaluation.

80511 Keyboard Skills

Bray	Full Term (Mod 2 Credit)	Independent Study	CFA Practice Rooms
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Independent Study for students who need keyboard skills to fulfill the Music AOC requirements. *Full term participation required for one module of credit.*

80453 Music Theory I*

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

Music is the most immediately affecting of the arts—and the most systematic, the most rational. Composers create within systems whether they know it or not, and the composer who best understands the possibilities of musical systems will produce the richest music. This course (the first of a two-course sequence) is designed to introduce students to the vast array of systems that can be utilized in composition and analysis. Topics to be covered include: acoustics, systems of tuning and temperament, notational systems, rhythmic systems (isometric and multimetric), and pitch systems (modality and diatonic tonality). In addition to attending lecture sessions, students will be required to participate in two aural skills sessions each week.

80583 Electronic Music

Aarden	Full Term	W	12:30- 3:20	CFA 212
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The roots of modern music production are in the radical innovations of the twentieth century. Pop and art rock, electronica, and hip-hop owe much of their sound to early experimentalists who broke from traditional ideas of music and aesthetics. This course will survey the techniques, sounds, and history of electronic music, emphasizing hands-on training with digital technologies that are available on today's personal computers.

CRN	Course Title and Description	Term	Day	Time	Classroom
80569	Classical and Early Romantic Music				
Miles		Full Term	T, F	2:00-3:20	CFA 212
<p>This course offers an introduction to European music from the middle of the eighteenth century until approximately 1840. In the first module we focus on the emergence of the so-called “classical synthesis” in the music Haydn, Mozart, and early Beethoven, with particular emphasis on these composers’ variegated approaches to the sonata principle. Beethoven’s middle-period symphonies are the prime focus of the second module, which set the stage of the study of symphonies by Schubert and Schumann. The module concludes with the study of music that negated key aspects of Romantic aesthetics: Beethoven’s late piano sonatas and string quartets, Schubert’s song cycles, and Chopin’s works for piano. While most class sessions included musical analysis, we always try to connect the music to social and intellectual developments of the time.</p>					
80454	Music, Language, Voice: Contemporary Issues and Problems				
Miles		Full Term	M, R	3:30-4:50	CFA 212
<p>Vocal music is often thought to represent an ideal of wholeness, of an integrated self. When we hear a vocal performance, we believe in the union of words and music, of thought and feeling, and of all that is rational and irrational. This notion has been challenged severely over the past forty years by composers who view the voice as both a metaphor for psychological multiplicity and as a means to new musical possibilities. This course will explore the work of these innovative composers, ranging from Luciano Berio and Kenneth Gaburo to Joan La Barbara, Trevor Wishart, and Pamela Z. Recurring topics will include the relationship of musical structure to linguistic structure, vocal music as bodily performance, the use of extended vocal techniques, and compositional methods</p>					
Philosophy					
80586	Theory of Knowledge*				
Edidin		Full Term	T, F	2:00- 3:20	HCL 2
<p>'What is knowledge' is one of the traditional Big Questions of Philosophy. We'll be concerned with the conditions which must be satisfied in order to know something, with potential sources of knowledge (most notably sense perception and pure thought) and with the nature of evidence and reasons for belief. We'll also examine skeptical arguments purporting to show that nobody can know anything at all.</p>					
80585	Formal Logic				
Thompson		Full Term	T, F	10:30- 11:50	HCL 2
<p>This course will include work in syntax, semantics natural deduction for sentential logic and first-order predicate logic. The course may also include a brief introduction to some topics in basic metatheory and a similarly brief intruduction to sentential modal logic.</p>					
80457	The Philosophy of Martin Heidegger				
Flakne		Full Term	W	12:30-3:20	CHL 214
<p>Heidegger is generally regarded as the most important “Continental” philosopher of the 20th Century. In this course, we will concentrate on Part I and II of Heidegger’s <i>Being and Time</i>, but will also consider key texts of the “late Heidegger” as well as discussions of Heidegger by thinkers such as Derrida, Merleau-Ponty, and Deleuze. <i>Seminar participation will be limited to fourteen, and some familiarity with European philosophy is required.</i></p>					
80465	Introduction to Ethics/Environmental Ethics*				
Flakne		Full Term	M,R	2:00-3:20	HCL 2
<p>This course will begin with an historical introduction to important ethical theories that continue to influence our thinking about ethics today (e.g., virtue ethics, contract theory, sentimentalism, deontology, utilitarianism, and rational choice). It will then ask how such theories might be meaningfully applied to such environmental dilemmas as the extension of ethical principles to other species, competing needs of development vs. conservation, and the conflict between regional self-determination and global legislation and enforcement. The class will continually confront questions about whether traditional ethical theories can cope with the kind of responsibility care for the planet seems to demand.</p>					
80458	Introduction to Philosophy*				
Langston		Full Term	T, R	10:30- 11:50	LBR 252
<p>An introduction to some of the areas treated in philosophy: Logic, Philosophy of Language; Philosophy of Religion; Ethics; Epistemology. We will look into the various areas by examining one or more problems that are traditionally treated in each of the areas we treat.</p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
80460	Medieval Philosophy and Religious Thought*				
Langston		Full Term	M, R	12:30- 1:50	PME 219
<p>The period from 200 c.e. to 1400 c.e. has often been described as the Age of Faith. And such figures as Augustine, Anselm, and Aquinas had important things to say about the nature of God, the relationships of human beings to God, and the nature of faith. They also discussed the nature of reality, analyzed language and its various uses, and offered a variety of theories about the nature of ethics. Their views became the foundation on which later philosophers and theologians constructed their systems. While we will pay special attention to the thought of Augustine, Anselm, and Aquinas, we will also be concerned with the influential views of such thinkers as Boethius, Scotus Eriugena, Abelard, and Duns Scotus.</p>					
Religion					
80459	Introduction to the Study of Religion*				
Seales		Full Term	M, R	12:30- 1:50	LBR 152
<p>This course is an introduction to the study of the forms, functions, and meanings of religious practices as observed in human cultures. Emphasizing the relationship between ritual practice, place, and sacred space, we will examine how scholars have approached the study of religion. It will quickly become clear that few scholars agree on the best methods for study. Nor do they agree on a definition for the subject of study, "religion." This course will encourage you to define your subject of study and construct your own methods of theoretical analysis. To help you with this task, we will work together on specific examples of religious practices in particular places. We will begin the course with a specific case study, a Latino Catholic pilgrimage site in New Mexico, El Santuario de Chimayó. Throughout the term, we will interpret the events at Chimayó through different theoretical perspectives. We will ask, "What aspect of Chimayó does each theory illumine or obscure?" As the course moves along, we will also encounter other religious practices. Comparing these practices to Chimayó, we will reflect on the nature of religious studies and the meaning of key terms.</p>					
80464	Religion in America				
Seales		Full Term	M, R	3:30- 4:50	LBR 152
<p>This course is an introduction to the history of religion in the United States. It is organized <i>thematically</i> into five narrative sections that cover a general range of religious traditions in the United States, including Protestantism, Roman Catholicism, Judaism, Islam, and Buddhism. In each section, we will trace scholarly attempts to narrate the history of religion in the United States alongside primary sources. We will address such topics as disestablishment and democratization, immigration, race and ethnicity, social reform, urban religious life, revivals and awakenings, and religious diversity.</p>					
80460	Medieval Philosophy and Religious Thought*				
Langston		Full Term	M, R	12:30- 1:50	PME 219
<p><i>See Description under Philosophy</i></p>					
80461	Christian Scriptures*				
Marks		Full Term	T, F	2:00-3:20	PMC 219
<p>This course will provide a survey of the various texts that have been read as Christian Scriptures. We will consider some of the individual and communal perspectives that these writings imply. Readings will include New Testament, the so-called Apocryphal literature as well as texts known only from the Nag Hamadi discoveries. We will discuss reoccurring themes and address issues such as how various texts came to be included within a "canon" while others were excluded. Claims to orthodoxy as opposed to heresy will reveal some of what is at stake within competing interpretations of scriptures.</p>					
80558	Varieties of Judaism in the Modern World*				
Marks		Full Term	T, F	12:30-1:50	PMC 219
<p>This course will consider modern Jewish movements and currents in Jewish thought. We will explore the Jewish religious identities that developed in Europe, America and Israel, including Reform, Orthodox, Conservative, Reconstructionist, Hasidic and others. In addition we will trace Zionism and other explorations of Jewish ethnicity and culture that are not necessarily defined in religious terms. Additional explorations of Jewish philosophy, mysticism, and activism will allow us to pursue overlapping and competing ideas within these various streams.</p>					
80462	Asian Religions*				
Newman		Full Term	T, R	12:30-1:50	HCL 7
<p>Asia produced a wide variety of religious traditions that profoundly influenced the development of Asian cultures. This course will survey this rich diversity with an emphasis on the interactions between the specific religions and their cultural contexts. Among the themes we will consider are: the relationship between an individual's religious and societal obligations; the role of religion in the legitimation of secular authority; transcendent religious ideals and the realities of human existence; religion in Asian arts and sciences.</p>					

Fall 2007 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
80463	Orientalism*				
Newman		Full Term	T, R	3:30-4:50	PME 213
<p>Beginning in classical antiquity "the West" has defined itself in part in opposition to "the East," but today ever-increasing economic, political, and cultural interdependence force a reconsideration of the relationships between Asia and the West. This seminar will focus on Western perceptions and representations of Asians—with a glance at Asian perceptions of the West—and the effects these have on cross-cultural understanding. The first part of the seminar will critique Edward Said's thesis in <i>Orientalism</i> and examine Ian Buruma and Avishai Margalit's treatment of <i>Occidentalism</i>; the second part will examine Western representations of India and Tibet; the remainder of the term will be devoted to student presentations of research projects. <i>Previous study of Asia is a prerequisite for this course.</i></p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
Biology					
80478	General Biology: The Vertebrates *				
Beulig		Module 1	T, F	12:30-1:50	LBR 154
An introduction to the form and function of vertebrate organ systems. A survey of vertebrate solutions to the basic problems of life will be conducted. Characteristic adaptations to the demands of aquatic, terrestrial, and aerial environments will be studied and representatives of the vertebrate classes will be selected for discussion. <i>Enrollment limited to 30 students.</i>					
80479	Neurobiology Lecture				
Beulig		Full Term	M, R	12:30-1:50	LBR 154
An advanced course dealing with the general features of nervous systems and the principles of neural organization deduced from a variety of invertebrate and vertebrate model preparations. The neural substrate of various behavioral adaptations will be considered as well as the role of sensory mechanisms in these adaptations. A detailed analysis of the adequate stimuli, transduction, coding and transmission characteristics of various sensory systems will be carried out. <i>Prerequisite: General Biology and consent of instructor.</i> <i>Enrollment limited to 30 students.</i>					
80480	Neurobiology Laboratory				
Beulig		Full Term	M, R	2:00-4:50	HNS 117
An experimental analysis of the physiology of neural and sensory systems. Electro physiological stimulation and recording techniques will be utilized to study the operating characteristics of selected model preparations. A PowerLab system is available for online recordings, display and processing of neural signals. Each student will be expected to learn to operate the equipment and carry out individual projects. <i>Prerequisites: General Biology and consent of instructor. Limited to 16 students. Laboratory fee required.</i>					
80481	Developmental Biology				
Clore		Full Term	M, W, F	11:00-11:50	LBR 152
Developmental Biology is a logical follow-up to the Cellular Biology course, since we will examine the roles of gene expression regulation and cell signaling, division and movements in animal development. The major topics to be covered include gametogenesis, fertilization, cleavage, axis determination, gastrulation, organogenesis, pattern formation, and limb formation. In addition, two hands-on live demonstrations of developmental processes will be conducted. Student presentations will be required. <i>Prerequisite: Cellular Biology Lecture</i>					
80482	General Biology: From Molecules to Organism*				
Clore		Full Term	T, R	10:30-11:50	Chae
In this introductory course, we will investigate the mechanisms by which organisms are formed from macromolecules. Topics to be covered include biological molecules, cellular structure and function, the flow of genetic information in cells, cellular communication and organization into tissues, fertilization, and the embryonic development of plants and animals. Several major bodily systems will also be covered. Examples include circulatory, urinary, and digestive systems in humans and xylem and phloem in plants. Most reading assignments will be taken from a required text. However, we will also explore such controversial issues as gene therapy, human cloning and genetically modified organisms, which are prevalent in both the scientific literature and the popular press. Student presentations will be required. <i>Lab fee required.</i>					
80483	An Introduction to Aquarium Science: Its History and Methods *				
Demski		Full Term	M, R	12:30-1:50	MBR 110
This lecture course will cover the history of study of aquatic organisms in the "captive" environment. It will detail methodologies for maintaining marine and freshwater organisms and ecosystems for observation and experimental studies. A survey of commonly maintained species and their classifications and general biology will be included. 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. Enrollment limited to 16 students. Preference will be given to students carrying out or planning research on captive aquatic organisms. <i>Prerequisite: Concurrent enrollment in Laboratory Experience in Aquatic Biology and Aquarium Science and College level general biology or consent of instructor.</i>					

CRN	Course Title and Description	Term	Day	Time	Classroom
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80484 Laboratory Experience in Aquatic Biology and Aquarium Science *

Demski		Full Term	M, R	2:00-4:50	MBR 113
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This laboratory course will feature collecting and identification of aquatic life in local habitats. Students will set up, maintain and monitor organisms in marine or freshwater aquaria. Field trips to local public aquariums will be arranged. Films and videotapes will be used to “visit” other aquariums and underwater habitats. Techniques for behavioral observation and underwater photography and videography will be discussed and students will carry out mini-projects on the ecology or behavior of selected aquatic organisms/ecosystems. With permission, students may assist staff in the maintenance and study of organisms in 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.

Prerequisite: Concurrent enrollment in An Introduction to Aquarium Science and college level general biology or consent of instructor. Enrollment limited to 16 students.

80485 Introduction to Genetics

Gilchrist		Full Term	T, R	9:00-10:20	Chae
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Genetics is a comprehensive course encompassing classical Mendelian hypotheses, biochemical genetics, cytoplasmic heredity, population applications and new concepts in DNA technology. We will explore these areas using simulations, small observational experiments in class in addition to interactive lectures. Active learning is required, so students must be prepared to work with others and to engage material with curiosity. We will be using an electronic portfolio format in the class for shared projects and discussions.

Prerequisite: College level General Biology or permission of instructor.

80564 Conservation Biology – Climate Change

Lowman		Module 2	M, R	2:00-3:20	Chae
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Natural ecosystems provide important, yet complex, services to the planet Earth, yet we are only just beginning to understand the links between human populations and their dependence on the natural world. In this course, we will focus on both economic and biological aspects of conservation including issues such as exotic species, carbon sequestration, global climate change, pesticides, and the politics of rain forest pharmaceuticals. The course will begin with the history of conservation and end with current issues surrounding climate change, both science and politics. Extensive readings will be required, ranging from The IPCC Report to One World – the Ethics of Globalization by Peter Singer. Students will analyze case studies at three levels: local, national, and international. The course will be assessed via three activities: 1. Field excursions with written reports and class discussion from these field trips; SPARKS or lively class debates on current events illustrating conservation principles; and one research paper.

80565 SOS – Student Outreach in Science

Lowman		Module 2	TBA	TBA	Caples C.H.
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This environmental studies tutorial links New College students to community school classrooms to promote science for middle-schoolers. Participants in this course will create lectures relating to hands-on natural science about different topics to several area schools including Pine View, Sarasota Military Academy, Ashton Middle, and Booker for a start. Others can be added as the program grows. Students will also create hands-on interpretive field units to teach nature walks on Saturday mornings in natural areas owned by Sarasota County aimed to provide outdoor, family-friendly science outreach to the entire community. Assessment will be based on the creation of classroom and field units including Powerpoint and hands-on activities for middle schoolers, grant writing, participation in a variety of different schools and classrooms, and the ability to work together as a team of educators in our community.

80486 Introduction to Botany*

McCord		Full Term	M, R	3:30-4:50	Chae
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An introduction to the biology of plants, including cells, energy and biomass production, biochemical and physiological systems, in vivo structure, reproduction, diversity and ecology will be taught. Similarities between single celled photosynthetic organisms and multi-cellular vascular plants will be explored. Students are expected to successfully complete quizzes, a mid-term, a final, and write a research paper on an approved plant Topic.

Limit 40 students

CRN	Course Title and Description	Term	Day	Time	Classroom
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80487 General Toxicology

McCord		Full Term	M, R	12:30-1:50	HNS 108
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General Toxicology is an interdisciplinary course designed for the 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 the history of the science, toxicant type (poisons, pesticides, solvents, oils, estrogen, estrogen mimics, triclosan, carcinogens, teratogens, natural toxins and other pollutants), adsorption, distribution, metabolism, biological elimination, sequestration, and remediation.

Prerequisites: Organic chemistry, biochemistry and/or cell biology, entomology, or botany. Students not meeting the above criteria should meet with the instructor to discuss experiences/interests so that permission to attend the class can be determined.

80575 Mycology

Swanson		Full Term	T	6:30-9:30	HNS 108
			R	6:30-9:30	HNS 123

This course provides an introduction to the vast and often unrecognized world of fungi. Fungi (with a capital 'F' – indicating members of Kingdom Fungi) and fungi (with a lower-case 'f' – indicating fungus-like organisms) encompass an astounding breadth of morphologies, life strategies, and ecologies. In this course, we explore the diversity of these organisms, focusing first on their basic biology, and later on their diversity, evolutionary relationships, life cycles, growth requirements, genetics, and ecological functions. Through the realization of such diversity of form & function, a more realistic (and less ego-centric) framework is provided for the study of biology as a whole.

Prerequisite: General Biology, equivalent, or permission of instructor.

Chemistry**80488 General Chemistry I***

Walstrom		Full Term	M, W, F	9:00-9:50	Chae
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This is the first course in a two-semester general chemistry sequence that is intended for first-year students and designed for all science students interested in chemistry-related fields. Students are expected to complete General Chemistry I and II and Organic Chemistry I and II and their respective labs to satisfy the two years of chemistry required by many graduate and medical school programs. This semester will cover atoms, atomic structure, stoichiometry, and bonding. *No prerequisites.*

80490 Organic I, Structure & Reactivity

Wight		Full Term	M, W, F	9:00-9:50	LBR 250
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This is the first course of a two-semester sequence in Organic Chemistry and covers the core of how the chemical structure of organic compounds relates to chemical reactivity. We review fundamental chemistry concepts and then use basic principles to predict the reactivity of organic compounds. Our purpose is to understand how and why reactions occur rather than memorizing a large vocabulary of reactions. We will emphasize recognition of structural similarities and grouping by like processes so that the student achieves a coherent understanding of the basis of chemical reactivity. The course covers substitution, elimination and electrophilic addition processes.

Prerequisite: A year of General Chemistry or its equivalent.

80491 Chemistry Inquiry Laboratory

Wight / Subramanian		Full Term	Lecture T or F	2:00-3:00	HNS 108
			Lab T, F	3:00-5:50	HNS 215

This laboratory focuses on purification of compounds and the determination of chemical structure by spectroscopic methods. The lab emphasizes group work and collaboration. In one lab, students must first determine who else in the lab has the same material as they do, then form a group to determine the compound's structure. Substitution and elimination reactions are explored. Meets once a week.

Prerequisite: General Chemistry Lab or equivalent.

Corequisite: Organic 1, Structure & Reactivity. Lab fee required. Limited to 24 students one section only.

80492 Inorganic Chemistry

Sherman		Full Term	M, W, F	9:00-9:50	HNS 108
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In this course the entire periodic table is our domain. We begin with atomic theory and electronic structure, periodic properties, molecular orbital theory, symmetry, and applications of group theory. Next, we will turn our attention to the main group elements. Topics include structure and bonding of molecular compounds, metals, and ionic solids. The chemical reactivity's of the various groups and the individual elements of the periodic table will be related to periodic trends. In the final section of the course we focus on the colorful topic of transition metal chemistry including bonding, thermodynamics and kinetics of complex formation and ligand substitution. Required for a concentration in chemistry.

Prerequisite: Organic II

Fall 2007 Schedule of Classes -- Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
80493 Inorganic Chemistry Laboratory					
Sherman		Full Term	R	Lect. 12:30-1:50	Chae
			R	Lab 2:00-4:50	HNS 215
<p>This laboratory course will provide experience and training in aspects of inorganic synthesis, reactivity, and characterization, especially of transition metal complexes. Required for a concentration in chemistry. Meets once a week. <i>Co requisites: Inorganic Chemistry. Prerequisite: Organic Chemistry Lab. Lab fee required.</i></p>					
80509 Biochemistry I, Lecture					
Walstrom		Full Term	T, R	10:30-11:50	HNS 108
<p>This course will be an in-depth study of protein and nucleic acid structure, function, and regulation. The focus of the class will be on molecular mechanisms of protein function. Mechanisms of human diseases will also be discussed. The last two weeks of the course will include advanced topics chosen by the students themselves. <i>Prerequisite: General Chemistry I and II, Organic II</i></p>					
80494 Physical Chemistry I					
Subramanian		Full Term	M, W, F	10:00-10:50	LBR 252
<p>This course will provide an in-depth look at atomic and molecular structure. The course will begin with the fundamentals of quantum mechanics with applications to chemical bonding and molecular spectroscopy. The course will also cover energy distributions in molecular assemblies and conclude with an introduction to statistical mechanics and kinetic gas theory. <i>Prerequisites: General Chemistry and Lab. Physics I and II and Labs. Calculus I and II and either Differential Equations or Multivariable Calculus.</i></p>					
80582 Environmental Chemistry Tutorial					
Stephens		Mod or Full Term	TBA	TBA	PMD 213
<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>					
Computer Science					
80506 Natural Computing*					
Henckell		Full Term	M, R	2:00-3:30	HNS 106
<p>The evolving field of Natural Computing has three main branches: 1. Computational paradigms inspired by nature (Evolutionary Computing, Neuro Computing, Swarm Intelligence, and Immuno Computing), 2. The simulation of nature in computers (Artificial life, Factals), and 3. The use of natural materials in computing (DNA Computing, Quantum computing). We will review the biological (and math/physics) background, and discuss in detail various schemes that have been proposed to create viable algorithms based on the inspiration from biology. This course is an introductory survey course. <i>Prerequisites: Students should have a basic understanding of how algorithms can be implemented on a computer using a programming language, but in-depth knowledge of a programming language is not required, and there will be no programming assignments in this course. No enrollment limits.</i></p>					
80507 Introduction to Programming*					
Kaganovskiy		Full Term	T, F	2:00-3:30	Chae
<p>This is an interdisciplinary introduction to programming in java. It satisfies LAC curriculum requirements. The course introduces students to the most important programming concepts such as algorithms, sequences, selections, loops, functions, methods, passing by reference vs. by value, numeric and string types, arrays, vectors, classes and Object-Oriented programming. Towards the end of the course we will briefly introduce scientific programming package Matlab. This course serves as an informal prerequisite for many science classes which require programming. <i>No prerequisites.</i></p>					
80508 Computational Ordinary Differential Equations					
Kaganovskiy		Full Term	T, F	12:30-2:00	HNS 106
<p>This course will focus on differential equations and computational methods using Matlab/Maple. It is intended for Mathematics and Science students who are going to apply these techniques in their coursework. Reflecting the shift in emphasis from traditional methods to new computer-based methods, we will focus on the mathematical modeling of real-world phenomena as the goal and constant motivation for the study of differential equations. Topics covered include some material on complex numbers and matrix algebra, first and second order linear and non-linear systems with applications, introductory numerical methods, and Laplace transform techniques. <i>Prerequisites: Calculus I and II.</i></p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
Mathematics					
80495	Discrete Math *				
Henckell		Full Term	M, R	12:30-2:00	HNS 106
Discrete Math is a collection of tools needed by mathematicians, computer scientists, economists, and anybody applying math to model and solve real world problems. All the tools pertain to finite objects, and use finite methods in the solution - Calculus is not required! The approach taken in this course is primarily mathematical, although many algorithms and techniques with a wide range of applications will be discussed. We will focus on disciplined thinking and symbolic computation, learn to appreciate well know proofs, and practice to discover and formulate our own. The topics covered will include logic, elementary set theory, algorithms, graph theory, trees, combinatorics and elementary probability, and some algebra and theory of computation. This is an introductory course and there are not prerequisites other than the ability to think in a disciplined way and to enjoy math.					
80506	Natural Computing*				
Henckell					
<i>See description under Computer Science</i>					
80508	Computational Ordinary Differential Equations				
Kaganovskiy					
<i>See Description under Computer Science</i>					
80496	Calculus with Theory I				
McDonald		Full Term	M, W, F	11:00-11:50	HNS 106
This course is the first in a two semester sequence designed as a rigorous introduction to the calculus. This class targets students that want a deep understanding of the theoretical under-pinnings of calculus and the ability to reprove the classical theorems of calculus. This course will cover considerably more detail than a regular calculus course and includes an introduction to writing proofs. The first semester will cover differential calculus with an in-depth look at limits, continuity, and differentiability as well as applications such as optimization and linear approximation. We will complete the course by rigorously developing the Riemann integral and proving the fundamental theorem of calculus.					
80497	Real Analysis I				
McDonald		Full Term	M, W, F	10:00-10:50	HNS 106
Real Analysis is a core course of the mathematics curriculum. The material for the course centers on the fundamental notions of the calculus – complete with proofs. Topics include an axiomatic development of the real numbers, sequences of real numbers, topology of the real line, continuous functions, differentiable functions, a construction of the Riemann integral, a proof of the fundamental theorem of calculus, Euclidean spaces and metric spaces and various additional topics. <i>Prerequisite: A year of calculus and exposure to the notion of proof.</i>					
80498	Advanced Linear Algebra				
Mullins		Full Term	M, W, F	9:00-9:50	HNS 106
Linear algebra is a critical mathematical tool in all of the sciences. Therefore, an in-depth knowledge of linear algebra is useful not only to mathematicians, but also to any scientist using mathematics. Topics that will be covered are matrix decompositions and Jordan canonical form with applications to systems of differential equations, bilinear and quadratic forms, integer valued matrices, and applications to abelian groups. If time permits, we will also discuss tensors or Banach and Hilbert spaces. <i>Prerequisite: Linear Algebra or approval of the instructor.</i>					
80499	Calculus I* Section 1				
Yildirim		Full Term	M, W, F	1:00-1:50	Chae
Calculus is a means for calculating the rate of change of a quantity which varies with time and the total accumulation of the quantity whose rate of change varies with time. Although calculus is only about three centuries old, calculus ideas are the basis for most modern applications of mathematics, especially those underlying our technology. The development of the calculus is one of the great intellectual achievements of Western civilization. A balance will be struck between presenting calculus as a collection of techniques for computation, and as a handful of difficult but very powerful concepts. Wherever possible, we will motivate the ideas as ways of answering questions about real world problems.					

CRN	Course Title and Description	Term	Day	Time	Classroom
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80572 Calculus I* Section 2

Yildirim	Full Term	M, W, F	11:00-11:50	Chae
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Calculus is a means for calculating the rate of change of a quantity which varies with time and the total accumulation of the quantity whose rate of change varies with time. Although calculus is only about three centuries old, calculus ideas are the basis for most modern applications of mathematics, especially those underlying our technology. The development of the calculus is one of the great intellectual achievements of Western civilization. A balance will be struck between presenting calculus as a collection of techniques for computation, and as a handful of difficult but very powerful concepts. Wherever possible, we will motivate the ideas as ways of answering questions about real world problems.

80500 Calculus III

Kerr	Full Term	M, R	12:30-1:50	LBR 252
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This class is a continuation of Calculus I and II. We will cover the calculus of n-dimensional functions including the derivative and the gradient, as well as relative maxima and minima and multidimensional version of Taylor polynomials. The class will also cover multiple integrals and vector integrals. In addition, the class will include an introduction to differential equations.
Prerequisite: Calculus II.

80501 Mathematics Seminar Term I

Mathematics Faculty	Full Term	T	6:00-7:00	HNS 106
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Math Seminar has been a traditional forum for students interested in mathematics. The purpose of this seminar is to cover many interesting or advanced topics in mathematics that cannot be titled under one subject. Students enrolled in this seminar are expected to present several lectures prepared under supervision of the math faculty. Lectures are open to anyone. Offered once a week in evening.

Physics

80502 Physics I Laboratory*

Colladay	Full Term	M or T	1:00-4:50	HNS 203
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Physics I Laboratory will focus on experiments involving fundamental principles and key applications of classical mechanics. It is intended to cover many of the topics introduced in *Physics I*. The lab will provide hands on exposure to many physical systems involving basic mechanics. For example, we will conduct experiments measuring position, velocity, and acceleration of moving objects as well as rotational inertia and other properties of rotating systems. Many of the experiments will use state of the art computer interfacing and automated data acquisition systems in the new dedicated introductory physics laboratory in the Heiser Natural Sciences Complex. The course meets one afternoon per week and is evaluated using a combination of exams and weekly lab reports.
Co-requisite: Enrollment in Physics I. Lab Fee Required.

80503 Classical Mechanics

Colladay	Full Term	M, W, F	10:00-10:50	HNS 108
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This course begins by covering many of the subjects introduced in *Physics I* at a greater level of mathematical sophistication. First, we will study Newton's equations of motion for a variety of systems and their solution using several types of coordinate systems. Following this, we will investigate the more powerful lagrangian and Hamiltonian formulations of classical mechanics using calculus of variations. This more general approach allows equations of motion to be formulated in terms of generalized coordinates and provides the most direct connection to quantum mechanics and modern fundamental theories of physics. Evaluation is based on exams, weekly homework assignments, attendance, and class participation.
Prerequisites: Physics I and Physics II

80504 Physics I *

Sendova	Full Term	M, W, F	10:00-10:50	Chae
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This is the first semester of the introductory calculus-based physics sequence. The main target audience is physics, chemistry and biology majors, and premeds. However, anyone else interested in introductory physics is welcome to join. Topics covered include kinematics in one and two dimensions, Newton's laws of motion, work and energy, systems of particles and the center of mass, momentum conservation, gravitation, oscillations and rotational motion. Criteria for evaluation are weekly homework, exams, including a final comprehension exam, and class attendance and participation.
Co-requisite: You must have had or be taking Introductory Calculus.

Fall 2007 Schedule of Classes -- Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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80505 Mathematical Methods for Physicists

Sendova		Full Term	M, W, F	11:00-11:50	HNS 108
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This course is intended to provide a brief introduction to some mathematical concepts which appear repeatedly in physics. These topics include vector manipulation, the theory of coordinate systems, vector calculus, the series representation of functions, linear algebra, differential equations, and complex numbers. Used in the course is the computer language *Mathematica*, which will be introduced. Criteria for evaluation: weekly homework assignments, class attendance and participation, a midterm and final exam.

Prerequisites: Introductory Physics and Calculus.