

Spring 2009 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
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Art

20045 Painting II

Anderson		Full Term	T, F	3:30-5:30	CFA 509
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This course expands on technical and thematic aspects addressed in Painting I. Assignments encourage students to refine technical skills, take risks, experiment with new ideas, and develop an individually defined studio practice. A series of thematic assignments allow students to cultivate an increasingly personalized painting vocabulary while developing an understanding of historical and contemporary precedence. Individual and group critiques, assigned readings, and slide presentations provide students the opportunity to develop a vocabulary fundamental to the making, viewing and analysis of painting.
Class size limited to 15. Lab Fee required

20046 Drawing I*

Anderson		Full Term	T, F	12:30-2:30	CFA 505
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Drawing I is a studio foundations course intended to familiarize students with a survey of drawing media, techniques, concepts, and artists. Through design, observational drawing, collage based approaches, and research driven assignments students will develop technical proficiency while formulating a personalized drawing vocabulary. Readings, independent research, and critiques complement in-class studio assignments. Students are expected to purchase drawing materials in addition to a lab fee.
Class size limited to 15 Lab Fee required

20047 Casting and Multiples

Freedland		Full Term	W	9:30 - 12:20	CFA 111
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An in depth exploration of concepts and issues relating to the production of castable and mass producible sculpture forms. The class explores the expressive and conceptual properties of various castable materials. Mediums include metal, wax, plastics, plaster as well as a variety of experimental castable materials.
Prerequisites: 3-D Design or Sculpture I. Class size limited to 14.

20048 Sculpture I*

Freedland		Full Term	W	12:30 - 3:20	CFA 111
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An introduction to the visual language of three-dimensional art. The class focuses on the development of sculptural fabrication skills, ideas and formal aesthetics. Projects include both historical and contemporary approaches.
No prerequisites. Class size limited to 15. Lab fee required.

Art History

20096 Masterpieces: Rococo to Modernism*

Carrasco		Full Term	M, R	12:30-1:50	LBR 209
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This course is offered as an alternative to the traditional introductory survey of the history of art. We will conduct an intensive examination of a few significant examples of painting, beginning with the Rococo of the eighteenth century and extending through the development of Modernism in the early twentieth century. The goal is 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 paintings to be considered will include representative works by Watteau, Fragonard, Vigée-Lebrun, David, Goya, Géricault, Delacroix, Constable, Turner, Friedrich, Courbet, Degas, Eakins, Manet, Monet, Cézanne, Matisse, and Picasso.
No prerequisites; may be taken independently of "Masterpieces: Renaissance to Rococo".

20049 The Gothic Cathedral*

Carrasco		Full Term	T, F	12:30- 1:50	LBR 209
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The Gothic cathedral has been the focus of some of the most interesting recent scholarship in art history. In this course we will read and discuss some of the classic texts dealing with these monuments, and we will also explore some of the newer ways of interpreting them, ranging from social history to studies on engineering and technology. We will begin with background material from the Early Middle Ages (consideration of representative Early Christian and Romanesque sites, particularly monastic and pilgrimage churches). The emphasis will then be on the development of the Gothic style in France, including the Early Gothic sites (St.-Denis, Laon, Noyon, and Notre-Dame in Paris), as well as the major cathedrals of the High Gothic: Chartres, Bourges, Reims, and Amiens. We will also investigate the Gothic outside of France (England, Germany, Italy, Spain), as well as (time permitting) aspects of the Gothic revival in the nineteenth century. Consideration will be given to architecture, sculpture, and stained glass.
Previous work in art history, or in some aspect of Medieval/Renaissance studies, would be desirable but is by no means required.

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20050 American Painting of the Twentieth Century*

Hassold		Full Term	T, R	10:30 – 12:00	CAP 107
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This course will survey American Art from the beginning of the 20th century to the present day. In a roughly chronological order we will cover: The Ash Can School, The Steiglitz Circle, American Regionalists, Social Realists, painters of the American Scene, Magic Realists and Hyperrealists, Abstract Expressionism, Pop Art, Photo-Realism, the pluralism of the present, and Postmodernism. Emphasis will be placed on what is American about American Art and how it differs from European Art. We will explore a number of issues in American Art: the American Landscape Tradition and the Vision of the City; the fascination with realism on the one hand, and the tendency to abstraction (influenced by avant-garde European Modernism- especially Cubism and Non-Objective Abstraction) on the other; and finally the relationship between high culture and popular culture. These topics will be explored with an emphasis on the scholarship and art theories by both artists and critics. A term paper will be required which should develop a clear thesis or theoretical framework. Since extensive research is critical, the idea for the term paper will need to be submitted by the end of the second week of the term. The development of bibliographies will be stressed with a particular emphasis on reviewing the literature. Two exams or several quizzes will allow students to demonstrate their command of the artists covered. Students who are interested in exploring contemporary art and issues related to postmodernism are certainly welcome. However, they may do so only when there is a sufficient amount of published (articles and monographs) and visual material available. (This cannot include material from the internet). In previous classes students worked on a wide range of topics from: Thomas Hart Benton's Regionalism, Man Ray's Surrealism, F.L. Wright's local architecture, Images of Food in Pop Art, and finally contemporary are such as Conceptual Art, Basquiat and David Salle.

Pre-requisites: Preference will be given to students who have had "Introduction to 20th Century Painting" and one other course in Art History. Limited to 15 students.

20051 Seminar: Modernism And Madness

Hassold		Full Term	T, F	12:30 – 2:00	CAP 107
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This seminar is one of four courses in a series of experimental explorations of Modernist topics: "Images of Women in the Twentieth Century", "The Fantastic in Art, Film and Literature", and "Film Noir: Masculinity in the Post-War Period".

We will explore a number of seminal texts that look at madness in relation to culture in general, as well as other disciplines (i.e. literature and feminism) as well as some literary texts that make madness a central theme. Texts to be read and discussed include Euripides' *Bacchae*, Michel Foucault's *Madness and Civilization* (1961), Shoshana Felman's *Writing and Madness: Literature, Philosophy, Psychoanalysis* (1985), and portions of Sandra Gilbert and Susan Gubar's *The Madwoman in the Attic* (1979). A series of films that may provide texts for study will be run in conjunction with this course during the first seven weeks of the term. (*The Cabinet of Dr. Caligari*, Herzog's film *Woyzeck*, and Peter Weiss's film *Marat/Sade*. Other texts of madness such as Freud's case history *Dora*, and Cixous's play *Portrait of Dora* may be included. Students may work on problems connected with the portrayal of madness in the visual arts, literature or film.

This course is designed for advanced students who have some background in feminism/gender studies, philosophy, Modernism, etc. Students who wish to be considered for this seminar will need to submit in writing the nature of their preparation and background before the first class. Preference will be given to those who have an appropriate topic that they wish to work on. This course fulfills the requirements for the Gender Studies joint-disciplinary area of concentration.

Classics

20052 Elementary Ancient Greek II

Shaw		Full Term	M, W, F	11:00- 11:50	PME 219
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Elementary Ancient Greek II is the continuation of Elementary Ancient Greek I. Successful completion of the text *Thrasymachus* will prepare students for advanced work in ancient Greek.

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

20053 Advanced Greek II

Shaw		Full Term	M, R	12:30- 1:50	PME 219
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Advanced Greek II is the second semester in a yearlong course in Greek literature. We will concentrate on Greek poetic works (authors and texts will vary by year, but will include works by Homer, Hesiod, Sophocles, Euripides, Aristophanes, the Greek lyric poets, and others). In addition to reading and translating for comprehension, we will also complete a systematic review of morphology and syntax via handouts and homework. At the end of this course, you will be better able to read, translate and interpret ancient Greek poetry.

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

20054 Elementary Latin II

Rohrbacher		Full Term	M, W, F	10:00- 10:50	LBR 154
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Elementary Latin II is a continuation of Elementary Latin I, which is its prerequisite. Completion of the second half of *Wheelock's Latin Grammar* will prepare the student for advanced work in Latin. Please see instructor if you are uncertain about placement.

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20055 Advanced Latin: Juvenal, *Satires**

Rohrbacher	Full Term	T, F	12:30- 1:50	PME 219
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Decimus Junius Juvenal (c. 55 AD—after 127 AD) wrote sixteen hexameter satires during the reigns of the emperors Trajan and Hadrian. He adopts the persona of a traditionalist Roman, indignant at being dispossessed by Greeks and Easterners and contemptuous of an effeminate and vice-ridden elite. He provides an unforgettable picture of Roman decadence during the Empire, and his savage attacks provided a model for satirists in the medieval and modern West.

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

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.

20056 Beginning French II (Section 1)

Van Tuyl	Full Term	M, W, F	10:00- 10:50	CHL 221
		M (Lab)	7:00- 8:30	LBR 152

This continuing course is designed for students who have successfully completed Beginning French I at New College. Using the multimedia French in Action program, this immersion course focuses on the use of grammatically and idiomatically correct French. Required work for the course includes weekly quizzes, frequent dialogues, and a comprehensive final exam. Attendance, active participation, and individual study in the Language Lab are required. Three 50-minute classes per week plus one 90-minute lab session. Class is conducted entirely in French. *Prerequisite: Successful completion of Beginning French I.*

20204 Beginning French II (Section 2)

Zamsky	Full Term	M, W, F	10:00- 10:50	CHL 224
		M (Lab)	7:00- 8:30	LBR 152

Same as Section 1

20073 Le rire à travers les siècles*

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

20057 Intermediate French II*

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

A continuation of *Intermediate French I*. This course builds on the grammar and vocabulary acquired in previous semesters and develops students' ability to think and express themselves in French. There is an increased emphasis on the interpretations of literary and cultural texts. There are regular tests and in-class exercises, as well as a comprehensive final exam. Compositions are longer and more analytical than in the previous semester. Class meets for three 50-minute sessions, plus one 90-minute lab per week. Attendance and active participation are required. *Prerequisite: Intermediate French I.*

20074 Performances of Gender: Readings of 19th-century French Fiction

Amy Reid	Full Term	T, F	12:30- 2:00	CHL 214
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See description under Literature.

20058 Elementary German II

Cuomo	Full Term	M, W, F	10:00 – 10:50	HCL 7
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In this second half of the one-year introduction to the German language, we will cover the last six chapters of *Deutsch heute*, and students will begin writing short German compositions and dialogs.

Prerequisite: Elementary German I or demonstration of sufficient German proficiency on the placement exam.

20075 Thomas Mann, Franz Kafka, Arthur Schnitzler, and Robert Musil and the Crisis of Identity in early 20th Century Central Europe*

Cuomo	Full Term	M, R	2:00- 3:20	LBR 154
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See description under Literature

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CRN	Course Title and Description	Term	Day	Time	Classroom
20059	Intermediate German II* Sutherland	Full Term	M, W, F	11:00- 11:50	LBR 156
	This course is a continuation of Intermediate German I. Further emphasis will be placed on more complex grammatical structures and increased vocabulary, as well as reading, listening, writing and speaking skills. Students will be expected to read a text of fiction and make comparisons to film versions of the text. <i>Prerequisite: Intermediate German I or demonstrations of sufficient knowledge of German on the placement test.</i>				
20100	Fairy Tales of the Brothers Grimm Sutherland	Full Term	T, F	12:30- 1:50	LBR 154
	<i>See description under Literature</i>				
20060	Elementary Spanish II (Section 1) Staff	Full Term	M, W, F	10:00- 10:50	LBR 152
	A continuation of Elementary Spanish I. The main goals of this course are to acquire good knowledge of basic Spanish Grammar (simple sentence structure, simple tenses in the Indicative, introduction to the Subjunctive), to build Vocabulary, and to develop Oral/Aural skills. Required work for the course includes preparation of short dialogues/skits for in-class work, weekly quizzes, take-home grammar exercises, short reading/writing assignments, and three major exams. Three 50-minute classes per-week. An additional six hours (at least) of preparation for class are required, plus 3 to 4 hours to complete workbook & laboratory assignments, every week. Attendance and active participation in class exercises are required. Students are expected to prepare all assignments carefully. Quality and timeliness of completed work, significant progress in language skills, and evidence of mastery of basic Spanish grammar will be the basis for the evaluation of a student's performance. <i>Prerequisite: Satisfactory completion of Elementary Spanish I. Students, who have not completed Elementary Spanish I at New College and plan to take this class, must contact Professor Labrador-Rodríguez early during the Fall Semester of 2007 for assessment of proficiency: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.</i>				
20061	Elementary Spanish II (Section 2) Staff	Full Term	M, W, F	11:00- 11:50	LBR 152
	<i>Same as Section 1</i>				
20062	Lecturas Hispánicas Bennaji	Module 2	M, W, F	9:00- 9:50	LBR 152
	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. <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 early during the Fall Semester of 2007 for assessment of proficiency: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.</i>				
20222	Advanced Spanish: Caribbean Beginnings Labrador-Rodríguez	Full Term	T, R	10:30- 11:50	PME 213
	<i>See description under Literature</i>				
20221	The Cuban Revolution Through Literature and Film (In translation)* Labrador-Rodríguez	Full Term	W	12:30- 3:20	PME 213
	<i>See description under Literature</i>				

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CRN	Course Title and Description	Term	Day	Time	Classroom
20063	Spanish Conversation and Composition* (Section 1)				
	Portugal	Full Term	T, F	12:30 -1:50	LBR 156
	The course has been designed to improve accuracy of oral and written expression, and to further develop reading and aural comprehension skills. We will do a systematic review of Spanish grammar. We will use readings on a variety of topics as a basis for oral and written work. Students are expected to participate actively in general class discussion, and will be responsible for class presentations and special activities. The course has a demanding writing component; students are expected to prepare all written assignments carefully and present them on time. Re-writing essays and peer-editing are important components of this class and therefore students should be willing to work in groups outside class meeting times. <i>Prerequisites: Satisfactory completion of Intermediate Spanish at New College. Students with equivalent work done in another institution (the 3rd semester of college-level Spanish) or significant work done with high-school Spanish are eligible, but are required to complete the placement exam and a placement form. Students not coming from Intermediate Spanish must contact the instructor early during the Fall Semester of 2007 for assessment of proficiency. No student will be admitted without fulfillment of these requirements.</i>				
20064	Spanish Conversation and Composition* (Section 2)				
	Portugal	Full Term	T, F	2:00- 3:20	LBR 156
	<i>Same as Section 1</i>				
20065	Intermediate Russian II*				
	Schatz	Full Term	M, W, F	10:00- 10:50	PME 219
	A continuation of the Fall Semester offering and the final component in the Beginning-Intermediate language sequence.				
20078	Petersburg: History, Myth, Fiction				
	Schatz	Module 1	T, F	2:00- 3:20	PME 219
	<i>See description under Literature</i>				
20099	Guided Readings in Russian Literature and Culture				
	Schatz	Module 2	T, F	TBA	TBA
	<i>See description under Literature</i>				
20193	Elementary Hebrew II				
	Inouye	Full Term	M, W, F	11:00- 11:50	CHL 224
	This is a continuation of Elementary Hebrew I.				
20066	Elementary Chinese II				
	Zhu	Full Term	M, W, F	10:00- 10:50	LBR 156
	A continuation of Elementary Chinese I.				
20102	Modern Chinese Literature: A Survey				
	Zhu	Full Term	T, F	12:30- 1:50	LBR 250
	<i>See description under Literature</i>				
20082	The Writing of the Strange in Chinese Literature				
	Zhang	Full Term	M, R	2:00- 3:20	LBR 209
	<i>See description under Literature</i>				
20067	Intermediate Chinese II*				
	Zhang	Full Term	M, W, F	11:00- 11:50	LBR 250
	A continuation of Intermediate Chinese I.				

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Literature

20223 Victorian Fiction

Bashant	Full Term	T, R	10:30- 11:50	HCL 4
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This course will study novels written between 1830 and 1910, paying particular attention to the concept of the “everyday” and “ordinary” in relationship to the radical changes taking place in society. The reading will lead to an inquiry of how the growth of the novel offers both a social structure as well as an escape from an increasingly technological and political world. The readings primarily focus on interior worlds and small town life, and yet below the surface are revolutionary acts, embedded in the manners, decorum and the everyday customs. Satisfactory evaluation requires regular attendance, on-time completion of all assignments, including the readings, and 2 short papers (3-5 pages) and one long paper (7-10 pages). There will be reading quizzes periodically to keep you honest, a take-home midterm and a final. To keep the reading manageable, there will be an assignment pretty much every day. If you keep up with these daily assignments, the reading will be fun. If you don't, you will soon feel overwhelmed. Open to all students, enrollment will be limited to 25.

20068 American Masculinities

Dimino	Full Term	M, R	3:30- 4:50	CFA 211
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How does our culture represent masculinity in relation to class, race, sexuality, historical period? Our reading will include Douglass's *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* (1845); selected poetry by Walt Whitman; Hemingway, *The Sun Also Rises* (1926); Wright, *Black Boy* (1945); McPherson, "A Solo Song: For Doc" (1968); poems by Plath, O'Hara, Baraka, and others; and Morrison, *Song of Solomon* (1977). Films will include Ford's *The Searchers* (1956) with John Wayne; Hawks's *The Big Sleep* (1946) with Humphrey Bogart, based on Chandler's novel (1939); Wilder's *Some Like It Hot* (1959); and Fincher's *Fight Club* (1999). Students will write a statement of goals, two eight-to-ten-page papers, and a self-evaluation, and will be expected to participate actively in discussion. *This course fulfills the requirements for the Gender Studies joint-disciplinary Area of Concentration. The course is open to students who have taken at least one college-level literature course; for others, permission of the instructor is required. Enrollment will be limited to 25.*

20069 Crossing Cultural Borders

Dimino	Full Term	T, F	3:30- 4:50	CHL 215
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Our sense of Americanness changes as characters in literature and film explore their own culture and confront others, sometimes transforming their cultural identity. We'll discuss such works as Rowlandson's *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682); Crèvecoeur's *Letters from An American Farmer* (1782); James's *The American* (1877); autobiographical writing by Kirkland, Zitkala Ša and others; Cather's *My Ántonia* (1918); Larsen's *Quicksand* (1928); stories by Dreiser, Yeziarska, Alexie, Danticat, and others; Momaday's *The Way to Rainy Mountain* (1969); Kingston's *The Woman Warrior* (1976); Anzaldúa, *Borderlands/La Frontera: The New Mestiza* (1987); Kingsolver's *The Poisonwood Bible* (1998); and such films as Coppola's *The Godfather: Part II* (1974) and *Apocalypse Now* (1979), and Nair's *Monsoon Wedding* (2001). Students will write a statement of goals, two eight-to-ten-page papers, and a self-evaluation, and will be expected to participate actively in discussions. *The course is open to students who have taken at least one college-level literature course; for others, permission of the instructor is required. Enrollment will be limited to 25.*

20222 Advanced Spanish: Caribbean Beginnings

Labrador-Rodriguez	Full Term	T, R	10:30- 11:50	PME 213
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This course studies the process of creating cultural institutions, particularly literature, and creating a sense of national identity and national discourses through literature in the Spanish Caribbean. Students will have the first-hand experience of working with nineteenth century newspapers from Cuba and Puerto Rico, as well as literature written from the 1800's to the 1900's. The course will also study the impact Spain and United States had Cuba, Puerto Rico and Dominican Republic. Some literature from Spanish America will also be included in order to establish a framework. This course continues strengthening all four communicative skills in Spanish. 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.

20221 The Cuban Revolution Through Literature and Film (In translation)*

Labrador-Rodriguez	Full Term	W	12:30- 3:20	PME 213
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This course studies the Cuban revolution and its impact as represented inside and outside of the Island. It will begin with the sociocultural conditions before the revolution, and will continue with its relation to USA, its triumph, the Special period, and arriving to the current situation. We will examine how these events have shaped Cuban cultural politics. Some of the films and texts will include: *Our Man in Havana*, *la Kuba\l am Cuba*, *Memories of the Underdevelopment*, *Before Night Falls*, *Strawberry and Chocolate*, *Havana Fever* and *Havana Red*, and *The Earth Initials*. Students will write film reviews and quotation comments weekly, and will right a midterm and final papers. No prerequisites. Seminar format. Limited enrolment.

*Meets Liberal Arts Requirements

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20072 Acting II

Eginton, FSU/Asolo		Full Term	W	2:00- 5:00	CFA 211
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This is a scene study class intended to serve acting students of various levels of expertise who have taken Acting I at New College. The technique taught is grounded in Meisner training and the Practical Aesthetics training. Technical work covered this semester: beat shifts, given circumstances, characterization, imaginary circumstances, and language analysis. Improvisations and exploratory exercises in development of imagination and emotional preparation will be given, as well as assignments in writing about the theater in response to live performance.

This course is only open to students who have taken Acting I at New College. Students will do scenes from: classic realism (Chekhov, Ibsen, Strindberg), Shakespeare (Two Gentlemen of Verona, All's Well That Ends Well), and heightened styles (Ionesco, Genet, Treadwell). Priority is given to upper contract students, and admission to the class will be based on audition at the first class meeting.

20073 Le rire à travers les siècles*

Van Tuyl		Full Term	M, R	12:30- 1:50	CFA 211
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What's so funny? Focusing on comedy, parody, satire, and farce, this survey of French literature examines works of prose, drama, and film from the Middle Ages through the twentieth century, paying particular attention to the works' social and intellectual contexts. Work includes: frequent writing exercises, papers, rotating leadership of class discussions. *This literature survey is conducted entirely in French. Prerequisite: satisfactory completion of Advanced French.*

20074 Performances of Gender: Readings of 19th-century French Fiction

Reid		Full Term	T, F	12:30- 2:00	CHL 214
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In this seminar we will consider a number of moments in French 19th-century fiction where an explicit link is made between performance and gender identity. We will examine the development of understandings of sex, sexuality, gender and identity across the century, focusing on close-readings of works of short and long fiction (novels and short stories), which we will pair with theoretical and critical works that address the notion of gender as performance. We will also consider selected 19th-century staged performances: dances, plays, musical works, and Charcot's studies of hysteria. Our primary texts will include works by: George Sand, Gustave Flaubert, Honoré de Balzac, Charles Baudelaire, Gérard de Nerval, Emile Zola, les Frères Goncourt, Guy de Maupassant, J.-K. Huysmans, and Rachilde. Our critical readings will include essays by Butler, Beizer, Bernheimer, Foucault, Freud and Rivière. This course is intended for advanced students in French, literature and gender studies. While familiarity with critical theory will be helpful, it is not required. Work for the course will include: active and informed participation in class discussion; facilitation of class discussion; two short papers; an annotated bibliography of critical works; and one research paper. This course is cross-listed in gender studies. Enrollment may be limited.

The course is open to advanced students in literature and gender studies, to students with an advanced level of French (Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor), and to those with no knowledge of French. The course will be taught in a bi-lingual format: 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.

20097 Creative Writing Course #1

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

20098 Creative Writing Course #2

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

CRN	Course Title and Description	Term	Day	Time	Classroom
20075	Thomas Mann, Franz Kafka, Arthur Schnitzler, and Robert Musil and the Crisis of Identity in early 20th Century Central Europe*				
Cuomo		Full Term	M, R	2:00- 3:20	LBR 154
<p>Focusing on major works in prose by Thomas Mann (Germany), Robert Musil, Arthur Schnitzler (Austria-Hungary), and Franz Kafka (Austria-Hungary/Czechoslovakia), we will trace the crisis of individual identity in Europe of the first decades of the 20th Century. Our scrutiny will include Schnitzler's story "Lieutenant Gustl" and his drama <i>Flirtations</i>, Mann's novellas "Gladius Dei," "Blood of the Walsungs," "Tonio Kröger" and "Death in Venice," in addition to <i>Buddenbrooks</i>, the novel that won Mann the Nobel Prize in Literature. We will consider the novel <i>Confusions of Young Törless</i> by Mann's contemporary and Schnitzler and Kafka's compatriot Robert Musil before proceeding to Kafka's stories "The Judgment," "Metamorphosis," "A Country Doctor," "In the Penal Colony," "The Hunger Artist," and "A Report to an Academy," and his unfinished novel <i>The Trial</i>. Among other issues, our investigation of the questionable nature and instability of identity will address the representation of the moral vacuum in which Schnitzler's jaded, decadent aristocrats exist, Mann's association of artistic talent with decadence and a decline in vitality, Musil's concept of the human personality as a fragile construct, and Kafka's characters in confrontation with patriarchal structures and preconscious and unconscious states of being. Depending on the participants' interest, we may also view and discuss some of the notable film adaptations of the works we are reading. Course members will be responsible for informed participation in class discussions, regular postings to the course web board, oral presentations on selected topics, and two medium-length analytical essays. All readings will be in English translation. Although this course is open to all interested students, previous work in literary analysis will be an advantage.</p>					
20076	Chaucer—The Dream Visions and <i>Troilus and Criseyde</i>				
Myhill		Full Term	T, R	10:30- 11:50	CHL 215
<p>This course will focus on strategies of narrative and poetic structure in Geoffrey Chaucer's dream visions and his most ambitious work— <i>Troilus and Criseyde</i>. We will start with <i>The Book of the Duchess</i>, <i>The House of Fame</i>, <i>The Parliament of Fowls</i>, and selections from <i>The Legend of Good Women</i> in the original Middle English (which is much easier than it looks!), in which the narrator encounters mournful knights, sententious birds, and a very irate god of love, and move on to the long narrative of the ill-fated love of Troilus and Criseyde and the Trojan War. The course will focus on competing visions of love— courtly and otherwise, the position of the poet/narrator, the dream vision as a form, and Chaucer's relation to both classical and continental sources. Students are expected to participate actively in class discussion and write several brief translations, two 4-6 page papers and one ten-page paper. Previous experience with Middle English is not expected, but some familiarity with medieval or Renaissance European literature, history, or art would be useful.</p>					
20077	Theaters of Social Change--Revenge Tragedy and City Comedy				
Myhill		Full Term	M, R	2:00- 3:20	CHL 215
<p>The theater of seventeenth-century England was dominated by two genres that initially seem to have very little in common; revenge tragedy and city comedy. The former dramatizes the issues surrounding personal vengeance among aristocrats when the social, legal, and theological structures fail to provide justice; the latter involves the business and pleasure—frequently inseparable—of the rising merchant class of contemporary London. Although the characters and the approaches of these genres have very little in common, both question the existing social structures—revenge tragedy through its representation of the corruption of kings and cardinals and city comedy through its suggestion that wit is more than a match for tradition and lineage—and explore the position of the individual and of the theater in creating alternatives. Both forms work with the possibilities of elaborate intrigues and manipulation. While the resulting piles of corpses killed in surprising ways and the con games that exist as much for the pleasure of deception as for any other end have been criticized as signs of a decadent drama, the development of these forms shows playwrights working with both dramatic form and social change and the eradication of the one by the other after the Restoration of Charles II indicates a fundamental change in the relation of theater to public life. The course includes plays by Shakespeare, Marlowe, Jonson, Kyd, Middleton, Dekker, Ford, Shirley, Webster, Congreve, Dryden, and Ottway and a substantial amount of secondary criticism. This course is designed for students who have previously taken courses in literature, history, and/or theater. Enrollment may be limited.</p>					
20078	Petersburg: History, Myth, Fiction				
Schatz		Module 1	T, F	2:00- 3:20	PME 219
<p>Peter the Great's "Window on the West" (St. Petersburg, founded 1703) became a recurrent focus in the literature of the early 19th- and 20th Centuries. Most writers constructed the city as an unnatural, alien, even anti-Russian "presence". This course will begin with A. S. Pushkin's narrative poem "The Bronze Horseman" and then concentrate on the short fiction of N. V. Gogol ("The Overcoat," "Nevsky Avenue" and others) and F. M. Dostoevsky (including "The Double," and "White Nights"). We will end with Andrei Bely's Symbolist masterpiece <i>Petersburg</i>. Our work will include supplementary non-fiction sources as well – pertinent chapters of Riasanovsky's <i>A History of Russia</i> and articles by Katerina Clark (on the Revolutionary and cultural significance of the city) and Robert A. Maguire (on the city in 19th-Century Russian literature) and others. This course is open to all interested students, but enrollment will be capped at 20.</p>					

Spring 2009 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
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20099 Guided Readings in Russian Literature and Culture

Schatz	Module 2		T, F	TBA	TBA
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For this undertaking, students, either individuals or small groups, may choose as the focus of study a personality, period, or genre which is not included in regularly offered New College courses (the fiction of Nikolai Leskov; medieval chronicles and hagiography; 18th-and 19th-century drama, Fonvizin to Chekhov). The student may also choose to undertake a broad historical overview of Russian literary culture or to consider some other important aspect of Russian culture (folk tales and traditional/peasant culture; cultural policies and practices under Stalin; developments after the collapse of the Soviet Union). A total of five projects will be accepted. Students will meet weekly with the instructor, who will be responsible for assisting in compiling a bibliography and establishing productive and manageable goals for each project. Recommended most strongly for students with some previous work in Russian literature. Proposals must be submitted by the final week of Module 1.

20079 Blackness And Visual Expression

Smith	Full Term		T, F	2:00- 3:20	LBR 154
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As a legitimate category for understanding cultural phenomena, race is obviously dubious. Nonetheless, Americans have imbued race with the status of common sense. More than a mode of identity, it has become a necessary element in our understanding of our culture, society, and history. As befits an article of faith, race has a fully elaborated iconography associated with it. Americans of every background have contributed to the development and maintenance of this visual language of race. Racial iconography is associated with all “racial groups,” but for peculiar historical reasons, the representation of blackness has been its most pervasive and familiar form.

This course will examine how blackness has been represented in visual media, with particular emphasis on how it has been constructed by African Americans. We will begin with 19th century examples with special attention to representations associated with slavery and minstrelsy. We will consider paintings by artists such as Winslow Homer, Thomas Eakins, and Henry O. Tanner.

Moving into the 20th century, we will examine examples in a broad range of visual media, including painting, photography, theater, costume design, fashion, advertising, and film. We would include visual artists such as Aaron Douglas, Jacob Lawrence, Elizabeth Catlett, Romare Bearden, Faith Ringgold, Adrian Piper, David Hammonds, and Kara Walker. Photographers from James Van Der Zee to Gordon Parks, Moneta Sleet,, Roy DeCarava, and Anthony Barboza will be included. In film, we will analyze scenes from D. W. Griffith’s *The Birth of a Nation* and possibly from some of Oscar Micheaux’s work. We will analyze the incorporation of major black musicians (Ellington, Armstrong, Ethel Waters) and dancers (Bill “Bojangles” Robinson, the Mills brothers, Katherine Dunham) into mainstream Hollywood films; and we will consider both Hollywood and independent films involving major black actors and directors. We will give serious attention to *Stormy Weather*, *Bingo Long’s All Stars*, *Shaft*, and *Harlem Nights*. Other titles may include work by Spike Lee, the Hudlin Brothers, and perhaps one of Richard Pryor’s live performances.

We may also include an examination of how iconic black individuals have been represented visually: Jack Johnson, Louis Armstrong, Josephine Baker, Martin Luther King, Jr., Muhammad Ali, Tupac Shakur, etc. Finally, we will look at fashion and advertising, including posters and other promotional devices for dance, musical, and theatrical performances.

Students will be expected to participate actively. Some of this material will be covered by student presentations. All students will be expected to contribute to our discussions of the various examples we bring before us. The writing for the course will be a journal and a 15-page final paper.

20080 Shocking Recognitions and American Renaissance

Smith	Full Term		T, R	10:30- 11:50	LBR 248
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Herman Melville, reviewing the work of Nathaniel Hawthorne, famously celebrates the emergence of a distinctive, new American literature. He declares that “genius, all over the world, stands hand in hand, and one shock of recognition runs the whole circle round.” His words proved prophetic, for he was writing in the midst of what came to be known as the American Renaissance. Beginning with those antithetical writers, Ralph Waldo Emerson and Edgar Allan Poe, this outpouring of literary creativity included many unique voices, such as Hawthorne and Melville, Henry David Thoreau, Walt Whitman, and Emily Dickinson.

This course will focus on the central paradox that these writers came to be recognized as the core of the American literary canon, yet they were all distinctly idiosyncratic in their styles and literary visions. We will read the poems, essays, and fictions of these writers, noting what makes each of them distinctive, what they had in common, and how they commented on their relations to tradition, to each other, and to American society.

20100 Fairy Tales of the Brothers Grimm

Sutherland	Full Term		T, F	12:30- 1:50	LBR 154
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This course deals with psychological interpretations of the Grimms fairy tales, paying close attention to family relationships, childhood development and the didactic function of the fairy tale. Themes also include, the role of witches, evil fairies and stepmothers, the significance of the absent or marginal father, the child’s separation from home, his/her journey of self-discovery and integration into a new order. Secondary texts include: Bruno Bettelheim’s *The Uses of Enchantment*, Maria Tatar’s *The Hard Facts of the Grimms’ Fairy Tales*, and *Off With Their Heads!: Fairy Tales and the Culture of Childhood*. There will be a section offered in German. Students should also plan to attend regular film screenings.

Spring 2009 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
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20101 The Lyric Tradition*

Zamsky		Full Term	T, F	2:00- 3:20	CHL 224
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This class is an introduction to lyric poetry that considers how poetic social engagement changes over time. While popular representations of lyric poetry often suggest that it is the gentle (or tortured) material of an individual's inner contemplation, nothing could be further from the truth. The very premise of lyric is that there is a speaker and a listener; and, the most popular example of lyric, the "love poem," is designed to seduce...I mean, persuade. Accordingly, the premise of this course is that lyric poetry is not only a part of the world in which we live, but an important mode of engagement with that world. Our guiding questions might be phrased this way: who is speaking in this poem? What is she or he trying to persuade us of? And, why is a poem the vehicle for this persuasion? How does the form of the poem enact this persuasive intent? As we will find, there are many answers to these questions – sometimes personal, sometimes philosophical or spiritual, often-times political. We will predominantly read lyric poetry written in English from the sixteenth through the nineteenth centuries, though we may also read some work in translation and will conclude with twentieth century verse. Poets studied in the course will include many of the following: John Ashbery, William Blake, Elizabeth Bishop, Anne Bradstreet, Elizabeth Barrett Browning, Robert Browning, Thomas Campion, Samuel Daniel, Emily Dickinson, John Donne, John Keats, Aemilia Lanyer, John Milton, Marianne Moore, Alexander Pope, William Shakespeare, Percy Bysshe Shelley, Sir Philip Sidney, Edmund Spenser, Phillis Wheatley, Walt Whitman, William Wordsworth, Mary Wroth, Thomas Wyatt, and William Butler Yeats.

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

20081 The Poetry and Poetics of Place

Zamsky		Full Term	T, F	12:30- 1:50	CHL 215
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What role does geography play in poetic practice? For many poets, it is so powerful as to be nearly determinant. Their imagery, diction, and very identities as poets not only derive from their locations but, in many cases, grapple with them. The American modernist poet William Carlos Williams, for instance, dedicated a good part of his energy to developing a poetics that was not only "American," but one even more specifically tied to his locale of Paterson, New Jersey; the contemporary Martinican poet Edouard Glissant has theorized a similar (and more philosophically radical) sense of geographic specificity linked to his native Caribbean. In this class, we will study poets (including Williams and Glissant) who use their work as a way of articulating their relationship to the people, events, and landscapes of three specific locations: the American Northeast (including Williams' Paterson, Susan Howe's New England, and Charles Olson's Gloucester, Massachusetts), the American West (from Ed Dorn's wild "anti-epic," *Gunslinger* to Gary Snyder's Zen inspired eco-poetics), and the Caribbean (including Glissant's predecessor, Aimé Césaire and the Anglophone Caribbean poets Kamau Brathwaite and Derek Walcott). Our readings in the poetry will be complemented by selected essays by the poets and theoretical works that address relevant issues ranging from eco-poetics to postcolonialism.

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

20082 The Writing of the Strange in Chinese Literature

Zhang		Full Term	M, R	2:00- 3:20	LBR 209
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This class will explore the writing of the strange, a prominent tradition in various narrative and theatrical genres in classical Chinese literature. By reading tales and plays about ghosts, spirits, fabulous voyages, and miraculous transformations, as well as literati anecdotes about the cultivation of obsession and eccentricity, we will ask questions about reality and normality as challenged by literature, examine the tension between historicity and fictionality in classical Chinese narratives, and try to contextualize the literary tradition in philosophical and religious thinking. More specifically, we will see how the realms of the strange function as prisms for social critique, romantic imaginary, and the rise of individualism especially in the late Imperial China. Classes will combine lecture and discussion formats. All students are expected to be prepared and to participate in these discussions; all students will be assigned the responsibility for formulating the discussion questions in rotation. Assignments include weekly journals and two formal essays.

All readings are in English translations. No prerequisites.

Spring 2009 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
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20102 Modern Chinese Literature: A Survey

Zhu		Full Term	T, F	12:30- 1:50	LBR 250
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The purpose of this course is to provide an overview of Chinese literature of the twentieth century covering major literary genres such as fiction, poetry, prose and essay. It introduces major Chinese writers and literary trends in the twentieth century, emphasizing the intricate relationship between literature and social change, between narration and nation as “imagined communities,” between modern intellectuals and their audience. It focuses on the literary and cultural “obsession with China” as well as the complex issue of modernity in relation to tradition, gender, sexuality, and revolution, exploring important literary trends and cultural events while introducing such key terms as literary revolution, New Culture movement, May Fourth movement, Left-wing literature, root literature, avant-garde literature, and postmodern literature.

This course emphasizes detailed textual analysis, content and form. Students are to learn not just to summarize but to critique, to have an opinion, about characters, structures and writers, with or without further research. This course also accentuates the significant power of literary criticism/interpretation. Students are encouraged to think independently and critically about the readings and critiques, practicing the role as literary critics in the forms of discussion, journal writing, presentations, and formal essays.

All readings are in English translations. No prerequisites.

Music

20083 Fuzion Dance II

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

20084 New College Chorus

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

20085 Keyboard Skills

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

20087 Origins of Popular Music: 1600-1750

Aarden		Full Term	M, R	2:00- 3:20	CFA 212
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A famous diatribe of the year 1600 declared that modern music was “a tumult of sounds, a confusion of absurdities”. The musical revolutions of the next century and a half established many more “modern” sounds as norms that have defined popular music ever since. This was a turbulent period of change, in which new musical, political, and philosophical forces upended the old. This course will explore how many of these radical ideas emerged, the controversies they created, and the music and the people associated with them. We will be reading primary and secondary sources and studying the music of the time to better understand the origins of tonal music and the contingencies of history that shaped it. *Pre-requisite: Music Theory I or permission of the instructor.*

20195 Electronic Music

Aarden		Full Term	T, R	10:30 – 11:50	HCL 5
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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. We will begin by exploring MIDI, sampling, sequencing, filtering, and spectral re-synthesis using Digital Audio Workstation technology, which is used to produce most popular and electronic music today. In the second half of the course, we will learn how to construct our own sounds using synthesis (additive, FM, and waveform) and how to shape them (using envelopes, filters, and LFOs). Evaluation emphasis will be on creative projects, online participation, and knowledge of historical context. No prior computer experience is expected.

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CRN	Course Title and Description	Term	Day	Time	Classroom
20088	Contemporary Music				
Miles		Full Term	M, R	3:30- 4:50	CFA 212
<p>Behind the vast range of musical styles practiced in recent decades there is a common theme: all can be understood in relationship to the ongoing crisis of modernity. Some composers, such as Pierre Boulez and Elliott Carter, have affirmed the teleological premises of modernism, while others, such as John Cage and Pauline Oliveros, have entirely rejected the notion of teleology. Still other composers, such as George Rochberg and John Corigliano have upheld tradition as an alternative to modernism. The music of these composers will be studied, together with others whose aesthetic stance is more ambiguous: Luciano Berio, Witold Lutoslawski, Karlheinz Stockhausen, and Steve Reich</p>					
20089	Music Theory II*				
Miles		Full Term	M, W, F	11:00- 11:50	CFA 212
			Aural Skills T, R	6:00- 7:00	CFA 212
<p>Building on the foundation established in Music Theory I, topics to be covered this term include: the formal implications of equal temperament and chromatic tonal harmony. Daily assignments will include work in analysis and composition. In addition to attending lecture sessions, students will be required to participate in two aural skills sessions each week. <i>Prerequisite: Music Theory I or its equivalent.</i></p>					
Philosophy					
20200	Topics in Feminist Philosophy				
Edidin		Full Term	T, F	2:00- 3:20	CHL 221
<i>Course description pending</i>					
20207	Philosophical Problems of Perception				
Gray		Module 1	M, R	12:30- 1:50	CHL 221
<p>What are the immediate objects of perceptual experience? At first, this question looks like an easy one to answer. The immediate objects of perception are the objects of visual experience: if one sees a tree, then a tree is the immediate object of experience. But such a view comes into question when we consider the following kind of case: imagine that in one instance, one sees a tree and in the other instance one has a perfect hallucination of a tree. One might claim that these two experiences have something in common, namely, having it appear as if there is a tree. But as there is no tree in the hallucinatory case, does this mean that the immediate objects of perceptual experience are not the objects we think we see? In this module we will examine a variety of philosophical theories of perception which attempt to account for the nature of our perceptual experience. Writing for this module will be 10-12 pages. At least one course in philosophy or cognitive psychology is required.</p>					
20208	Philosophy of Psychology				
Gray		Module 2	M, R	12:30- 1:50	CHL 221
<p>Since the establishment of cognitive science, philosophers, psychologists, biologists, and computer scientists have tried to provide answers to the question: "How does the mind work?" Their answers offer a range of approaches from commonsense psychology and functional explanations to computational models and neural networks, each attempting to explain the nature of cognition and the mechanisms involved. In this module we will examine the different levels at which psychological explanations can be given and the problem of relating these levels of explanation to one another. Additionally, we will explore the claim that thought is roughly akin to a mental language as well as other attempts to account for the mind in terms of neural network/connectionist modeling. Writing for this module will be 10-12 pages. At least one course in philosophy or cognitive psychology is required.</p>					
20201	Classical Philosophy*				
Flakne		Full Term	M, R	2:00- 3:20	CHL 221
<i>Course description pending</i>					
20090	Contemporary Ethical Theory				
Flake		Full Term	W	12:30-3:20	CHL 215
<p>What is the source of morality? It's function? How does it relate to beliefs and belief-formation? Does it require particular modes of argumentation? Does it continue to be viable in a scientific world? In a multicultural one? This seminar will examine major works by contemporary moral philosophers paying particular attention to questions of moral relativism vs. universalism. The seminar will conclude with a unit on the possible normative foundations of human rights discourses. <i>Prerequisite: at least one course or the equivalent in value theory.</i></p>					

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CRN	Course Title and Description	Term	Day	Time	Classroom
20202 Games and Decisions					
Thorn		Full Term	M, R	3:30- 4:50	HCL 7
<p>What are the principles that underlie decision making? We will examine this question from two perspectives: descriptive (empirical) and prescriptive (ideal). From the descriptive perspective, we will look at existing evidence about how real people actually make judgments and decisions, as discovered by psychologists and experimental economists. From the prescriptive perspective, we will explore the tenets of rational judgment and decision making as outlined by Probability Theory, Decision Theory and Game Theory, covering concepts such as expected utility maximization, dominant strategies, Nash Equilibriums, and Dutch Books. We will also examine a number of puzzles and paradoxes including the Sleeping Beauty Problem, the St. Petersburg Paradox, Newcomb's Problem, the Two Envelope Paradox, the Surprise Examination Paradox, and the Allais Paradox. We will play games (some for prizes), and discuss the possible implications of empirical findings for the notion of rationality.</p>					
20192 Philosophy of Mind					
Thorn		Full Term	T, R	10:30 -11:50	CHL 221
<p>A survey of the central issues in contemporary philosophy of mind, including modern versions of the mind-body problem, and the nature of mental states, consciousness, and intentionality.</p>					
20091 Existentialist Themes					
Staff		Full Term	T, F	12:30- 1:50	TBA
<p>This course will explore major themes of "existentialist" philosophy and literature such as contingency, absurdity, freedom, choice, agency, selfhood, and humanism. Authors studied include Schelling, Schopenhauer, Nietzsche, Heidegger, Sartre, Camus, Duras, and Sloterdijk</p>					
Religion					
20093 Islam in America					
Seales		Full Term	M, R	12:30- 1:50	LBR 152
<p>This course is an introduction to the historical presence of Islam in the United States. It covers three periods of Muslim arrival: the forced migration of African slaves during the antebellum period, the Second Immigration of 1879-1924, and the New Migration post-1965. Along the way, we address themes of religious practice, the formation of Islamic communities, the development of African American Islam, the continued diversification of Islam in the United States, media images of Islam, and cultural encounters between American Muslims and their fellow citizens.</p>					
20094 Religion and Economy					
Seales		Full Term	M, R	3:30- 4:50	LBR 152
<p>This course studies the reciprocal relationship between religious and economic practices in America. It combines sociological and historical approaches. In the first half of the semester, we survey classic texts, including works by Max Weber, Emile Durkheim, and Karl Marx. We then read adaptations of those works from authors such as Colin Campbell, Robert Bellah, and H. Richard Niebuhr. In the second half of the semester, we examine specific practices and case studies in American Religious History, including consumer holidays, industrial religion, evangelical marketing, the prosperity gospel, and corporate chaplaincy.</p>					
20189 Judaism and Ecology*					
Marks		Full Term	T, F	12:30- 1:50	PMC 219
<p>Over time Judaism has developed certain notions about protecting the environment and respecting natural resources. This course will trace these ideas from the Bible until today, focusing on the creation of both legal and conceptual traditions. Students will explore a variety of early rabbinic, medieval and modern texts. In addition, readings and discussion will consider the special challenges and rewards of constructing a dialogue between ancient traditions and modern concerns.</p>					
20190 Jewish Mysticism					
Marks		Full Term	T, F	2:00- 3:20	PMC 219
<p>Much recent interest in "Jewish mysticism" stems from a desire for "spirituality" often absent in the modern world. But when is such an excursion into Jewish esoteric literature an exploration of "received wisdom," or <i>kabbalah</i>, and when does it mask a rejection of traditional Jewish legalistic texts as too Jewish? When do such investigations explore what these texts say, and when do they recreate what one might like them to say? In this course we will look at texts that detail visions of God, heavenly ascensions, and efficacious practices. We will consider the nature of religious experience, and how we find these experiences transmitted. We will also explore the history, social setting, and construction of gender of those who have authored and read these texts, whether in late antiquity in Israel, in medieval Spain or in modern day Hollywood. On the way we will have tremendous opportunities to investigate the nature of Judaism, of religion and religious studies.</p>					

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20191 Lam rim chen mo*

Newman		Full Term	T, R	12:30-1:50	PME 213
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The *Lam rim chen mo* ("Great Treatise on the Stages of the Path") is a massive summary of Indo-Tibetan Mahayana Buddhist doctrine and practice composed by the Tibetan scholar Tsong Khapa (1357-1419). This course will study the text in its entirety, with special attention given to its presentation of Madhyamaka philosophy. Limited to students who have satisfactorily completed "Buddhism" or "Asian Religions."

20205 Buddhist Visual Art*

Newman		Module 1	T, R	3:30- 4:50	PME 213
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Buddhism began as a north Indian ascetic movement, but it rapidly evolved into an international religious tradition that influenced many aspects of culture throughout Asia. This course provides a broad overview of the role visual art—painting, sculpture, architecture, ritual equipment—played in the transmission of Buddhist doctrine and practice. Requirements include a PowerPoint presentation of a research project in class. Limited to students who have satisfactorily completed "Buddhism" or "Asian Religions"; and students who have declared an "Art" or "Art History" AOC.

20206 Buddhist Literature*

Newman		Module 2	T, R	3:30- 4:50	PME 213
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In addition to strictly didactic texts, Buddhism generated a rich fine arts literary tradition that includes fables, hagiography, prose narrative, and poetry. We will sample this literature, with an emphasis on works produced in India and Tibet. Our thematic focus will be the tension that exists between Buddhism's ascetic ideals and the aesthetic pleasure of artistic literature. Limited to students who have satisfactorily completed "Buddhism" or "Asian Religions"; and, *with permission of instructor*, students who have declared a "Classics" or "Literature" AOC.

Spring 2009 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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Biology

20103 Organismic Biology Lecture

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

Enrollment limited to 30 students.

20104 Organismic Biology Laboratory

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

No prerequisites. Limited to 15.

Enrollment limited to 16 students. Lab fee required.

20105 Coral Reef Ecology*

Beulig		Module 1	T, F	12:30 – 1:50	LBR 248
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This course is a survey of the principles and concepts of ecology as applied to the study of coral reef ecosystems. Unique features of coral reefs will be considered as well as features in common with other ecosystems. The role of coral reefs in global ecology will be investigated and examples of reefs in the major reef provinces will be studied, with some emphasis on the Caribbean. Theoretical issues in ecology will be considered in light of impacts on reef dynamics of anthropogenic and natural factors. This course will provide the background for a field course offered in Panama.

Recommended: Enrollment limited to 30 students.

20106 Cellular Biology Lecture

Clore		Full Term	M, W, F	11:00 – 11:50	LBR 248
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This course will focus on the structure and function of eukaryotic cells. Topics will include bioenergetics, the structure and function of membranes, organelles and the cytoskeleton, cellular metabolism, macromolecular transport and cellular organization, the cell cycle, cell signaling, and the extracellular matrix. The cellular bases of diseases and of extracellular signal perception will be emphasized. Student presentations will be required.

Prerequisites: College level introductory biology or equivalent. Enrollment limited to 30 students.

20107 Cell Biology Laboratory

Clore		Full Term	R	2:00 – 4:50	HNS 124
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This laboratory course is designed to compliment the Cell Biology Lecture course. Students will develop laboratory technique and data analysis skills while learning several different approaches used to study cells. Some independent inquiry will be required. Such cell biological techniques as microscopy (various types), tissue preparation for microscopy, subcellular separation, protein and nucleic acid extraction, gel electrophoresis, immunoblotting, and polymerase chain reaction will be emphasized.

Co-requisite: Cell Biology Lecture. Lab fee required. Enrollment limited to 14 students.

20108 Vertebrate Neuroanatomy Lecture

Demski		Full Term	M, R	12:30 – 1:50	MBR 110
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This course will survey the major functional-neuroanatomical pathways in the vertebrates using the human brain as a model. The pathways include central systems for vision, hearing, equilibrium, somatosensory, taste, smell, movement control, reproduction, feeding, aggression, punishment-reward, and endocrine autonomic control. The evolution of the systems will be considered in the context of studies based on older "classical as well as more modern technology.

Prerequisites: Completion of Neurobiology and Behavior of Marine Animals or Equivalent background, e.g. completions of a neurobiology or physiological course or consent of instructor

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CRN	Course Title and Description	Term	Day	Time	Classroom
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20109 Vertebrate Neuroanatomy Laboratory

Demski		Full Term	M, R	2:00 - 4:50	MBR 110
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This course will entail the study of functional mammalian neural pathways using both thick brain slices and sections on microscope slides. Human and sheep brain material will be studied. All major systems will be covered.

Prerequisite: Completion of Vertebrate Neuroanatomy Lecture or consent of instructor. Limit 12 students. Highest priority will be given to students doing independent study or thesis research in neuroscience related disciplines. Lab fee required.

20110 Current Issues in Human Genetics*

Gilchrist		Full Term	T, R	9:00 - 10:20	Chae
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Genetics issues are becoming a large part of everyday life. We will use ideas such as cloning, gene therapy, bioengineering, and prenatal screening to frame discussions of general genetics concepts. You must be willing to participate in group work and in project based learning. This class has no prerequisites except interest. It is designed as an interdisciplinary course where no particular science background is assumed. Those interested in gender studies can focus projects in this area.

Enrollment limited to 30.

20111 Invertebrate Zoology Laboratory

Gilchrist		Full Term	T	2:00 - 5:00	MBR 110
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Laboratory exercises will focus on anatomy, behavior, and ecology of invertebrate groups. Module 1: Lower Invertebrates. Module 2: Annelida, Mollusca, Arthropoda and their kin. For Module 1, there will be an emphasis on laboratory experiments. For Module 2, more field techniques and experiments will be explored.

Suggested prerequisite: General Biology Laboratory. Enrollment limited to 14. Lab fees required for each Module.

20112 Science of Science Fiction

Gilchrist		Full Term	T, R	8:00 - 10:00 PM	Chae
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Scientists as well as people who have been trained in the sciences write speculative fiction. Sometimes, writers with little science background imagine a future filled with practical inventions. We will use science fiction writings and films to explore some of the ideas that were first developed in the laboratory of the mind and have come to be commonplace in our world. While our focus will be on biology, exploring such issues as cloning, genetically modified foods and cybernetics, we will also examine ideas such as miniaturization (nanotechnology) and liquid metals. You must be willing to do group work and to participate in project based learning. This course is open to anyone with an open mind and an interest in science.

Enrollment limited to 30.

20218 Global Environmental Issues: Science Education

Lowman		Full Term	W	5:30 - 7:00 PM	HNS 108
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This course will examine the past, present and future directions of effective science education. Why is America declining in its global competitiveness in technology, energy, and science leadership? And how should science education be transformed over the next decade to insure global stewardship? Issues such as evolution versus creationism, virtual versus real ecology for K-12 science education, NEON (the new continental scale ecological monitoring program), and No Child Left Indoors will be discussed and debated in class, with readings from the latest federal as well as single-authored documents. Students will participate in SPARKS (class debates on environmental education issues), write a research paper comparing American science education with our counterparts in other countries, and also conduct a local environmental outreach (or practicum) with a K-12 classroom, engaging children in ecology and environmental studies units to inspire the next generation.

Class will meet on Wednesday nights 5:30-7:00 for lectures and discussions; and all students will schedule one afternoon per week for outreach in a local school classroom, using science education hands-on activities developed by teams in this class.

Prerequisite: SOS or MLOP or consent of instructor.

CRN	Course Title and Description	Term	Day	Time	Classroom
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20114 Advanced Plant Ecology

Lowman		Full Term	W	12:30 - 3:20	Caples CH
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In this second sequence of Ecology, we will focus on forest canopies as a case study for ecology, conservation and exploration. Students will read primary literature and a textbook, Forest Canopies (Lowman and Rinker), and each student will become a world expert on one region of forest canopy ecology. For that topic, each student will be required to review primary journal articles to create a PowerPoint lecture, and to give a written quiz to fellow students. Students will be expected to read the associated chapter of Forest Canopies for each lecture topic, participate in class discussions, and achieve a passing grade on all quizzes. We will discuss the major challenges and discoveries for each component of forest canopies, ranging from mammal population ecology to nutrient cycling to herbivory to the impacts of climate change.

Although this is a discussion class, there will be several required laboratory field trips on Wednesday afternoon and sometimes Saturday (encouraged participation) to view forest canopies in Florida and conduct field work. Several field exercises, including a final project, will be required, working in teams on ecological problem. Each team will address an ecological hypothesis, create a methodology and execute it, and write-up research results. The class will be approximately half canopy ecology lecture/discussions, and half field work. The final assessment will be based on mid-term examination, quiz scores, participation in class discussions, and a final research paper from field work

Prerequisite: tropical ecology or consent of instructor

20115 Introduction to Botany Laboratory*

McCord		Full Term	T	1:00 - 3:50	HNS 123
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Laboratories will consist of plant dissections, external morphology, identification characteristics, drawings, field trips, and field collections. Morphological structures will be taught so that dichotomous keys can be used to properly identify collected specimens. Field trips will also focus on plant-plant, plant-insect, and plant-vertebrate interactions with special attention to plants in sensitive areas. Speakers and local experts in plant communities, wetlands, and/or threatened eco-systems may guest lecture some trips. Laboratory evaluations will include, but is not limited to, the successful identification of 50 plant species for inclusion in a herbarium; either pressed or photographed. Students are expected to successfully complete a mid-term exam and submit a herbarium as a final project.

Prerequisite: Introduction to Botany Limit 15 students/section. Lab fee required

20116 Insect-Plant Interactions

McCord		Full Term	M, R	12:30 - 1:50	HNS 108
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This course was designed for the student who has some prior knowledge of insect behavior and/or plant evolution. Insects and plants have co-evolved to form unique relationships. Some relationships are mutually beneficial while others are destructive. Plants also attract insects to increase their own survival through pollination, seed dispersion or the consumption of insects as food. The history of these interactions, their geographic distribution, host plant selections, including feeding and oviposition will be studied. Students are expected to conduct library and web literature searches and to prepare 4 short reports (two of which will be in-class presentations) on specific insect-plant relationships during the course and to complete 2 take-home exams.

Prerequisite: Entomology and/or Botany

Chemistry**20117 Organic II, Structure & Reactivity**

Scudder		Full Term	Lect M, W, F	9:00 - 9:50	LBR 252
			Prob. Session T, R	9:00 - 9:50	LBR 252

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

Prerequisite: Organic 1, Structure & Reactivity.

20118 Organic Chemistry Laboratory

Pavlik		Full Term	Lab Lect T or	1:00 - 1:50	HNS 108
			Lab Lect R	1:00 - 1:50	Chae
			Lab T or R	2:00 - 4:50	HNS 215

This laboratory explores the preparation and characterization of organic compounds. We will also study a reaction in detail to explore the reaction mechanism. All students will have direct access to most research instrumentation. Meets once a week.

Corequisite: Organic 2, Structure & Reactivity.

Prerequisite: Chemistry Inquiry Laboratory. Lab Fee Required.

CRN	Course Title and Description	Term	Day	Time	Classroom
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20119 General Chemistry II

Sherman		Full Term	M, W, F	9:00 - 9:50	Chae
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This course is a continuation of General Chemistry I. Topics this semester will include thermodynamics, chemical kinetics, equilibrium, acid-base chemistry, and electrochemistry.

Prerequisite: General Chemistry I.

20217 Bioinorganic Chemistry

Sherman		Full Term	T, R	10:30 - 11:50	HNS 108
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The functions of inorganic centers in biological systems will be examined. Why certain metals are involved in specific functions, mechanisms of metalloenzyme-catalyzed reactions, synthetic structural and functional models, and physical methods used to study bioinorganic systems, are some of the topics we will discuss. Additionally, we will examine in some depth several specific problems in bioinorganic chemistry. Using this approach, course participants will gain substantial practice in reading the primary literature, and will experience the way in which research on a particular problem unfolds.

Prerequisite: Inorganic Chemistry or consent of instructor

20120 General Chemistry Laboratory

Subramainian		Full Term	Lab Lect M or Lab Lect F Lab M or F	12:30 - 1:50 12:30 - 1:50 2:00 - 4:50	Chae HNS 108 HNS 215
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This is a rigorous laboratory course to accompany General Chemistry. Development of laboratory technique, problem-solving skills, quantitative data analysis and communication skills will be stressed. Experimental work will include calorimetry, chemical equilibrium, acid-base chemistry, spectroscopy, and kinetics.

Prerequisite or corequisite: General Chemistry II. Lab fee required.

20219 Thermodynamics of Biomolecular Systems

Shipman		Full Term	T, R	9:00 - 10:20	HNS 108
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This course will cover key concepts of thermodynamics and kinetics, illustrated by their application to the structure, function, and interactions of large molecules of biological interest. The applications covered will include enzyme kinetics, electrophoresis, consideration of free energy and surface tension as applied to biological membranes, and many others. This course satisfies the one-semester Physical Chemistry class requirement for the Biochemistry AOC.

Pre-reqs: Biochemistry I, Physics I, Calculus I, or consent of instructor.

20122 Physical Chemistry Laboratory

Shipman		Full Term	T	12:30 - 4:50	HNS 211
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Students will perform a variety of physical chemistry and kinetics measurements. The emphasis of the course will be on modern instrumental methods and data analysis. Students will be exposed to IR, UV-Vis, and NMR spectroscopy, surface tensiometry, spectrofluorimetry, and GC-MS.

Prerequisite: Physical Chemistry I. Lab fee required.

Computer Science

20124 Logic, Sets, and Recursion

Henckell
See description under Mathematics

20125 Introduction to Computer Science*

Henckell		Full Term	M, R	12:30 - 1:50	HNS 106
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This course is a first tour through the world of computing. We will take a look at how data are represented in a computer, what hardware is used in all computer systems, how programming languages can be used to instruct computers what to do (although this course does NOT introduce any particular programming language), the role of the operating system and file systems, and typical application software. We will also introduce Artificial Intelligence, Computer Networks (like the world wide web), and Limitations of Computing. The course is more about important ideas, and less about specific skills (like programming). It is meant to be a general introduction enabling a student to make informed choices about how to continue their study of Computer Science, or interact with computers.

Prerequisites and enrollment limits:

There are no prerequisites for this course and no enrollment limits

CRN	Course Title and Description	Term	Day	Time	Classroom
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20216 Introduction to Python*

Kaganovskiy		Full Term	T, F	2:00 - 3:20	HNS 204
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This course is an introduction to Python. It satisfies LAC curriculum requirements. We start by quickly covering basic concepts such as scripting vs. compiling, numeric and string data types, graphics objects, functions, decisions, loops, simulations, object oriented programming, lists, dictionaries, searching, and recursion. Then we move to more advanced concepts using internet based textbook <http://www.swc.scipy.org/>. The course is project-based, there are programming projects assigned from each chapter and there are several larger projects based on student interests.

Minimal Prerequisites: The course assumes some programming experience in any language, but we review as necessary.

20215 Introduction to Scientific Computing*

Kaganovskiy		Full Term	T, F	12:30 - 1:50	HNS 204
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This course focuses on how to use the computer algebra system (Maple) and the scientific programming package (Matlab) to solve real world problems. We start with introduction to Maple using R. Landau, First Course in Scientific Computing. We study expressions, functions, data visualization, solving equations, differentiation, integration, matrices and vectors. We continue with scientific programming using Introduction to Matlab by W. J. Palm. We will cover algorithms, sequences, selections, loops, functions, numeric and string types, arrays, vectors, simulations, visualization in 2D and 3D, regression, function discovery, linear algebraic equations, and numerical approaches to solving ODEs. In addition, if time permits, we will look at some interesting applications from R. H. Enns and G.C. McGuire, Introductory Guide to the Mathematical Models of Science. To give just a sample of topics, we may consider least squares data fitting for Dow Jones index, projectile motion, Monte Carlo simulations, competition of species, fractal patterns.

Recommended prerequisite: Calculus I.

Mathematics**20132 Calculus II**

Kerr		Full Term	M, W, F	11:00 - 11:50	HCL 7
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This course takes up where Calculus I leaves off. The topics covered include integration techniques, sequences, series, Taylor series, and complex numbers. Linear differential equations, areas and volumes. This course is recommended for students pursuing interests in the physical sciences, applied mathematics and economics.

Prerequisite: Calculus I and instructor's consent

20216 Introduction to Python*

Kaganovskiy
See description under computer science

20215 Introduction to Scientific Computing*

Kaganovskiy
See description under computer science

20124 Logic, Sets, and Recursion

Henckell		Full Term	M, R	2:00 - 3:20	HNS 108
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This course introduces the basic concepts of Logic, Elementary Set Theory and Recursion. We introduce a rigorous formal description of logic, and then argue about the properties of the formal systems that we have created. Both Sentential Calculus (dealing with formal versions of the key words "not, and, or, implies...") and Predicate Calculus (dealing, in addition, with formal versions of "there exists" and "for all") will be covered.

The systems described have many applications in Artificial Intelligence and automated theorem proving, and knowledge of formal logic is helpful in computer programming. Elementary Set Theory is introduced as the standard way to describe mathematical constructions; the key concepts are sets, functions, and relations. Recursion is a key tool for making up recursive definitions, and, in the form of "proof by induction", as a way to prove things about integers and other recursively defined objects frequently occurring in Computer Science, like lists, trees, grammars, languages, etc. The overarching aim of the course is to enhance the student's ability to read and understand mathematical proofs; assess alleged proofs; and invent and write proofs, including mathematical induction proofs.

Prerequisites: good understanding of the basic principles of arithmetic and algebra, and some general understanding of the nature of proofs (as given, e.g., in elementary Euclidean geometry). Calculus is not required. Students should enjoy math and symbolic computations, and be willing to think slowly and patiently about formal systems.

Spring 2009 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
20186	Calculus IV				
McDonald		Full Term	M, R	2:00 - 3:20	HNS 106
<p>This course develops the central results of Calculus 3 in much greater depth. The course begins with a review of Stokes' Theorem in Euclidean 3-space. We develop the linear algebra required to define the notion of a "differential form" and formulate the analog of Stokes' theorem for higher dimensional Euclidean space. We develop the notion of a manifold, the associated geometric objects and the fundamental results of the associated Calculus. The course serves as an introduction to modern geometry and differential topology.</p> <p><i>Necessary prerequisites for the course are Calculus 3 and Linear Algebra.</i></p>					
20128	Complex Analysis				
McDonald		Full Term	M, W, F	10:00 - 10:50	LBR 252
<p>Complex numbers were introduced in the study of the roots of polynomial equations and have found applications in nearly every branch of modern mathematics. This course will develop the notion of a function of a complex variable and the corresponding calculus. The theorems and applications to be discussed are some of the most beautiful results of modern mathematics. Topics for the course include analytic functions, complex integration and the Cauchy integral formula, series representations, residues and conformal mappings.</p> <p><i>Prerequisites: Calculus III or consent of instructor.</i></p>					
20129	Mathematics Seminar Term II				
Mathematics Faculty		Full Term	T	6:00 - 6:50 PM	HNS 106
<p>Math Seminar has been a traditional forum for students interested in mathematics. The purpose of this seminar is to cover many interesting or advanced topics in mathematics that cannot be titled under one subject. Students enrolled in this seminar are expected to present several lectures prepared under supervision of the math faculty. Lectures are open to anyone. Offered once a week in evening.</p>					
20130	Abstract Algebra II				
Poimenidou		Full Term	M, W, F	9:00 - 9:50	HNS 106
<p>In the second term of the "algebra" sequence we begin by studying more advanced topics in group theory including group actions, the use of group theory in counting, symmetry groups and the Sylow Theorems. We continue with the study of factorization domains, polynomial rings and field extension and conclude with the beautiful and powerful "Galois Theory", which determines what polynomials are solvable by radicals.</p> <p><i>Prerequisites: Abstract Algebra I</i></p>					
20131	Calculus With Theory II				
Poimenidou		Full Term	M, W, F	11:00 - 11:50	HNS 106
<p>This is a continuation of <i>Calculus I with Theory</i>. This course will continue with techniques of integration, logarithms and exponential functions, infinite sequences and sums and power series. If time remains the course will touch on Fourier series.</p> <p><i>Prerequisites: Calculus with Theory I</i></p>					
20127	Linear Algebra*				
Yildirim		Full Term	T, R	10:30 - 11:50	HNS 106
<p>This course is an introduction to the theory of vector spaces, linear transformations and their representation by means of matrices. The topics that will be covered are: matrices and linear systems of equations, algebra of matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, matrix diagonalization, and inner product spaces.</p> <p><i>Prerequisites: Calculus I or the consent of instructor</i></p>					
20133	Mathematical Modeling				
Yildirim		Full Term	M,R	12:30 - 1:50	HNS 204
<p>Mathematical modeling plays a central role in understanding of complex dynamical systems. This course is designed to introduce students to the elements of dynamical systems. Both continuous and discrete systems will be covered. In the course of the term, students will come to understand how mathematical models are formulated, and how their short and long term behaviors can be uncovered through a combination of mathematical analysis and computer simulation. Qualitative, quantitative and graphical techniques will be used to analyze and understand mathematical models and to compare theoretical predictions with available data. Mathematical concepts of steady states, cycles and chaos will be introduced. Examples will be given from physics, biology, chemistry and economics.</p> <p><i>Prerequisites: Calculus and Linear Algebra or Calculus and permission from instructor</i></p>					

Spring 2009 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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Physics

20134 Optics

Colladay		Full Term	M, W, F	10:00 - 10:50	HNS 108
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Optics constitutes one of the most important areas of physics. Indeed, advances in Optics have led the way in a revolution in the communications and computer industries. The course starts with geometrical optics, including plane surfaces and prisms, spherical surfaces, lenses and mirrors. Then it proceeds with vibrations and waves, superposition of waves, interference of two beams of light, interference involving multiple reflections, Fraunhofer, and Fresnel diffraction. There will be a section discussing the electromagnetic nature of light, dispersion, polarization, reflection and double refraction. This course will consist of both lectures and labs. Criteria for evaluation: weekly homework and exams, including a final exam, and weekly lab reports.

Prerequisites: Physics I and II and labs. Not required, but most helpful are Electricity and Magnetism and upper level mathematics such as Calculus III.

20135 Structure of Nature*

Colladay		Full Term	T, R	10:30 - 11:50	Chae
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During the term we will investigate 20th century developments in two main areas of fundamental physics research, particle physics and cosmology, exploring the limits of human knowledge regarding these subjects. The development will be largely nonmathematical and concept oriented with no required prerequisites. The focus will be on the logical development of the currently accepted models of nature through examination of various particle accelerator experiments and astronomical observations over the last century. We will see how building larger and larger accelerators has uncovered a remarkably unified view of the rich structure we observe around us. The current picture appears incomplete at the present time. We will examine some of the reasons why scientists believe this to be so and will discuss some current ideas for completing the picture. Finally, our knowledge about nature at the extreme microscopic level can tell us about what might have happened in the very early universe, a remarkable connection between the very big and the very small. The evaluation is based on exams, assignments, attendance, and possible term papers.

Prerequisites: None, other than an interest in science.

20136 Quantum Mechanics

Ruppeiner		Full Term	T, R	10:30 - 11:50	LBR 250
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Quantum Mechanics follows Modern Physics in the development of the theoretical framework that radically changed classical physics at the turn of the century. This theory was motivated by numerous conflicts between classical concepts and experimental results in atomic systems. Quantum mechanics has numerous ramifications for both chemistry and physics where small-scale physical systems are relevant. The class will focus on techniques for solving Schrödinger's wave equation in a variety of physical situations. The class will begin with several one-dimensional examples that exhibit the crucial properties inherent in all quantum systems. We will then see how quantum theory fits naturally into the framework of linear algebra where operators acting on a vector space of particle states replace classical observable quantities such as energy and momentum. Next, we will solve for the three dimensional Hydrogen atom states, which serves as a model for more complex atomic and molecular quantum systems. Special topics may include Bell's theorem on hidden variables and the Einstein-Podolsky-Rosen paradox regarding locality of wave function collapse. Recent experiments have been conducted that rule out any underlying deterministic local theory of nature and support the quantum mechanical picture. The course will be evaluated by weekly homework, a midterm exam, a final exam, as well as class participation and attendance.

Prerequisite: Modern Physics.

20138 Physics II

Ruppeiner		Full Term	M, W, F	10:00 - 10:50	Chae
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This is the continuation of the introductory physics sequence. Topics this semester include the electric field of stationary charges, Gauss' Law, work and energy, the electrostatic potential, capacitance, electric current, magnetic fields, Faraday's law, Maxwell's equations, reflection and refraction, geometrical optics, and interference and diffraction. We will also try to cover some of the fundamental topics of thermodynamics and statistical mechanics. The criteria of evaluation are weekly homework, two exams during the semester, a final exam, and class attendance and participation. This course will be faster paced and in more depth than in previous years, continuing our efforts to upgrade the Introductory Physics sequence started with our offering of Accelerated Physics I.

Pre-requisites: Accelerated Physics I or Physics I. Enrollment may be limited.

Spring 2009 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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20137 Modern Physics Laboratory

Sendova		Full Term	R	1:00 - 4:50	HNS 201
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In this lab we will repeat some of the modern physics' classic experiments. Included will be photoelectric effect, the Millikan oil drop experiment, spectroscopy, the Michelson interferometer, and diffraction grating, the measurement of e/m for electrons, electron diffraction, the Frank-Hertz experiment, and X-ray diffraction. In addition to experimental technique, we will emphasize the place of these experiments in the history of science. In the past, this course has drawn both physics majors and non-majors. The course will be evaluated on the basis of the completion of the experiments in the course, and the submission of a clear lab notebook.

Prerequisites: Physics I and II. Lab fee required.

20139 Physics II Laboratory

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

Prerequisites: Physics I and Lab and co-enrollment in Physics II. Lab fee required 0. Enrollment may be limited

Spring 2009 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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Anthropology

20140 Human Origins and Evolution*

Andrews	Full Term	T, F	12:30 – 1:50	CHL 221
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This course offers an introduction to biological anthropology, and will focus on human evolution, biology and behavior, as well as on studies of non-human primates. Special emphasis will be placed on evolutionary theory, primate evolution and behavior, human origins and paleoanthropology, human adaptability, variability, and survivability, and contemporary issues in the interplay between biology and culture. *No prerequisites, limited to 30.*

20184 Maya Archaeology

Andrews	Full Term	T, F	3:30 – 4:50	ANL
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The goal of this course is to give students a broad knowledge and an understanding of the archaeology of eastern Mesoamerica, the best-known inhabitants of which are the Olmec and the Maya. The Olmec of the southern Gulf Coast (ca. 1400-500 B.C.) are considered by many archaeologists to have been the most precocious and artistically productive of the Early Formative societies of Mesoamerica. The Maya can be identified archaeologically as early as 1600 B.C., reached their greatest extent and development during the Classic period (ca. A.D. 250-1100), and were conquered by Spaniards beginning early in the sixteenth century. They number about five million today. At the end of the course we will examine the development of historical archaeology in the Maya area through a study of several case studies from the Colonial period and 19th century. *Prior coursework in Mesoamerican Archaeology preferred; limited to 15.*

20141 Ancient North America

Baram	Full Term	M, R	2:00 – 3:20	ANL
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This course surveys the pre-colonial history of North America, using as its primary resource the archaeological record. As a survey, the major debates and the significant sites, primarily from the Eastern part of the continent, will be presented and discussed. Topics include the peopling of the Americas, the origins of agriculture and the rise of social complexity, consideration of the diversity of regional phenomena, and the impact of European contact and conquest. Special attention will be given to the archaeology of Florida. *Recommended: prior course work in anthropology.*

20142 The Colonial Encounter

Baram	Full Term	T, R	10:30 – 11:50	ANL
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From the later Middle Ages onward, diverse, mostly traumatic, cultural encounters accompanied European expansion across the world. The course examines those interactions as well the understandings of colonized peoples generated by colonialism. Historically and geographically wide-ranging, this course explores how the asymmetric patterns of interactions then imposed are sustained in the present. The course includes theory on the development of the modern world, ethnographies on social identity under colonialism, and some of the recent debates created by Anthropology confronting its colonial legacies. *Recommended: prior coursework in anthropology.*

20144 East African Anthropology

Dean	Full Term	M, R	12:30 – 1:50	ANL
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This course is an intensive survey of the anthropology of East Africa with a particular emphasis on Tanzania. While much of the course will reference historic and contemporary cultural anthropology, readings will also span the fields of archeology and physical anthropology. Because our geographic focus is limited, we will be able to cover a broad range of topics, including the exploration of human origins, coastal Swahili culture, pastoralism, natural resource struggles, music and dance, missionization and religious pluralism, and democracy and governance. *Background in anthropology is recommended.*

20143 Anthropology of Food

Dean	Full Term	W	12:30 – 3:20	PME 223
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Cultural belief and practice relating to food and eating have long been a focus of anthropological scrutiny. This seminar will explore humanity's relationship to food from the perspectives of political economy and ecology. We will look at classic anthropological works as well as contemporary studies of our modern food system. Topics of inquiry include food taboos and rituals, famine and malnutrition, globalization of food systems, the culture of fast food, and the agro-industrial complex, as well as the organic, fair trade, and 'locavore' movements. *This is an upper level seminar with enrollment limited to 15.*

20220 Native American Astronomy and Cosmology

Vail	Full Term	R	3:30 – 6:30	ANL
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Celestial observations played a key role in the development of monumental architecture, calendar systems, and cosmologies among indigenous cultures throughout the Americas. This course focuses on skywatching traditions among Native American peoples, with a particular emphasis on the prehispanic cultures of Mesoamerica and the Andean region. Students interested in participating should have prior coursework in Anthropology and/or Astronomy.

Spring 2009 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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20145 History of Anthropological Theory

Vesperi		Full Term	T, F	2:00 – 3:20	ANL
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This course is designed to provide an overview of Western theories about the nature of society and the significance of cultural difference. From the work of Greek social thinkers to the models proposed by contemporary anthropologists, students will explore how ideas about human nature and the relationship between the individual and society have developed within a context of larger historical, philosophical and political trends. Particular attention will be paid to the emergence and development of anthropology as a distinct academic and research discipline, from the mid-19th century to the present. This is a required course for students who are concentrating in anthropology. *Enrollment in this advanced seminar will be limited to 20.*

20146 The Universal Experience of Aging*

Vesperi		Full Term	W	12:30 – 3:20	ANL
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This course offers a multi-disciplinary, cross-cultural approach to the experience of growing older. A selection of topics such as kinship, work, mental health, and perceptions of physical well-being will be explored, using materials that illustrate a range of social and cultural responses. These topics will also be examined in relation to concepts of selfhood and individuality, the meaning of death and historical changes in the wider society. Drawing on the background developed from this overview, students will then engage the contemporary debates on such issues as medical ethics, institutionalization and intergenerational conflict. *Prerequisites: None. This course will be conducted as a seminar for first- and second-year students. Enrollment limited to 15.*

Economics

20147 Intermediate Macroeconomics

Coe		Full Term	M, R	12:30-1:50	LBR 248
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This upper-level course provides an in-depth study of the determinants of the level of output, prices, growth and unemployment in the U.S. economy. We begin by developing an advanced macromodel of the economy, paying particular attention to the role of fiscal and monetary policy in influencing macroeconomic performance, as well as the role of foreign trade and international money markets. We then explore the evolution of macroeconomic thought via an examination of past macroeconomic performance and policy. Particular attention is paid to the problems of unemployment and inflation as viewed from alternative theoretical perspectives. We conclude with a comparison of the current competing schools of macroeconomic thought as well as an examination of the major macroeconomic problems facing the economy today. *Prerequisite: Introduction to Economic Analysis, Introductory Macroeconomics*

20148 Public Finance Taxation

Coe		Full Term	M, R	2:00 – 3:20	LBR 248
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How the government acquires resources to perform its functions can have profound impacts on the economy. In this course we will analyze the efficiency and equity implications of the major methods that governments employ to acquire resources from the private sector. Taxation is the primary method, and we will examine the major taxes utilized in the United States. Primary attention will be devoted to the federal individual income tax. We will also study the corporate income tax, the estate and gift tax, the sales tax and the property tax. Other methods that governments do or can use to acquire resources, such as the lottery, will be studied. The course will conclude with an examination of the ongoing debate concerning tax justice and reforms to our tax system. *Prerequisite: Introduction to Economic Analysis. Enrollment will be capped at 20 students.*

20183 Introduction to Statistics*

Cooper		Full Term	M, W, F	11:00 – 11:50	HCL 5
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This course will introduce students to applied statistics in the social and behavioral sciences. The course will employ a conceptual approach to using descriptive and inferential statistics. Topics will include frequency distributions, central tendency and variability, probability, confidence intervals, hypothesis testing, inferences about means, analysis of variance, correlation, regression, power, and non-parametric analysis. Students will be introduced to computer programs, Excel and SAS, for doing statistical analysis. A certain level of mastery of SAS is required. *Course Objectives: Students will be familiar with applied descriptive and inferential statistics. They will demonstrate a conceptual understanding of probability and hypothesis testing. They will demonstrate familiarity with criticisms of hypothesis testing and show a command of some alternative approaches to statistical analysis. They will be able to solve statistical problems "by hand" and by using computer software. They will be prepared to use their knowledge of descriptive and inferential statistics to conduct research and to evaluate published research reports. Evaluation: Students will be evaluated primarily on the basis of four exams. However, periodic quizzes, homework assignments, laboratories, class discussions and attendance will also be used to evaluate students' performance. Answers to the "Exercises" and "Thought Questions" for chapters will be collected on the last class of the week. Laboratory write ups are due the following Wednesday. Students are expected to have done the assigned readings *before* class.*

CRN	Course Title and Description	Term	Day	Time	Classroom
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20149 Mathematical Tools for Economists and Other Social Scientists*

Elliott		Full Term	T, R	10:00 – 12:30	LBR 152
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While this course is planned for first-year students with no background in calculus, others are welcome. My purpose is to equip students with the math tools most often encountered in basic economic analysis as well as in many other social science disciplines. The focus is on techniques, and thus, more formal aspects (e.g., proofs) are omitted. Elementary rules of algebra and solving equations are reviewed during the first two weeks. Then, we concentrate on the most useful techniques from both differential and integral calculus. A brief introduction to dynamic (differential) equations and matrix algebra occurs in the final two weeks. Real-world context problems are solved -- taken primarily from economics and business, but also from the other social science disciplines and from the natural sciences. The option is available to supplement the course with a program of study of real-world context problems focusing on a particular academic discipline or related areas of interest. The course is strongly recommended for those planning to take Intermediate Microeconomic Theory in the Fall. (Offered every Spring Term.)

No prerequisites. However, to maintain a facilitative environment, the class size must be limited. Interested students are strongly advised to attend the mini class in order to assure their interest and to complete the student information form, which will be used to make any necessary selections.

20150 Mathematical Economics: Analytic Foundations & Advanced Survey

Elliott		Full Term	W	12:30 – 3:30	PMC 110
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This course is intended for economics concentrators (and others) who wish to learn the fundamental aspects of the advanced mathematics of modern economic analysis -- the mathematical methods that have become indispensable for a proper understanding of current economic literature. The underlying philosophy of the field of mathematical economics is that: "Mathematics is a language that facilitates the honest presentation of a theory by making the assumptions explicit and by making each step of the logical deduction clear" (A. Takayama). The mathematical techniques will include linear models and matrix algebra, multivariate differential calculus and optimization, discrete- and continuous-time analysis, nonlinear programming, and dynamic optimization. To the fullest extent possible, the mathematics will not be disconnected from the economics -- or as the author of the text states: "To underscore the relevance of mathematics to economics, we let the analytical needs of economists motivate the study of the related mathematical techniques, and then illustrate the latter with appropriate economic models immediately afterward" (A. Chiang & K. Wainwright). Many applications of these methods will be to familiar economic topics such as utility maximization, profit maximization, cost minimization, market equilibria, national-income and multiplier analysis, and optimal economic growth. This course is strongly recommended for those planning to pursue any graduate work involving economics. (Alternates with Topics in Microeconomics.) *Prerequisites: Intermediate Microeconomic Theory, Intermediate Macroeconomics (concurrent enrollment sufficient), basic differential & integral calculus (e.g., Math Tools), and permission of instructor. Interested students are strongly advised to attend the mini class (syllabus & first day assignments are handed out).*

20182 Orthodox and Heterodox Economic Growth Theories

Khemraj		Full Term	T, F	12:30 – 1:50	HCL 7
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In the long term the living standard in any society – advanced or developing economy – is dependent on a persistent and stable rate of growth of per capita output. Therefore, this course is a survey of key growth theories and ideas from both mainstream and heterodox points of view. We would examine the Harrod-Domar, Solow growth model, endogenous growth models, and monetary growth models. We would also look at post-Keynesian and neo-Structuralist ideas of economic growth and distribution. Finally we would examine the economic growth ideas of Schumpeter and also the theory of balance or payments constrained growth. The latter is particularly important for small open developing economies. This is a topics based course; as a result, there is no one textbook which covers all the materials. Therefore, relevant journal articles and book chapters will be suggested as we proceed. *Prerequisites: Intermediate micro and macroeconomics; at least one calculus course or mathematical economics; Introduction to econometrics would be an asset.*

20151 Introduction to Econometrics

Khemraj		Full Term	T, F	3:30 – 4:50	HCL 5
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The aims of this course are to: (i) provide an introduction to econometric methods that will assist students in understanding empirical research in their field; and (ii) enable students to apply these methods in their own research or thesis. By the end of this course students should be able to: (i) demonstrate their understanding of the appropriate econometric method(s) for analyzing a particular real life problem, and (ii) generate and interpret computer output for the estimation and testing of econometric relationships. We would have to review such topics as mathematical expectations, variances and covariance of random variables. The following topics would be covered: (i) the OLS estimator; (ii) two stage least squares and instrumental variable estimators; (iii) the maximum likelihood estimator; (iv) panel regressions; (v) vector auto-regressions; (vi) co-integration and error correction models; (vii) volatility models (ARCH, GARCH and TGARCH); and finally (viii) univariate time-series models (and ARMA models with intervention terms). *Prerequisites: (i) at least one calculus course or Mathematical economics, (ii) Statistics, and (iii) Intermediate macro and/or microeconomics*

CRN	Course Title and Description	Term	Day	Time	Classroom
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20209 Investing in Financial Markets: Fundamentals and Online Practicum

Strobel		Full Term	W	12:30 - 3:20	LBR 152
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This course establishes the fundamental principles of investing drawing on wealth of information available on the internet. A basic understanding of accounting to include an informed reading of corporate financial statements is first developed followed by an understanding of the bond market, the stock market and mutual funds. Technical as well as common sense investing methods are studied through the readings of John Train, Peter Lynch as well as methods of the great master Warren Buffet. The course consists of a mix of computer lab work, student presentation, lectures and papers on investment selections and the methods of analysis. A major goal of the course is to develop an interest in, and an informed sense of, investing for the long term.

20152 Introductory Macroeconomics*

Strobel		Full Term	T, R	2:00 – 3:20	LBR 152
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This introductory level course will develop a basic understanding of the economics of the larger or macroeconomic systems in modern economies with emphasis on the United States. Beginning with an introduction to a basic macroeconomic circular flow model, the accounting system which measures the Gross Domestic Product or GDP will be studied along with the meaning of these statistics. From there will be developed a macroeconomic model of the economy, which, coupled with the study of the banking and monetary system, will give the student the ability to understand the economic phenomena of unemployment, inflation, interest rates, recession or prosperity and economic growth. Competing theories of modern macroeconomics and of government monetary and fiscal policy will also be examined, including the case for and against government management of the national economy. Finally the macroeconomic impact of the foreign sector and foreign trade will be examined. Students completing this course as well as the Introduction to Economic Analysis should be able to intelligently evaluate the economic news of the day be it reported in the Wall Street Journal, Business Week, or by television financial shows. They should also be well equipped to move on to intermediate economic theory courses leading to the Concentration in Economics. *No prerequisites.*

History**20197 Early Caribbean History: Swashbucklers, Slaves, and Servants***

Dungy		Full Term	T, R	9:00 – 10:20	CHL 221
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This survey course examines the diverse histories and cultures of the Caribbean region. The first semester of the course will span from the pre-colonial era through the mid-nineteenth century exploring political, social and cultural events. Topics will explore the experiences of the regions diverse peoples and cultures. Major themes to be discussed include colonial history, slavery, race relations, political processes, relations with the United States, and immigration. One of our major goals is to examine differences and similarities among the peoples of this dynamic and rich region of the world. We will delve into how this area of the world both shapes and is shaped by specific social-economic-political-cultural circumstances. This comparative course attempts to provide breadth without privileging any one set of experiences. The course will consist of lectures, readings, videos, and discussions that focus on particular geographical regions and chronological periods. Throughout the semester, students will read works by historians, anthropologists, literary critics, and other scholars. Since a comprehensive country or period examination is not possible, we will be reading a sampling of scholarship from throughout the region and time frame. Additional readings consist of essay as well as primary documents such as letters, reports and other written records prepared by people who lived, worked and wrote during the period we are studying. There will be one midterm and a final exam and various written assignments throughout the semester. *No prerequisites.*

20155 Seminar on Race, Class and Gender in the Americas

Dungy		Full Term	W	12:30 – 3:20	CHL 221
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Cross-racial interaction created richly diverse populations in the southern United States and in Latin American. Both regions were slave societies, valued family honor, and protected their women. This course is designed to examine both the history and historiography of women's experiences throughout the Americas from the period of first contact between the "Old" and the "New" World until the final days of the plantation systems. Special emphasis will be given to Mexico, the Caribbean, Brazil, and the Southern United States. We will explore the concepts of color, class, honor, illegitimacy, and womanhood. We will also discuss the social manifestations of the slave society on culture and explore the concept of economic versus racial stratification. Throughout the course of the semester, students will read works by historians, anthropologists and literary critics that focus on each geographical region and chronological period. One of our major goals of this seminar is to examine how differences among women both shape and are shaped by specific socio-economic-political-cultural circumstances. *No prerequisites. Priority will be given to history majors and Latin American and Caribbean studies concentration. Class size will be limited to 15.*

20156 Historical Methods

Harvey		Full Term	W	12:30 – 3:20	LBR 209
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What is history? What do historians do? How do they collect evidence, analyze it, and share their ideas with others? This class will introduce students to the basic concepts, controversies, history, and techniques of history as a discipline, from theoretical approaches to useful reference materials. We will discuss not only the nature of history and evidence but also the practice of history, focusing on the goals of contemporary historians as well as the challenges facing them. The class aims to prepare students to do advanced work in history; as such, strong emphasis will be placed on research and writing skills. The class is strongly encouraged for all second- and third-years intending a History area of concentration; it is also open to all other students (including firstyears and non-concentrators) with permission of the instructor. *No prerequisites, but course size will be limited*

Spring 2009 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
	20157 Modern European History II (1870-Present)*				
	Harvey	Full Term	T, F	12:30 – 1:50	LBR 252
	This course, intended primarily for first and second year students, is the second half of a year-long survey of modern European history, and will cover the period from 1870 to the present. Modern European History I, while useful, is not a prerequisite. Topics to be examined include industrialization and mass society, European imperialism, the First World War, the Russian Revolution, the rise of Fascism and Nazism, the Spanish Civil War, World War II and the Holocaust, Stalinism and the Cold War, European integration and Americanization, decolonization, immigration, and the fall of communism and the creation of a new Europe. Course meetings will be devoted primarily to lecture and discussion of readings. Students will be expected to complete in-class midterm and final examinations, make class presentations based on course readings, and write three short book reviews. <i>No prerequisites.</i>				
	20158 American Environmental History				
	Johnson	Full Term	T, R	9:00 – 10:20	CHL 224
	This course examines issues in American environmental history from European contact with the New World approximately through the present. The course focuses on the cultural history of American environmental relations, although it also gives sustained attention to changes in economy, politics, and society that have had an impact on the environment. Among the themes explored in this course are: the different modes of production and reproduction that have shaped the North American environment over time, the position the state has played in structuring the American environment, and the role that culture has played in shaping Americans' perceptions of, and relationships to, their various environments. A governing objective of this course is to have students critically assess what we mean today, and what others have meant in the past, by the terms "nature," "civilization," "progress," and "the pursuit of happiness." <i>Enrollment may be limited.</i>				
	20203 Race and American Identity, 1492-Present				
	Johnson	Full Term	T, R	10:30 – 11:50	CHL 224
	This course examines the role of race in the making of American identity from the colonial period through the present. Its primary concern is to investigate the ways in which American identity has been constituted (politically, economically, socially, and culturally) along racial lines. Key themes in this course include: the historical construction of whiteness; the strategies and politics of resistance among various racial groups, and the re-articulations of nativism and racism across time and space. The development of a color line between black and white is a central concern of this course, but this course complicates that traditional black-white dichotomy by addressing the important influence that Native American, Asian American, and Latino histories have had on the making of an American nation. <i>Enrollment may be limited.</i>				
	20211 Medieval Monasticism				
	McCarthy	Full Term	M, R	12:30 – 1:50	CHL 224
	Western civilization has been profoundly influenced by monasticism: monks were for much of the early middle ages the preserver both of learning and of western spirituality. This course introduces students to western monasticism from c. 500 to c. 1200. Among the topics covered are the origins of western monasticism, the monasticism of the British Isles and its impact on Continental Europe, Carolingian monasticism, monastic reform in the tenth and eleventh centuries (particularly the reforms of Cluny and Gorze) and the new monastic orders of the twelfth century (such as the Cistercians and Premonstratensians). The course is not just about monastic history: it is interdisciplinary in character and will also include the study of liturgy, music (Gregorian chant), monastic art and architecture, book production and illumination, monastic theology and the great works of western intellectual culture that were written by monks. Classes will combine lecture and discussion; students are responsible for two short papers, regular quizzes, and a final exam. <i>There are no prerequisites, but enrollment will be limited to 30.</i>				
	20212 Empire and Papacy in the Eleventh Century				
	McCarthy	Full Term	M, R	3:30 – 4:30	CHL 221
	The conflict between the German Emperors and the Papacy in the eleventh century—often known as the Investiture Contest—was the greatest political and religious struggle of the central middle ages and provoked Europe's first great propaganda war. This advanced seminar course is concerned with the kingdoms of Germany, Italy and Burgundy in the reigns of the emperors Conrad II, Henry III and Henry IV. The main subject matter is political history, church, government and the history of ideas. Among the themes treated are: sacral kingship, the structure of the aristocracy, rebellion, the church as an instrument of government, the papal reform movement and 'the investiture contest'. The primary sources allow of regional case studies (notably Lotharingia, East Saxony and Milan) and analysis of the careers of prominent politicians. These primary sources are chronicles, biographies, letters, polemical writings and administrative documents, studied in English translation. <i>Enrollment will be limited to 15; students should have had at least one previous course in medieval history.</i>				

CRN	Course Title and Description	Term	Day	Time	Classroom
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Political Science

20160 International Law and Politics

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

20161 Sustainable Development

Alcock		Full Term	T, R	10:30 – 11:20	LBR 252
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This course examines the tension between the need for economic development in less-developed countries and the necessity to protect and preserve the environment. It is an appropriate point of entry for environmental studies students with policy/international interests. Prior coursework in economics, sociology and/or political science is helpful but not a mandatory prerequisite. The course covers domestic issues facing developing countries as they attempt to solve their economic and environmental problems as well as the relationship between developing countries and the rest of the international community in dealing with environmental problems. There will be a midterm and final exam in addition to a series of group writing assignments and structured debates. Students will be given an option of writing a substantial research paper in lieu of the final exam.

20162 New College Capitol Semester in Tallahassee

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

20163 Russia in Transition

Hicks		Full Term	M, W	11:00 – 12:20	LBR 209
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This course will examine Russia's troubled transition to democracy and capitalism. The land of Tsars, revolution, Stalin, and the "other" nuclear superpower is now engaged in an effort to break a centuries-long history of authoritarian rule punctuated by crisis and dramatic change. The challenges are monumental. In order to understand the nature and tasks of the transition, the first half of the course will look at the structure and disintegration of the Soviet Union and its communist system. Then we will turn to the political and economic transformations and to Russia's attempts to secure its federation in the aftermath of losing its "internal empire" in the Soviet Union. This last topic will lead us to an examination of the enduring crisis in Chechnya. Each student will take an in-class exam on the Soviet system and do a small research project (15-20 pages) on an aspect of the post-Soviet transformation in which she or he is most interested. As class "experts" students are expected to integrate the findings from their research into our class discussions of the transition. The final written requirement will be a take-home final exam. *Pre-requisite: an introductory political science course or permission of the instructor. This course will be capped at 20 with preference going to students concentrating in political science, international studies, European studies, or Russian language and literature.*

20164 Transitions to Democracy in Comparative Perspective (Advanced Seminar)

Hicks		Full Term	T	2:00 – 5:00	LBR 209
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This advanced seminar will tackle the burgeoning literature on the wave of democratization that started in Southern Europe in the 1970s and then swept through Latin America, the old Soviet Bloc, and into Asia and Africa. We will examine several theoretical approaches to understanding why transitions happen and whether they succeed in consolidating democracy. In our discussion of each approach or issue we will examine its usefulness in explaining cases from more than one of the regions mentioned above. Students will choose whether they prefer to do assignments along a "research track" or a "literature track." All students will write response papers to the literature and lead discussions on their assigned days of "rapporteur duty." *Prerequisites: an introductory political science course, one intermediate level course in political science or specialized knowledge of one of these geographical areas. Limited to 15 students in their 5th or higher contract. In exceptional cases students in their 4th contract may be admitted.*

* Meets the Liberal Arts Requirements

CRN	Course Title and Description	Term	Day	Time	Classroom
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20166 Craft and Rhetoric

Mink		Full Term	M, R	12:30 – 1:50	LBR 252
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This course is designed for students planning to complete a concentration in political science. Although students will be introduced to some of the intellectual questions that have been inspired by the methodological pluralism of political study, the main focus of this course will be to help students design a research project that is both intellectually important and workable as an undergraduate thesis. Specifically, we will talk about how to construct arguments for academic audiences, the different theoretical schools that engage in the study of politics, how to determine the potential and potential weaknesses of particular methodological approaches, the importance of finding your place within the current academic literature, and how to employ the logic of inference while avoiding some of the most common pitfalls. More importantly, this course is organized to help students to develop a project that identifies an important intellectual puzzle, explains and defends the theories and methods that will be used to resolve that puzzle, and finally specifies the logistics necessary to complete the proposed project.

20165 The American Regime

Mink		Full Term	W	12:30 – 3:20	PME 219
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The American Regime is organized around a number of questions that continue to inform the American experience. Specifically in this seminar, we will consider the American political tradition as a response to the profound political, social, economic, and religious changes that took place beginning with the European Enlightenment. More specifically, we will interrogate liberal anxieties about freedom, equality, and reason by examining everyday practices embodied in those roles that exist (at least partially) beyond the reach of legitimate political authority. These relationships were (and continue to be) important in the American liberal tradition both because they limit government power and because they provide the foundation upon which political society is built. Or put another way, in the American liberal tradition an individual is not only, or even primarily, a citizen. At different times and in different circumstances, an individual is expected to fulfill the duties and obligations of being a parent or a child, a husband or a wife, a master or a servant, and a subject of God. Reason is secured as individuals apply the appropriate standards of conduct demanded by these different affective and institutional bonds.

Psychology**20168 Developmental Psychology**

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

20167 Research Methods in Psychology

Barton		Full Term	T, F	2:00 – 3:20	BON
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This course will survey the range of research methods available to psychologists. Students will become familiar with each phase of the research process through readings, lectures, class discussions, field observations, surveys, interviews, and laboratory measurement. The advantages and limitations of each method will be emphasized. In addition, students will practice using appropriate statistical analyses to interpret data. *Prerequisites: Introduction to Psychology AND at least one additional Psychology course. Class size is limited.*

20175 Psychology Senior Thesis Tutorial

Barton/Bauer/Harley/Callahan		Full Term	M	10:30 – 11:50	BON
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This tutorial is a continuation of the fall Psychology Thesis Tutorial, but on a more individualized schedule. Our focus will be on data analysis and interpretation, and above all, organization and writing skills. Tutorial participants will work together with their primary sponsor to discuss and critique ongoing work; occasional full group meetings will also be scheduled, hence the common scheduling. All students will complete a final oral presentation of the thesis. *Offered exclusively for graduating students with psychology thesis advisors.*

20181 Animal Learning

Bauer		Full Term	M, W	6:00pm - 7:20pm	BON
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This course considers the mechanisms and processes of learning. We will discuss the basic issues in traditional learning theory including habituation, sensitization, classical conditioning, instrumental conditioning, and discrimination learning. *Prerequisite: Cognitive Psychology, Biological Psychology, or Animal Behavior.*

20170 Environmental Psychology

Callahan		Full Term	T, R	10:30 – 11:50	BON
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This course will explore the relationships between people and their social, natural, and built environments. Although the field draws on work from a number of disciplines, psychological theory and empirical research will guide our exploration. Issues and applications such as place attachment and identity, wayfinding and cognitive maps, images of wilderness, landscape references, noise, personal space and proxemics, territoriality, crowding, and the design of residential and work environments will be reviewed. *Prerequisite: An Introductory Psychology Seminar.*

Spring 2009 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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20171 Abnormal Psychology

Graham		Full Term	M, R	3:30 – 4:50	BON
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This class will provide an introduction to the scientific study of psychopathology. We will begin with a discussion of the definition of psychopathology and mental illness. Other topics will include the classification, development, symptoms, treatment, and prevention of various forms of mental illness. A theme running throughout the course will be the role of biology in abnormal thought and behavior. *Prerequisite: An Introductory Psychology Seminar.*

20214 Self and Identity

Graham		Full Term	W	12:30 – 3:20	LBR 250
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This advanced seminar will cover classic and contemporary theory and research on the self and identity. We will begin by discussing various perspectives on the nature and definition of the self. Other topics will include self-esteem (its nature, functions, and maintenance), the development of the self-concept, self-presentation, self-regulation, and the interface of the self and the social environment. *Prerequisite: Social Psychology or Cognitive Psychology or Developmental Psychology. Recommended: Research Methods and/or Statistics*

20173 Laboratory in Comparative Cognition

Harley		Full Term	W	12:30 – 3:20	BON
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The focus of this course is to improve students' skills in methods typically used to answer questions generated by comparative psychologists. Students will gain this knowledge through readings, discussions, planning sessions, materials preparation, data collection and production of A.P.A. lab reports. Data collection will occur with people and other species. *Prerequisites: Cognitive Psychology, Research Methods, Statistics, or instructor permission.*

20174 Cognitive Psychology

Harley		Full Term	M, R	12:30 – 1:50	BON
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Neisser (1967) defined cognitive psychology as the study of the processes by which sensory input is transformed, reduced, elaborated, stored, recovered, and used. This course will focus on the models and experiments that address these cognitive processes. A major goal of the course is to help students develop their abilities to read and understand cognitive experiments and to use experimental data to support hypotheses. *Prerequisite: Introductory Psychology*

Sociology

20177 Urban Sociology

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

20210 Practicum in Community Building

Brain		Full Term	M, R	3:30 – 4:50	CHL 224
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The main focus of this course will be community-based project(s). The exact project(s) will depend on what is happening in the community at this particular time. The general focus of the practicum, however, will be on the problem of re-development in (and around) existing neighborhoods, with some focus on the problem of housing and the creation of mixed-use, mixed-income neighborhoods. The readings will include theoretical discussions and empirical studies relevant to understanding current debates regarding such things as gentrification, affordable or "workforce" housing, traffic and density; current "best practices" and their limitations, and, more generally, the sociology of civic engagement, community action and community-based planning as relevant to solving complex challenges in community planning. Readings, case studies, and classroom discussions will also cover skills and techniques relevant to community building and sustainable development (e.g., facilitation, vision-based planning, charrettes and other tools and techniques of collaborative public process). *Prerequisites: Relevant background in the social sciences, with preference given to students who have taken Urban Sociology or other courses related to Urban Studies. Class size limited to 20 students.*

CRN	Course Title and Description	Term	Day	Time	Classroom
	20198 Contemporary Latin America: Old Conflicts, New Visions				
Dello Buono		Full Term	T, R	10:30 – 11:50	LBR 156
<p>This course employs a sociology of development approach to contemporary Latin America. It seeks to provide a broad understanding of the political, economic and social dynamics unfolding in a rapidly changing region. Following a survey of the main paradigms in the field including modernization, dependency, structuralist and socialist approaches, we shall consider specific case studies that illustrate some of the advances and setbacks experienced by contemporary development strategies. Particular attention will be given to the role of social movements as important protagonists behind the revolutionary upheavals and consolidation of alternative development models currently taking place across the region.</p>					
	20199 Political Economy and Critical Sociology				
Dello Buono		Full Term	W	6:00pm - 8:50pm	LBR 154
<p>This purpose of this seminar is to examine the rise of political economy and to trace its pervasive influence upon sociological thought up through the present. Classical political economy sought to conceptualize the linkages of political power to accumulated material wealth. In so doing, it helped establish important theoretical foundations for understanding social behavior. Although the classical paradigm founded by thinkers like Adam Smith and David Ricardo eventually splintered and collapsed, it left an indelible imprint upon the social sciences. Many influential sociologists, both classical and contemporary alike, developed their ideas while engaged in a dialogue with political economy. This course will trace the influence of political economy and demonstrate how it set the parameters for subsequent generations of critical sociological thought. Prior coursework in sociology is strongly recommended.</p>					
	20194 Sociology of Gender and the Body				
Fairchild		Full Term	T, R	9:00 – 10:20	LBR 154
<p>This introductory-level course highlights general sociological concepts as we focus on the intersection between gender and the body. We will cover a wide range of topics, including: body image and self-confidence, attractiveness, cosmetic surgery, menstruation, reproduction, the body and sports, violence, and disability, among others. Within these, we will talk about boys' bodies, girls' bodies, men's bodies, and women's bodies. Although our main focus will be on gender and the body, we will approach our study with attention to other forms of inequality, including race and class. <i>Class size limited to 25 students.</i></p>					
	20180 Studying Culture on the Micro Level: Employing Qualitative Methods				
Fairchild		Full Term	W	12:30 – 3:20	LBR 156
<p>How is culture – something many think of as “outside” of individuals – employed in peoples' lives? How can qualitative social science research methods help us answer this question? Students will choose an element of culture to study, and a method appropriate to their research interest from among the range we will cover: individual in-depth interviewing, focus groups, ethnography, case studies, historical and comparative methods, and content analysis. In addition to data collection techniques, discussions will emphasize theoretical and ethical considerations in designing research on culture and issues regarding interpretation and writing. <i>Students must have taken at least two previous sociology courses.</i></p>					
	20179 Introduction to Sociology through Social Psychology*				
Pittman		Full Term	T, R	10:30 – 11:50	LBR 154
<p>A primary goal of the course is to convey a sense of what a “sociological perspective” is while also introducing students to an important sub-field of sociology. Social psychology is the systematic study of behavior, thoughts, and feelings of interacting individuals and of their relationships to groups in society. The core concepts, theoretical approaches, and research methods within social psychology will be presented.</p>					
	20185 Social Psychology Research Practicum 1: Studying Human Behavior				
Pittman		Module I	W	12:30 – 3:20	LBR 248
<p>This course focuses on learning research techniques through classroom lectures, workshops, and actively participating in the design and implementation of a full-scale social psychological research project. The first module (MOD 1) focuses on the design of the research project including developing a working content knowledge, developing a measurement tool, writing a proposal, and obtaining Human Subjects approval. <i>Prerequisite: At least one sociology course.</i></p>					
	20224 Social Psychology Research Practicum 2: Studying Human Behavior				
Pittman		Module II	W	12:30 – 3:20	LBR 248
<p>This course focuses on learning research techniques through classroom lectures, workshops, and actively participating in the design and implementation of a full-scale social psychological research project. The second module (MOD 2) focuses on the implementation of the project including pre-testing & refining the measurement tool, collecting data, developing a working knowledge of SPSS, managing & storing data, and early data analysis. <i>Prerequisite: At least one sociology course.</i></p>					

Spring 2009 Schedule of Classes – Environmental Studies Program

CRN	Course Title and Description	Term	Day	Time	Classroom
20081	Poetry and Poetics of Place Zamsky <i>See description under Literature</i>	Full Term	T, F	12:30 - 1:50	CHL 215
20189	Judaism and Ecology* Marks <i>See description under Religion</i>	Full Term	T, F	12:30 - 1:50	PMC 219
20114	Advanced Plant Ecology Lowman <i>See description under Biology</i>	Full Term	W	12:30 - 3:20	Caples CH
20105	Coral Reef Ecology* Beulig <i>See description under Biology</i>	Mod I	T, F	12:30 - 1:50	LBR 248
20218	Global Environmental Issues: Science Education Lowman <i>See description under Biology</i>	Full Term	W	5:30 - 7:00	HNS 108
20158	American Environmental History Johnson <i>See description under History</i>	Full Term	T, R	9:00 – 10:20	CHL 224
20161	Sustainable Development Alcock <i>See description under Political Science</i>	Full Term	T, R	10:30 – 11:20	LBR 252
20177	Urban Sociology Brain <i>See description under Sociology</i>	Full Term	M, R	12:30 - 1:50	LBR 156

Spring 2009 Schedule of Classes – Gender Studies Cross Reference

CRN	Course Title and Description	Term	Day	Time	Classroom
20051 Seminar: Modernism And Madness Hassold <i>See description under Art History</i>	Full Term	T, F	12:30 – 2:00	CAP 107	
20068 American Masculinities Dimino <i>See description Under Literature</i>	Full Term	M, R	3:30- 4:50	CFA 211	
20100 Fairy Tales of the Brothers Grimm Sutherland <i>See description under Literature</i>	Full Term	T, F	12:30- 1:50	LBR 154	
20074 Performances of Gender: Readings of 19th-century French Fiction Reid <i>See description under Literature</i>	Full Term	T, F	12:30- 2:00	CHL 214	
20200 Topics in Feminist Philosophy Edidin <i>See description under Philosophy</i>	Full Term	T, F	2:00- 3:20	CHL 221	
20110 Current Issues in Human Genetics* Gilchrist <i>See description under Biology</i>	Full Term	T, R	9:00 - 10:20	Chae	
20218 Global Environmental Issues: Science Education Lowman <i>See description under Biology</i>	Full Term	W	5:30 - 7:00 PM	HNS 108	
20141 Ancient North America Baram <i>See description under Anthroology</i>	Full Term	M, R	2:00 – 3:20	ANL	
20144 East African Anthropology Dean <i>See description under Anthropology</i>	Full Term	M, R	12:30 – 1:50	ANL	
20197 Early Caribbean History: Swashbucklers, Slaves, and Servants* Dungy <i>See description under History</i>	Full Term	T, R	9:00 – 10:20	CHL 221	
20155 Seminar on Race, Class and Gender in the Americas Dungy <i>See description under History</i>	Full Term	W	12:30 – 3:20	CHL 221	
20161 Sustainable Development Alcock <i>See description under Political Science</i>	Full Term	T, R	10:30 – 11:20	LBR 252	
20179 Introduction to Sociology through Social Psychology* Pittman <i>See description under Sociology</i>	Full Term	T, R	10:30 – 11:50	LBR 154	
20194 Sociology of Gender and the Body Fairchild <i>See description under Sociology</i>	Full Term	T, R	9:00 – 10:20	LBR 154	
20093 Islam in America Seales <i>See description under Religion</i>	Full Term	M, R	12:30- 1:50	LBR 152	

Spring 2009 Schedule of Classes – Medieval and Renaissance Studies

CRN	Course Title and Description	Term	Day	Time	Classroom
20049	The Gothic Cathedral* Carrasco <i>See description under Art History</i>	Full Term	T, F	12:30- 1:50	LBR 209
20076	Chaucer—The Dream Visions and <i>Troilus and Criseyde</i> Myhill <i>See description under Literature</i>	Full Term	T, R	10:30- 11:50	CHL 215
20077	Theaters of Social Change--Revenge Tragedy and City Comedy Myhill <i>See description under Literature</i>	Full Term	M, R	2:00- 3:20	CHL 215
20212	Empire and Papacy in the Eleventh Century McCarthy <i>See description under History</i>	Full Term	M, R	3:30 – 4:30	CHL 221
20211	Medieval Monasticism McCarthy <i>See description under History</i>	Full Term	M, R	12:30 – 1:50	CHL 224

Spring 2009 Schedule of Classes – Theater Cross Reference

CRN	Course Title and Description	Term	Day	Time	Classroom
20083	Fuzion Dance II Bolanos-Wilmott <i>See description under Music</i>	Full Term	T, R	12:30 -1:50	FCS