

Fall 2009 Schedule of Classes – Division of Humanities

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

**80129 Painting I: An Introduction**

Anderson		Full Term	T, F	3:30-5:30	CFA 509
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Painting I is a foundations studio course intended to familiarize students with a variety of painting concepts and processes. Through guided investigations students will gain an understanding of painting materials, color theory, descriptive painting, nonrepresentational painting, and theoretical concerns relevant to painting today. Through a series of thematic assignments students will learn to develop an increasingly personalized painting vocabulary with historical and contextual relevance. Outside homework, reading, and research will be required. College level drawing or consent from instructor is required for this course. Students are expected to purchase their own materials.  
*Class size limited to 15. Lab fee required*

**80130 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*

**80171 Sculpture- Beginning\***

Staff T.B.A		Full Term	M, R	12:30-2:30	CFA 111
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*Class size limited to 15. Lab fee required*

**80131 Sculpture Intermediate/Advanced**

Staff T.B.A		Full Term	M, R	3:30-5:30	CFA 111
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*Class size limited to 15. Lab fee required*

**Art History**

**80187 Masterpieces: Renaissance to Rococo\***

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. The goal is to provide an intensive examination of a few significant examples of painting and sculpture, and to introduce students to the kinds of questions that need to be asked in order to understand works of art. We will investigate the artistic traditions as well as the cultural and social context underlying each work. The works to be considered will be selected from the following: Giotto (Arena Chapel frescoes), Jan van Eyck ("Arnolfini Portrait," "Madonna in a Church"), Masaccio ("Trinity," Brancacci Chapel frescoes); Botticelli ("Primavera," "Madonna of the Magnificat"), Dürer ("Adam and Eve"), Grünewald (Isenheim Altarpiece), Michelangelo ("David;" the Sistine Chapel ceiling), Leonardo da Vinci ("Last Supper;" "Mona Lisa"), Titian ("Sacred and Profane Love"), Pontormo ("Deposition of Christ"), Rembrandt ("The Night Watch"), Velázquez ("Las Meninas"), and Caravaggio ("Conversion of St. Paul" & "Martyrdom of St. Peter"). Requirements will include several short papers; there will also be occasional visits to the Ringling Museum of Art. *No prerequisites.*

**80133 The Renaissance in the North\***

Carrasco		Full Term	T, F	12:30-1:50	LBR 209
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A reading and discussion class examining the most significant developments in northern European art of the fifteenth and sixteenth centuries. We will consider the great Flemish painters (such as Jan van Eyck, Roger van der Weyden, and Pieter Bruegel) as well as German artists (Dürer, Holbein, Cranach, Altdorfer, and Grünewald). Among the issues to be considered are: the nature and significance of "realism;" the function, production, and patronage of visual images; the relationship between art and religious devotion, including the impact of the Reformation; and the rise of new, secular categories of art (landscape, portrait, still-life, and genre scenes). No prerequisites, although some background in history, religion, or art history would be useful.

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80134</b>	<b>Nineteenth Century Painting*</b>				
Hassold		Full Term	T, R	10:30-11:50	CAP 107
<p>This course concentrates primarily on French art from the end of the 18th century (Rococo) to the end of the 19<sup>th</sup> century (Decadents, Symbolists, Art Nouveau, etc.). The French artists to be covered include the Neo-Classicalists (David, Ingres and their followers), the Romantics (Gericault and Delacroix), the Realists (Courbet and Manet), the Impressionists (Degas, Morisot, Cassatt, Renoir and Monet), and the Symbolists (Redon and Moreau). If time permits, other movements of the end of the century will be included. Open to beginning students. This course provides excellent background for one nineteenth century seminar: <i>Fin de siècle</i> (Interdisciplinary study of Art History, Social History, Gender Studies, and Literature). The course not only surveys the art of the period, but in doing so, foregrounds definitions of style. Style is seen as a complex issue that depends on a number of variables (formal and expressive qualities, choice of subject matter, attitude toward the world, etc.). These issues are explicated in several of the course texts: Robert Rosenblum's <i>Transformations of Late Eighteenth Century Art</i>, and Hugh Honor's <i>Neo-classicism</i>. Depending on the term paper project chosen, this course could be counted towards fulfillment of a Gender Studies Joint Area of Concentration.</p>					
<b>80135</b>	<b>An-"Other" Story: The Art of Women through the Ages*</b>				
Hassold		Full Term	T, F	12:30-1:50	CAP 107
<p>This course surveys the work of women artists from Hildegard of Bingen in the 12th century to contemporary postmodern artists such as Cindy Sherman, Barbara Kruger, Kara Walker, and Jenny Saville. The course will not simply explore the paintings produced by these women but will also look at the circumstances under which they worked, the training that was possible for them to receive, and how they negotiated their personal situations in different historical periods. Topics related to content will be discussed through appropriate readings (maternity, pregnancy, the body as lived, cross dressing as a strategy, identity, etc.). Students will be expected to write short papers on several women artists and make class presentations on their research. Several texts will be used along with a number of supplementary readings.</p> <p><i>Enrollment will be limited to 12 students. No prerequisites; open to beginning students. Admission will be determined by a short two- to three-page paper on a work by a woman artist that you find interesting, explaining why you find it interesting. This course counts for both Art History and Gender Studies requirements.</i></p>					
<b>Classics</b>					
<b>80136</b>	<b>Elementary Ancient Greek I</b>				
Shaw		Full Term	M, W, F	11:00-11:50	PME 219
<p>Elementary Ancient Greek I is the first half of a year-long course on the language of the ancient Greeks. This course covers Chapters 1-13 of <i>Thrasymachus</i>, a book uniquely organized to allow students to read a continuous Greek narrative from day one. The text includes adapted passages from famous, ancient Greek authors; and by the end of the second semester, we will even be reading unadapted passages from Homer's <i>Odyssey</i>. Successful completion of the first year of Greek will prepare students to read and understand ancient works in the original language.</p> <p><i>There are no prerequisites for Elementary Greek I, but this course is a prerequisite for Elementary Ancient Greek II.</i></p>					
<b>80137</b>	<b>Advanced Greek I*</b>				
Shaw		Full Term	M, R	12:30-1:50	PME 219
<p>Advanced Greek I is the first semester in a yearlong course in Greek literature. We will concentrate on Greek prose (authors and texts will vary by year, but will include works by Plato, Lucian, Lysias, Herodotus, Xenophon, Thucydides, Plutarch 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 prose.</p> <p><i>Prerequisite: Elementary Greek I and II at New College, or the equivalent. Please see instructor if you are uncertain about placement.</i></p>					
<b>80138</b>	<b>Elementary Latin I</b>				
Rohrbacher		Full Term	M, W, F	10:00-10:50	LBR 154
<p>Knowledge of Latin is essential for reading the literature of classical, medieval, and early modern Europe. Latin may also be useful for historians, art historians, archaeologists, philosophers, and students of religion or theater. Immersion in the elegance and simplicity of Latin encourages the development of the student's English prose style and general clarity of thought. This course rapidly covers the first half of <i>Wheelock's Latin Grammar</i> and is a prerequisite for Elementary Latin II. <i>Elementary Latin I has no prerequisites and is intended for beginners or those with high school Latin preparation inadequate for advanced work. Please see instructor if you are uncertain about placement</i></p>					
<b>80139</b>	<b>Advanced Latin: Ovid, <i>Metamorphoses</i></b>				
Rohrbacher		Full Term	T, F	12:30-1:50	PME 219
<p>Publius Ovidius Naso (43 B.C. – 18 A.D.) was the last of the great Augustan poets. After writing several volumes of elegiac love poetry, Ovid turned his attention to his masterwork, the <i>Metamorphoses</i>. This sprawling work of mythology and history melded elegiac and epic in a subtle challenge to Vergil's <i>Aeneid</i>. Ovid's <i>Metamorphoses</i> has maintained a consistent popularity for two millennia, and is the primary source for the western world's knowledge of Greek mythology and the literature and art which it spawned.</p> <p><i>Prerequisites: Elementary Latin I and II at New College, or the equivalent. Please see instructor if uncertain about placement.</i></p>					

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**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.*

**80140 Beginning French I (Section 1)**

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

This first-semester course is designed for students with little or no background in French. Using the multimedia *French in Action* program, this immersion course focuses on the use of grammatically and idiomatically correct French. Required work for the course includes weekly quizzes, frequent dialogues, and a comprehensive final exam. Attendance, active participation, and individual study in the Language Lab are required. Three 50-minute classes per week plus one 90-minute lab session. Class is conducted entirely in French. *Enrollment limited to 20.*

**80174 Advanced French I**

Van Tuyl	Full Term	M, W, F	11:00-11:50	CFA 211
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This course in composition and conversation is intended for students with two years of college French or the equivalent. A comprehensive grammar review plus reading and writing assignments of increasing difficulty will prepare students to study French literature and culture in the original. Readings include a wide variety of French and Francophone literary works as well as a selection of nonfiction texts. Required work for the course includes daily grammar exercises plus intensive individual grammar review, frequent writing assignments, self-correction of all written work, and a comprehensive midterm and final exam. Attendance and active participation are required. Class is conducted entirely in French. *Prerequisite: Successful completion of Intermediate French II or permission of instructor. Enrollment limited to 20.*

**80141 Intermediate French I\***

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

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

**80175 The French Renaissance: Contextualizing Sixteenth Century Literature**

Reid	Full Term	T, F	12:30-2:00	CHL 215
	English Section	T	10:30-12:00	

*See course descriptions under Literature*

**80142 Elementary German I**

Cuomo	Full Term	M, W, F	10:00–10:50	HCL 7
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This is the first part of a one-year introduction to the German language. Using Moeller/Adolph/Hoecherl-Alden's *Deutsch heute* Eighth Edition as text and the accompanying workbook, CD program, and online exercises, students will gain a fundamental knowledge of German grammar, vocabulary, and syntax. Since emphasis will be on the acquisition of both active and passive language skills, German will be the primary language used in the classroom, and participation in weekly conversational and review sessions with the teaching assistant is a requirement. During Term I we will cover the introduction and first six chapters of *Deutsch heute*. There will be frequent written and online assignments (Ace tests), and chapter quizzes, as well as comprehensive midterm and final examinations.

**80178 German Conversation and Composition**

Cuomo	Full Term	T, F	3:30-4:50	LBR 154
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In this advanced-level German course students will build upon their background from second-year German and focus on the development of their active skills in writing and speaking German. In addition to reviewing such essential grammar as the subjunctive, passive voice, adjective endings, and conjunctions with the help of Rankin/Wells, *Handbuch zur deutschen Grammatik*, they will cover expressions and vocabulary for discussion strategies and textual analysis. They will work with short prose pieces, films by Werner Herzog (*Kaspar Hauser*) and others and at least one radio play, before focusing on Friedrich Dürrenmatt's novel *Der Richter und sein Henker* in the last weeks of the term. Students will be responsible for regular preparation of the material and assignments including short essays, discussion questions, presentations, and tests based on the texts and grammar covered.

*Prerequisite: two years of college-level German or its equivalent. Students with questions about their proficiency should contact the professor.*

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<b>80143</b>	<b>Intermediate German I*</b> Sutherland	Full Term	M, W, F	11:00-11:50	LBR 156
	This course will both review grammatical structures covered in Elementary German and introduce more complex structures, while continuing to focus on reading, listening, speaking and writing skills. Along with a textbook and participation in weekly conversational and review sessions with our German language teaching assistant, students will be responsible for reading a work of fiction and viewing two film versions of this work. Writing and vocabulary assignments will evolve from these assignments. In addition, <i>Hörspiele</i> will also be used. Students will be expected to apply grammatical structures and vocabulary in their writing and speaking assignments. <i>Prerequisite: one year of college-level German or its equivalent as demonstrated on the placement test.</i>				
<b>80181</b>	<b>Women and Seduction in 18<sup>th</sup> and Early 19<sup>th</sup>-century German Drama*</b> Sutherland	Full Term	T, F	12:30-1:50	LBR 156
	<i>See description under Literature</i>				
<b>80144</b>	<b>Elementary Spanish I</b> Staff	Full Term	M, W, F	10:00-10:50	LBR 248
	This first-semester course is designed for students with little or no background in Spanish. The main goals of this course are to acquire good knowledge of basic Spanish Grammar (simple sentence structure, simple tenses in the Indicative), to build Vocabulary, and to develop Oral/Aural skills. Required work for the course includes preparation of short dialogues/skits for in-class work, weekly quizzes, take-home grammar exercises, reading/writing, laboratory assignments, and 3 to 4 major exams. Three 50-minute classes per-week. An additional six hours (at least) of preparation for class are required, plus 3 to 4 hours to complete workbook & laboratory assignments, every week. Attendance and active participation in class exercises are required. Students are expected to prepare all assignments carefully. Quality and timeliness of completed work, significant progress in language skills, and evidence of mastery of basic Spanish grammar will be the basis for the evaluation of a student's performance. <i>Students interested must contact Professor Portugal as soon as possible for assessment: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.</i>				
<b>80145</b>	<b>Intermediate Spanish (Section 1)</b> Labrador-Rodriguez	Full Term	M, W, F	10:00-10:50	LBR 152
	This course is designed to clarify grammatical concepts, increase vocabulary and improve oral expression and reading skills. Oral/Aural work will be stressed more heavily than written work. The texts will provide grammar exercises as well as basic readings intended to increase vocabulary and stimulate conversation. Required work for the course includes weekly quizzes, take-home grammar exercises, reading/writing & laboratory assignments, and 3 to 4 major exams. The class will be conducted in Spanish only and students will be expected to participate actively in all exercises and prepare all assignments carefully. Three 50-minute classes per-week. An additional six hours (at least) of preparation for class are required, plus 3 to 4 hours to complete workbook & laboratory assignments, every week. Significant progress in the accuracy of communication will be the basis for the evaluation of a student's performance.  <i>Prerequisite: Satisfactory completion of Elementary Spanish II at New College. Students with equivalent work done in another institution ( one year college-level) or two years of high-school Spanish are eligible, but are required to complete the placement exam and a placement form. Students not coming from Elementary Spanish must contact the instructor as soon as possible during the Spring Semester of 2007 for assessment of proficiency: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.</i>				
<b>80146</b>	<b>Intermediate Spanish (Section 2)</b> Portugal	Full Term	M, W, F	11:00-11:50	LBR 152
	<i>Same Course Description as Intermediate (section 1)</i>				
<b>80176</b>	<b>Lecturas Hispánicas (Section 1)</b> Bennaji/Staff	Full Term	M, R	12:30-1:50	LBR 248
	<i>See description under Literature</i>				
<b>80190</b>	<b>Lecturas Hispánicas (Section 2)</b> Bennaji/Staff	Full Term	T, F	2:00-3:20	LBR 156
	<i>Same Course Description as Lecturas Hispánicas Section 1</i>				

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CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80177</b>	<b>Advanced Spanish</b> Portugal	Full Term	T, F	12:30-1:50	PME 213
	<p>In this course we will study Latin American essays written in the 19<sup>th</sup> and 20<sup>th</sup> Centuries. Our interested will be focused on works devoted to the elaboration of key topics in the narratives of identity [questions of nation, ethnicity and gender]. We will try to understand the particularities of the genre as it has been practiced in particular cultural environments, and look into its possibilities as a form of intellectual inquiry. We will pay close attention to the play of language, and develop appropriate strategies to understand, describe, and explain idiosyncratic uses. Throughout the semester the course will demand intense reading, active in-class participation, in-class presentations [individual and group], and written assignments in a variety of formats [including interpretive and free essays, and the translation and annotation of assigned texts]. Written assignments, class discussions, and all main readings will be in Spanish. Secondary readings in English may be assigned as support material for class discussion or be part of the research for the final project. The final project will be the “edition” of a selected essay: a short study of the text [an essay on the essay] and annotations clarifying questions of language and context.  <i>The course is open to students who have completed ‘Lecturas Hispánicas’ or ‘Advanced Spanish’ at New College. All others need permission of the instructor.</i></p>				
<b>80147</b>	<b>Beginning Russian I</b> Schatz	Full Term	M, W, F	10:00-10:50	PME 219
	<p>This course will focus on the basics of Russian grammar and syntax, and it is envisioned as the first component of a four-semester Beginning/Intermediate sequence. It is designed for students with a serious and confirmed interest in the language. Although Russian is not as daunting as many assume and as it might first appear to the uninitiated, even early mastery of materials in the text will require real commitment on the part of the student. Students should plan on spending at least two to three hours of preparation for each of the three weekly fifty-minute class sessions. For obvious reasons, faithful class attendance and consistent, conscientious preparation of assignments will be essential. This semester we will be working from a new textbook, <i>Golosa</i>, which stresses active use of the written and spoken language. When students have acquired necessary skills, we will include in our study materials from sources outside the textbook, which will provide further exposure to contemporary lexicon and usage. Our work in this introductory course will be both challenging and rewarding. We will begin from the ABVs. The course is open to all interested students</p>				
<b>80153</b>	<b>Russian Short Fiction: Sentimentalism to Neo-Realism*</b> Schatz	Full Term	T, F	2:00-3:20	PME 219
	<p><i>See description under Literature</i></p>				
<b>80148</b>	<b>Elementary Hebrew I</b> Inouye	Full Term	M, W, F	11:00-11:50	COH 116
	<p>This course introduces students with no previous knowledge of Hebrew to the Modern Hebrew language. The development of oral and written language skills is the primary focus of the course. To this end, students will acquire basic useful vocabulary through an introduction to the fundamentals of Hebrew grammar and syntax. An introduction to the Hebrew alphabet will set the foundation, as we will quickly move to develop students’ skills in conversation, reading, writing, and aural comprehension</p>				
<b>80194</b>	<b>Hebrew III*</b> Inouye	Full Term	M, W, F	10:00-10:50	COH 116
	<p>This Intermediate level Hebrew class assumes students’ successful completion of Elementary Hebrew I and II, or some comparable previous background. The development of oral, aural, and written language skills continues to be the primary focus of the course. To this end, students will continue to acquire useful vocabulary, and more complex grammar, and syntax. Some of the specific topics in morphology and syntax that will be covered in Hebrew III are: construct states, hitpa’el conjugations in the present tense, pa’al conjugations in the past tense, ordinal numbers, conjugations of prepositions I and shel, and possessive sentences</p>				

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**80172 First Year Modern Chinese I**

Zhang		Full Term	M, W, F	10:00-10:50	LBR 252
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This is the first introductory language course in Modern Standard Chinese (Pǔtōnghuà) designed for students with little or no background with a focus on speaking, listening, reading, and writing skills. The first semester, which will cover the first 10 chapters in the *Integrated Chinese (Third Edition)*, introduces the basic phonetic system, some basic grammar, the writing system, and everyday conversational vocabulary and sentence patterns. Our in-class meetings will concentrate on the training of oral and aural skills. Students are also required to attend a one-hour lab session or group meetings with the TA. In addition to active participation in class and supplementary activities and timely submission of written assignments, students are expected to spend at least one hour per day preparing for classes, tutorial sessions, quizzes and tests, among other activities. *Enrollment limited to 20.*

**80173 Third Year Modern Chinese I**

Zhang		Full Term	M, W, F	11:00 –11:50	LBR 250
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This course is designed to expose students to more advanced and comprehensive knowledge of Mandarin Chinese, emphasizing both linguistic capacity and communicative competence. While students continue to expand their vocabulary and their understanding of grammar and structure, students will begin to discuss in greater depth both orally and in written forms, on various cultural topics and by using more sophisticated sentence patterns and expressions. Students will learn to read and write in a variety of styles of written Chinese, such as descriptive, expository, and argumentative. To enroll in this class, students are expected to have completed the courses of the first and second year Chinese or to demonstrate an equivalent level.

**80149 Second Year Modern Chinese I**

Zhu		Full Term	M, W, F	10:00-10:50	LBR 209
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This course is open to students who have completed First Year Chinese I and II (aka. Elementary Chinese I & II). Building upon the vocabulary and sentence structures mastered in the first year, students will learn more useful expressions and more complex structures, and continue to develop greater fluency and competency in listening, speaking, reading and writing. Students are expected to grasp all the major grammar points by the end of the year and will be introduced to different aspects of Chinese culture and society. In addition to active participation in class and timely submission of written assignments, students are expected to spend at least one hour per day preparing for classes, tutorial sessions, quizzes and exams, among other activities. Enrollment is limited.

**80183 The Representation of Youth in Modern Chinese Literature and Film**

Zhu		Full Term	M, R	12:30-1:50	LBR 250
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*See description under Literature*

**Literature**

**80150 Mapping America: An Introduction to American Literature\***

Dimino		Full Term	T, F	2:00-3:20	CFA 211
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In this course we will examine American cultural identity and cultural change by constructing a "map" of America, with works of literature ranging from the voyages of discovery to the present. Each section of the course will trace a particular region of the country over a period of history. Our survey of New England, for example, will begin with John Winthrop's model of a Christian community in his famous sermon of 1630: "we shall be as a city upon a hill. The eyes of all people are upon us. . . ." Thoreau's *Walden* probes the links between the cycle of nature at a Massachusetts pond and the workings of the human spirit; Mary Wilkins Freeman's turn-of-the century regionalist stories portray, with humor and with empathy, the struggles of ordinary New Englanders, most of whom are older women. The section will conclude with Frost's poetry. Other reading will include works by Douglass, Chesnut, Faulkner, and Welty (the South); Dreiser, Brooks, and Erdrich (the Midwest); Whitman, Hughes, and Malamud (New York); Native American oral poetry, Steinbeck, Momaday, and Chavez (the West); and Hurston (Florida). Students will write two eight-to-ten page papers, a statement of goals, and a self-evaluation, and will be expected to participate actively in class discussions. The course is open to all students; enrollment will be limited to 25.

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**80195 Violence and Environmentalism in American Literature and Film**

Dimino		Full Term	M, R	3:30-4:50	CHL 215
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This course will concentrate on two important topics in American culture, and will focus on American fiction from 1835 to the present, though other genres will be included. We'll also view a number of films. Our reading for "American Literary Environmentalism" will include Thoreau, *Walden*, De Lillo, *White Noise*, Williams, *Refuge*, and selections from Lopez, Ray, and others. The reading for "Violence in America" will be drawn from the following: Bartolome de las Casas; Cooper, *The Pioneers* and *The Last of the Mohicans*; Poe, *Tales*; Douglass, *1845 Narrative*; Twain, *Adventures of Huckleberry Finn*; Crane, *The Red Badge of Courage* and Civil War poetry by Whitman and Melville; Chesnut, *The Marrow of Tradition*; Dreiser, *Sister Carrie*; Glaspell, *Trifles*; Wright, "The Man Who Was Almost a Man"; Ellison, *Invisible Man*; O'Connor, "A Good Man is Hard to Find"; Ginsberg, *Howl*; Heller, *Catch-22*; O'Brien, *The Things They Carried*, and Allison, *Bastard Out of Carolina*. We'll certainly see *The Godfather*, Part I, and an example of film noir; students will help to select other films for this topic. Students will write two eight-to-ten-page papers, a statement of goals, and a self-evaluation, and will be expected to participate actively in discussions.

Since we'll be examining novels and stories in depth, the course is most appropriate for students who have had at least one college course on fiction; for other students, permission of the instructor is required.

*Enrollment will be limited to 20.*

**80152 Acting I**

Eginton, FSU/Asolo		Full Term	W	2:00-5:00	CFA 211
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Through a series of concentrated improvisations, speeches, monologues and scenes, as well as script analysis for actors and directors, this introductory acting course will develop a foundation for acting work using the following definitions: Acting is "living truthfully under imaginary circumstances"; Acting is the "reality of doing." The technique taught is based on Practical Aesthetics, as developed by David Mamet and the Atlantic Theater Company in New York, as well as Meisner and Stanislavsky techniques.

Reading, paper writing, and outside of class rehearsal is required, as well attendance of a professional production. The course is taught by Associate Professor Margaret Eginton, from the Florida State University/Asolo Conservator for graduate actor training.

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

**80189 Directing**

Malaev-Babel		Full Term	M	6:00-9:00	LBR 252
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The course will explore the art of directing. It will aim to equip students with theoretical knowledge and practical skills essential to the in-depth understanding of the contemporary theatrical process and to building a basic foundation for the development of a future theater artist. The course will also aid students' development as harmonious creative individuals, capable of approaching contemporary and classical drama from a theatrical standpoint. The course will create circumstances conducive to revealing a directorial way of thinking and skills in students, while using the achievements of the Stanislavsky/Vakhtangov/Michael Chekhov school of directing, as well as other contemporary methods utilized in World Theater today.

Using a play from the international classical repertoire, the course will trace the work of the director from the first step of developing a Creative Conception for the play to analysis and research, table and rehearsal exploration work, and ending with finalizing choices at the latest stage of the rehearsal process. During the course, the students will be asked to independently prepare and share with the class several specially designed directorial exercises. For the final course project, students will be asked to independently rehearse and share with the class an assigned scene from the chosen classical play. In addition to that, students in the course will be asked to read and discuss in class several fundamental classical and contemporary texts on the art of directing.

**80174 Advanced French I**

Van Tuyt		Full Term	M, W, F	11:00-11:50	CFA 211
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*See course descriptions under Languages*

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80175</b>	<b>The French Renaissance: Contextualizing Sixteenth Century Literature</b>				
Reid		Full Term	T, F	12:30- 2:00	CHL 215
		English Section	T	10:30-12:00	CHL 215
<p>The literary production of the sixteenth century was both rich and varied, ranging from the carnivalesque writing of Rabelais to the private contemplation of Montaigne. Our readings will include fiction (Rabelais' Gargantua and Pantagruel, Marguerite de Navarre's Heptameron), poetry (Ronsard, du Bellay, Scève, and Labé), and a selection of Montaigne's Essays. We will also look at how the Renaissance esthetic was expressed in art, music and architecture. To understand the socio-political context that gave rise to the French Renaissance, we will need to consider the broad debate between the Church and the Reformation, and the subsequent rise of Humanism. Our discussions will be informed by readings in both social history, such as the work of Natalie Zemon Davis, and literary criticism. This course puts a premium on participation: each participant will be responsible for preparing discussion questions and for making at least two (short) oral presentations over the course of the term. Written work will consist of either: 1) a series of four short papers; or 2) a short paper, an in-class exam, and a research paper (12-15 pgs). The course is taught with both French and English discussion sections. Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor. The course is cross-listed under Gender Studies.</p>					
<b>80176</b>	<b>Lecturas Hispánicas (Section 1)</b>				
Bennaji/Staff		Full Term	M, R	12:30-1:50	LBR 248
<p>This course is intended to be a transition from language courses to the study of literature and culture in Spanish. The course is designed for students who have completed Spanish Conversation and Composition or its equivalent. We will review key grammatical aspects to promote accuracy and variety in oral and written expression. We will connect our study of grammar to the main focus of the course: reading and class discussion of texts and topics that are relevant to Hispanic culture and society, and writing about them. Students will write short essays and will make individual and group presentations as corollary of the reading-discussion work. Two main compositions will be required [one will be an individual assignment and the other a group writing project]. Active class participation is a requirement of this class. Students must be willing to meet in groups outside class times in order to prepare for oral or written assignments.</p> <p>Key to the evaluation of students' work will be: knowledge of grammar, frequency and quality of in-class participation, and satisfactory completion of the written assignments. The expectation is that students will show clear improvement in their control of the language [structure, vocabulary, flow] in all the different areas [oral and written expression, listening and reading comprehension,] taking into account the specific nature of each one of the assignments [either more structured or more open formats].</p> <p><i>The course is open to students who have completed Spanish Conversation and Composition at New College. All others need to take the placement exam AND permission of the instructor.</i></p>					
<b>80177</b>	<b>Advanced Spanish</b>				
Portugal		Full Term	T, F	12:30-1:50	PME 213
See description under Languages					
<b>80178</b>	<b>German Conversation and Composition</b>				
Cuomo		Full Term	T, F	3:30-4:50	LBR 154
See description under Languages					
<b>80181</b>	<b>Women and Seduction in 18<sup>th</sup> and Early 19<sup>th</sup>-century German Drama*</b>				
Sutherland		Full Term	T, F	12:30-1:50	LBR 156
<p><i>This course deals with the development of the German bourgeois tragedy from 1755 to 1843, and includes a comparative look at English domestic tragedy, which influenced the development of the genre in Germany. Topics include: the role of women, the father-daughter relationship, bourgeois honor, seduction, the role and importance of marriage and social class, female virtue and vice, and infanticide. Primary texts include: Gotthold Ephraim Lessing's Miss Sara Sampson and Emilia Galotti; Jakob Michael Reinhold Lenz' The Soldiers and The Tutor; Heinrich Leopold Wagner's The Childmurderess; Friedrich Schiller's Intrigue and Love and Friedrich Hebbel's Maria Magdalena. English dramas, such as George Lillo's The London Merchant or the History of George Barnwell, Edward Moore's The Gamester, and others will also be read and discussed.</i></p>					
<b>80153</b>	<b>Russian Short Fiction: Sentimentalism to Neo-Realism*</b>				
Schatz		Full Term	T, F	2:00-3:20	PME 219
<p>An examination of approximately forty short stories and short novels from the Sentimentalism of Karamzin to the Neo-Realism of Maxim Gorky. The evolution of these genres will be studied in relationship to the development of the novel as the dominant prose genre of the century. Major tendencies in short prose fiction will be represented and most major writers—Pushkin, Gogol, Dostoevsky, Turgenev, Leskov, Tolstoy, and Chekhov—will be included. The contributions of some lesser-known writers such as Garshin and Korolenko will be covered as well. Several brief analytical essays will be required, and <i>consistent, informed participation in class discussions will be expected</i>. Enrollment will be limited to twenty; priority will be given to first-year students and to those students for whom this course is an essential component of the area of concentration.</p>					



CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80179</b>	<b>Shakespeare—Bodies Natural and Politic*</b>				
Myhill		Full Term	T, R	10:30-11:50	LBR 250
<p>This course will cover a substantial amount of Shakespeare's lyric and narrative poetry in addition to plays from all four genres he worked with—History, Comedy, Tragedy, and Romance-- in the context of the social, literary, and theatrical environments of London late in the reign of Queen Elizabeth I and early in the reign of King James I. The course will focus on Shakespeare's exploration of the relations between the individual, the family, and the state in terms of the body as both a physical object and a metaphorical construction. This is a broad survey of Shakespeare's career and will involve about a play a week. Students are expected to write several short papers, present one performance project, and participate actively in class discussion. This course is designed for beginning students of literature and non-majors; enrollment may be limited.</p>					
<b>80180</b>	<b>Fantasies of Otherness: Medieval Romance and its Afterlife</b>				
Myhill		Full Term	M, R	12:30-1:50	CHL 214
<p>The medieval romance was a dominant form of literature from the 12th to the 14th centuries, and has enjoyed an almost uninterrupted series of revivals since then. Set in remote times and locations, populated by questing knights, demanding damsels, helpful hermits, and a startling variety of monsters, the romance traffics in the wonder, the terror, and the pleasure of the world that is not our own, even as it enfolds it in a series of rules and generic conventions that ensure it is always familiar. This course will explore a number of medieval romances (principally but not exclusively Arthurian), then move to 19th and 20th century recasting and reconsideration of this material. Students are responsible for one oral presentation, several response papers, two short papers, and one seminar paper. The course will include substantial amounts of secondary reading and is designed for students with some previous work with prose fiction, theory, and/or medieval literature, history, or culture. Enrollment may be limited.</p>					
<b>80154</b>	<b>Critical Theory in the US: An Introduction</b>				
Wallace		Full term	T, F	3:30-4:50	CHL 221
<p>This course examines the dominant strains of critical theory pertinent to literary study in the US and their critiques. Students will have an opportunity to become familiar with the range of critical theory from Classical and New Criticism through deconstruction and post-structuralism up to current cultural, historical, and postcolonial approaches. In addition to reading each theorist closely for his/her argument, we will investigate the assumptions and philosophical presuppositions built into each theoretical approach. For example, why does New Criticism work so well with poetry and less well with prose fiction? What are the implications of focusing on close textual analysis rather than historical or social context? We will note the ways in which new theoretical approaches are often born from the old, either in imitation or in contention. While this course is primarily concerned with the implications of critical theory for literary study, we will read several key theorists whose work is most clearly aligned with other disciplines including Sigmund Freud, Jacques Derrida, Laura Mulvey, Michel Foucault, and Donna Haraway. In addition to theoretical texts, we will read some short literary texts and try out some of the approaches we have studied. Further, some of the theoretical texts themselves put the division between 'literature' and 'theory' into question. An underlying concern of the course will be thinking about what is the proper work of theory, and what is the relation of critical theoretical discourse to literary analysis. Students are expected to write and post several short 2-3 page response papers, participate actively in class discussion, and usually to write two longer, formal 6-8 page papers based on course material. Students may be expected to identify and present on a critical article of their choice, and may be asked to read and respond to other students' response papers in small group discussion or online. Students whose concentration is outside of literature but who have other reasons for an interest in critical theory are welcomed, although preference may be given to students for whom this course fulfills a requirement in their AOC. Students in their first year of college study are almost never eligible for this course, though transfer students and students entering their second year at New College will be considered.</p> <p><i>Note: This course is not "required" for the Literature or English AOCs, though it is the most regularly offered formal course in Critical Theory. Speak with your advisor about other options unless you know you want this kind of broad survey approach.</i></p>					
<b>80155</b>	<b>Reading Poetry*</b>				
Zamsky		Full Term	T, F	12:30-1:50	CHL 221
<p>This class is an introduction to the study of poetic language. We will read lyric poems from a wide range of historical periods, cultural contexts, and aesthetic commitments, with a consistent eye toward the ways in which language is used as the material of poetry – in much the same way that pigment is the material of painting or sound and silence are the materials of music. The class will attend to sound, syntax, lineation, and the other elements of prosody, and will consider the project of poetry from a number of perspectives: as arrangements of utterance, as pleasure, as the construction of a self (whether abstracted or socially situated), as the process of working out or (more likely) posing emotional, philosophical, political, and other dilemmas. The concept of the class can be usefully captured in the phrase, "poetry as experience." Our goal is to explore that experience in as much detail as is possible. The class will conclude by reading a complete collection of contemporary American verse in order to consider how a book of poetry holds together and to explore the ways that poetic language works today.</p> <p><i>This class is open to beginning students of literature and non-majors.</i></p>					

Fall 2009 Schedule of Classes – Division of Humanities

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80182 Modern Poetry**

Zamsky		Full Term	T, F	2:00-3:20	CHL 221
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This class explores two waves of modernist American poetry. Mod I will focus on the so-called High-Modernists, poets such as T. S. Eliot, Mina Loy, Ezra Pound, Gertrude Stein, and Wallace Stevens, who grappled with the earth-shattering events of the early twentieth-century, from the early promise of modernization to the horrific aftershocks of World War I. In their essays and poetry, these poets address many of the most vexing problems in modern and contemporary writing, including the roles of tradition and innovation, the relationship between poetry and politics, and the power of the imagination in an increasingly secular world. In Mod II, we will see how these foundational modernist issues are extended and recast by second-generation modernists such as Basil Bunting, Lorine Niedecker, George Oppen, and Louis Zukofsky.  
*This class is open to students who have an approved English or Literature AOC; others by the approval of the instructor.*

**80183 The Representation of Youth in Modern Chinese Literature and Film**

Zhu		Full Term	M, R	12:30-1:50	LBR 250
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This course explores the representation and construction of youth and youth culture in modern and contemporary literature and film in the context of modernization, revolution and globalization. Power relationships between the modern and the traditional, the urban and the rural, the younger generation and the older generation will be investigated in relation to identity issues of gender, class, sexuality, ethnicity and nationality. Course materials will include texts from Mainland China, Taiwan, Hong Kong and Overseas Chinese. *Enrollment is limited.*

**Music**

**80156 Fuzion Dance I**

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.

**80157 New College Chorus**

Moe		Full Term	M	7:00-9:00	Sainer Auditorium
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Full Term participation required for Module credit.  
 This is a choral ensemble dedicated to singing music in a variety of styles. The exact repertory will be determined during the course of the semester as the director gets to know participants and what pieces will be best suit the ensemble. Our goal is to produce a cohesive, quality sound in ensemble, and to enjoy doing it along the way. Students may earn a module of credit for a semester's participation.  
 Prerequisite: The ability to match a pitch is absolutely necessary. The ability to read music, although not a requirement will be given special consideration. Ten-minute auditions will be held Friday, August 28<sup>th</sup> 4:00 – 6:00 pm and Saturday, August 29<sup>th</sup> 1:00 – 5:00 pm in one of the practice rooms, CFA 208, Lota Mundy Music Building. If you miss the opportunity to sign up for a time during mini-class, please contact Professor Daniel Moe 941-346-0715 for an appointment.  
 The class will end with a concert at the end of the term, TBA. Evaluations will be based on attendance and preparation of assigned music. Absences, early departures or late arrivals will not be tolerated. More than three absences will result in an unsatisfactory evaluation

**80158 Keyboard Skills**

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

**80159 Music Theory I\***

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

Music is the most immediately-affecting of the arts—and the most systematic, the most rational. Composers create within systems whether they know it or not, and the composer who best understands the possibilities of musical systems will produce the richest music. This course (the first of a two-course sequence) is designed to introduce the fundamentals of Western music theories of notation, style, sight-reading, analysis, and compositional practice. In the first module we will explore composition in a simplified popular style using GarageBand software. In the second module we will study how composers write full four-part harmony. In addition to attending three lectures, students are also required to participate in two aural skills sessions each week. Basic music-reading ability is very helpful

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80160 Electronic Music**

Aarden		Full Term	T	10:30-11:50	CFA 212
			R	10:30-11:50	CFA 211

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.

**80161 Classical and Early Romantic Music**

Miles		Full Term	T, F	2:00-3:20	CFA 212
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This course offers an introduction to European music from the middle of the eighteenth century until approximately 1840. In the first module we focus on the emergence of the so-called "classical synthesis" in the music Haydn, Mozart, and early Beethoven, with particular emphasis on these composers' variegated approaches to the sonata principle. Beethoven's middle-period symphonies are the prime focus of the second module, which set the stage of the study of symphonies by Schubert and Schumann. The module concludes with the study of music that negated key aspects of Romantic aesthetics: Beethoven's late piano sonatas and string quartets, Schubert's song cycles, and Chopin's works for piano. While most class sessions included musical analysis, we always try to connect the music to social and intellectual developments of the time.

**80162 Music, Language, Voice: Contemporary Issues and Problems**

Miles		Full Term	M, R	3:30-4:50	CFA 212
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Vocal music is often thought to represent an ideal of wholeness, of an integrated self. When we hear a vocal performance, we believe in the union of words and music, of thought and feeling, and of all that is rational and irrational. This notion has been challenged severely over the past forty years by composers who view the voice as both a metaphor for psychological multiplicity and as a means to new musical possibilities. This course will explore the work of these innovative composers, ranging from Luciano Berio and Kenneth Gaburo to Joan La Barbara, Trevor Wishart, and Pamela Z. Recurring topics will include the relationship of musical structure to linguistic structure, vocal music as bodily performance, the use of extended vocal techniques, and compositional methods.

**Philosophy**

**80163 Theory of Knowledge\***

Edidin / Staff		Full Term	T, F	2:00-3:20	HCL 7
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'What is knowledge' is one of the traditional Big Questions of Philosophy. We'll be concerned with the conditions which must be satisfied in order to know something, with potential sources of knowledge (most notably sense perception and pure thought) and with the nature of evidence and reasons for belief. We'll also examine skeptical arguments purporting to show that nobody can know anything at all.

**80164 Formal Logic**

Staff / Edidin		Full Term	T, R	10:30-11:50	CHL 221
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This course will include work in syntax, semantics natural deduction for sentential logic and first-order predicate logic. The course may also include a brief introduction to some topics in basic metatheory and a similarly brief introduction to sentential modal logic.

**80184 Kant's Critique of Pure Reason**

Flakne		Full Term	W	12:30-3:20	CHL 215
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Kant believed that there are three eternal questions--What can I Know? What Ought I do? and For what May I Hope?--all pointing to a final question: What is Man? His *Critique of Pure Reason* provides one of the most rigorous, systematic, and persuasive attempts to think about these questions. In pursuing them, Kant changed our way of thinking about the conditions and limits of what is knowable and how it is knowable, while altering our ideas about faith, reason, and freedom. This advanced seminar will consist in close reading and discussion of Kant's epoch-making *Critique of Pure Reason*, supplemented by commentaries from his time up to our own that either expand upon, criticize, or clarify his key ideas.

**80199 Introduction to Ethical Theory\***

Flakne		Full Term	M,R	2:00-3:20	CHL 224
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This course aims to introduce ethical and evaluative thinking in historical context. We will study systems such Virtue Ethics, Sentimentalism, Deontology, Consequentialism, Genealogy, and Reflective Endorsement. The course examines how ethical theorizing emerges in response to historical situations and ideas as well as to perceived failures in other systems. Special attention will be paid to critical thinking about values and distinguishing between explanation, justification, and application of these values.

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>Religion</b>					
<b>80166</b>	<b>Introduction to the Study of Religion*</b>				
Staff		Full Term	M, R	12:30-1:50	LBR 152
<p>This course is an introduction to the study of the forms, functions, and meanings of religious practices as observed in human cultures. Surveying selected approaches, we will examine how scholars have historically defined religion as an interpretive category. It will quickly become clear that few scholars agree on a definition or on a best method for study. This course will encourage you to define your subject of study and construct your own methods of theoretical analysis. To help you with this task, we will work together on specific examples of religious practices in particular places.</p>					
<b>Religion Course</b>					
Staff		Full Term	M, R	3:30-4:50	LBR 152
T.B.A					
<b>80167</b>	<b>Varieties of Judaism in the Modern World*</b>				
Marks		Full Term	T, F	12:30-1:50	PMC 219
<p>This course will consider modern Jewish movements and currents in Jewish thought. We will explore the Jewish religious identities that developed in Europe, America and Israel, including Reform, Orthodox, Conservative, Reconstructionist, Hasidic and others. In addition we will trace Zionism and other explorations of Jewish ethnicity and culture that are not necessarily defined in religious terms. Additional explorations of Jewish philosophy, mysticism, and activism will allow us to pursue overlapping and competing ideas within these various streams.</p>					
<b>80168</b>	<b>Christian Scriptures*</b>				
Marks		Full Term	T, F	2:00-3:20	PMC 219
<p>This course will provide a survey of the various texts that have been read as Christian Scriptures. We will consider some of the individual and communal perspectives that these writings imply. Readings will include New Testament, the so-called Apocryphal literature as well as texts known only from the Nag Hamadi discoveries. We will discuss reoccurring themes and address issues such as how various texts came to be included within a "canon" while others were excluded. Claims to orthodoxy as opposed to heresy will reveal some of what is at stake within competing interpretations of scriptures.</p>					
<b>80186</b>	<b>Faith and Reason</b>				
Michalson		Full Term	W	12:30-3:20	CHL 214
<p>This course takes an historical approach to a cluster of problems circulating around the expression, "faith and reason," in modern Western religious thought. Covering the period from about 1700 to the present, the course will trace ongoing reinterpretations of the relation between faith and reason through the study of primary sources, from scientifically-minded Enlightenment thinkers to more politically-minded liberation theologians of the present day. As we shall see, the very notions of "faith" and "reason" are themselves hardly stable during this period, a point that creates interesting challenges for clear understanding, interpretation, and comparison.</p> <p>Work in this course will: introduce students to some major figures in modern Western thought; provide opportunities for improving analytical, interpretive, and writing skills; and cultivate a deepened sense of the historical context within which important issues in religious thought develop.</p> <p><i>Open only to first and second year students</i></p>					
<b>80169</b>	<b>Asian Religions*</b>				
Newman		Full Term	M, R	12:30-1:50	HCL 7
<p>Asia produced a wide variety of religious traditions that profoundly influenced the development of Asian cultures. This course will survey this rich diversity with an emphasis on the interactions between the specific religions and their cultural contexts. Among the themes we will consider are: the relationship between an individual's religious and societal obligations; the role of religion in the legitimation of secular authority; transcendent religious ideals and the realities of human existence; religion in Asian arts and sciences.</p>					
<b>80170</b>	<b>Orientalism*</b>				
Newman		Full Term	M, R	3:30-4:50	PME 213
<p>Beginning in classical antiquity "the West" has defined itself in part in opposition to "the East," but today ever-increasing economic, political, and cultural interdependence force a reconsideration of the relationships between Asia and the West. This seminar will focus on Western perceptions and representations of Asians—with a glance at Asian perceptions of the West—and the effects these have on cross-cultural understanding. The first part of the seminar will critique Edward Said's thesis in <i>Orientalism</i> and examine Ian Buruma and Avishai Margalit's treatment of <i>Occidentalism</i>; the second part will examine Western representations of India and Tibet; the remainder of the term will be devoted to student presentations of research projects.</p> <p><i>Previous study of Asia is a prerequisite for this course.</i></p>					

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

**80043 Topics in Cell Signaling**

Clore	Full Term	W	12:30 –3:20	HNS 108
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In this upper-level course, we will explore the mechanisms by which cells communicate with one another, perceive information from their environment, and translate external signals into changes in gene expression, motility, enzyme activity etc. Assigned readings will be taken from the scientific literature. Although brief lectures will be given to provide background information, class discussions will form the basis for the course.

*Prerequisite: Cellular Biology lecture*

**80044 General Biology: From Molecules to Organism\***

Clore	Full Term	T, R	10:30–11:50	Chae
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In this introductory course, we will investigate the mechanisms by which organisms are formed from macromolecules. Topics to be covered include biological molecules, cellular structure and function, the flow of genetic information in cells, cellular communication and organization into tissues, fertilization, and the embryonic development of plants and animals. Several major bodily systems will also be covered. Examples include circulatory, urinary, and digestive systems in humans and xylem and phloem in plants. Most reading assignments will be taken from a required text. However, we will also explore such controversial issues as gene therapy, human cloning and genetically modified organisms, which are prevalent in both the scientific literature and the popular press. Student presentations will be required.

Lab fee required.

**80045 Neurobiology and Behavior of Marine Animals Lecture**

Demski	Full Term	M, R	12:30-1:50	MBR 110
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This course will survey neural and hormonal systems that mediate behavior in a variety of marine animals. The evolution of control systems for adaptive behaviors will be stressed. Phylogenetic as well as levels of organization approaches to understanding brain-behavior systems will be considered. Topics include: integration in nerve nets of jellyfish and hydroids; primitive bilateral control in flatworms; ganglionic integration and central control of behavior in arthropods and molluscs; neuroendocrine pathways in higher invertebrates; radial control in echinoderms; origins of vertebrate nervous pathways in the protochordates; evolution of sensorimotor integration and behavioral plasticity (learning and related phenomena) in fishes. Survey of cetacean brain-behavior systems.

*Prerequisites: Some prior knowledge of basic neurobiology and/or physiological psychology or zoology of marine organisms, or consent of instructor*

**80046 Neurobiology and Behavior of Marine Animals Laboratory**

Demski	Full Term	M, R	2:00-4:50	MBR 113
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“Hands-on” exercises to compliment the lectures and discussions in the Neurobiology and Behavior of Marine Animals Lecture. Nervous and sensory systems in a variety of invertebrates and cold-blooded vertebrates will be studied by dissection and study of special microscope preparations. Working in small groups students will also explore the affects of neural lesions and electrical stimulation on the behavior of selected invertebrates. Students will be expected to provide documentation of the results of the lab studies.

*Prerequisite: Completion or concurrent enrollment in Neurobiology and Behavior of Marine Animals Lecture or consent of instructor. Enrollment limited to 12. Lab fee required.*

**80047 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. We will be exploring and interacting in Second Life. 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; a mix of students across year classes will be selected if there are too many subscribers.

*Enrollment limited to 30.*

Fall 2009 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80048 Introduction to Genetics**

Gilchrist		Full Term	T, R	9:00-10:20	Chae
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Genetics is a comprehensive course encompassing classical Mendelian hypotheses, biochemical genetics, cytoplasmic heredity, population applications and new concepts in DNA technology. We will explore these areas using simulations, small observational experiments in class in addition to interactive lectures. Active learning is required, so students must be prepared to work with others and to engage material with curiosity. If we reach the limit of 30 students, priority will be given to second and third year students.

*Prerequisite: College level General Biology or permission of instructor.*

**80049 Marine Lab Outreach Project and Science Outreach Seminar**

Gilchrist		Full Term	W	12:30-3:20	MBR 110
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Many of the major topics dominating local and national headlines are related to science and technology. Unfortunately, most of those reading the headlines have little or no science background. Science literacy is increasingly necessary to negotiate the everyday world. In this seminar, we will combine discussion of small group skills, presentation and learning styles, and science education with practical experiences of presenting information to public audiences. Students must participate in three outreach activities during the term. Some choices for presentations will be on campus and others will be off campus. In addition, we will be demonstrating the value of group journaling through creating our own online materials for group and personal reflection. Dr. Lowman may do some guest lecturing. A second seminar will be available second semester to continue these outreach projects. Students will be selected based on interest essays submitted to the instructor.

*Limited to 12 students*

**80050 Conservation Biology**

Lowman		Full Term	M, R	3:30–4:50	Chae
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Natural ecosystems provide important, yet complex, services to the planet Earth, yet we are only just beginning to understand the links between human populations and their dependence on the natural world. In this course, we will focus on both economic and biological aspects of conservation including issues such as invasive species, carbon sequestration, tropical deforestation, pesticides, and the politics of rain forest pharmaceuticals. The course will begin with the history of conservation and end with current issues surrounding climate change, both science and politics. Extensive readings will be required, ranging from the IPCC Report to The Lizard Hunter. Students will analyze case studies at three levels: local, national, and international. The course will be assessed via three activities: 1. Field excursions with written reports and class discussion from these field trips; 2. SPARKS or lively class debates on current events illustrating conservation principles; and 3. one research paper.

**80051 Environmental Issues**

Lowman		Full Term	W	12:30–3:20	Chae
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This seminar is limited to students majoring in environmental studies during their second or third year to learn the major current issues in environmental studies, review some of the capstone literature, and develop appropriate skills for working in environmental science. Readings will include The Sand County Almanac by Aldo Leopold, and also include current topics such as Omnivoes Dilema by Michael Pollan parts of the IPCC (International Panel on Climate Change) Report. The class will read and discuss approximately five famous or controversial environmental readings, with field trips based around some of the readings. Sessions will also focus on real-world skills for environmental leadership including grant-writing, public communication of science, GIS certification, and independent thinking. Students will be expected to produce several written and oral assignments including a public lecture, an editorial essay, a PowerPoint presentation, and a written research paper relating to environmental literature.

**80052 Introduction to Botany\***

McCord		Full Term	M, R	2:00-3:20	Chae
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An introduction to the biology of plants, including cells, energy and biomass production, biochemical and physiological systems, in vivo structure, reproduction, diversity and ecology will be taught. Similarities between single celled photosynthetic organisms and multi-cellular vascular plants will be explored. Students are expected to successfully complete quizzes, a mid-term, a final, and write a research paper on an approved plant Topic.

*Limit 40 students*

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80053 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 genera for inclusion in a herbarium; either pressed or photographed. Students are expected to successfully complete a mid-term exam and submit a herbarium as a final project.

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

**Chemistry****80054 Organic I, Structure & Reactivity**

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

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

*Prerequisite: A year of General Chemistry or its equivalent.*

**80055 Inorganic Chemistry**

Sherman		Full Term	M, W, F	9:00-9:50	HNS 108
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In this course the entire periodic table is our domain. Our purpose is to consider the structures, physical properties, and reactivities of the elements and their compounds. Both theoretical and descriptive aspects of modern inorganic chemistry are included, with attention divided approximately equally between compounds of the main group and the transition elements. Given the breadth of the field and the limited time available in one semester, coverage is necessarily selective. Required for a concentration in chemistry.

*Prerequisite: Organic Chemistry I or consent of instructor.*

**80056 Inorganic Chemistry Laboratory**

Sherman		Full Term	Lect. F	1:00-1:50	HNS 108
			Lab F	2:00-4:50	HNS 215

This course will provide experience and training in aspects of inorganic synthesis and characterization. Coordination complexes are emphasized. Instrumental methods used for characterization will include UV-Vis spectroscopy, IR spectroscopy, polarimetry, conductivity and magnetic susceptibility measurements, and cyclic voltammetry. The course is a requirement for the chemistry major. Lab fee, \$25 payable at business office.

*Corequisite: Inorganic Chemistry*

**80057 General Chemistry I\***

Shipman		Full Term	M, W, F	9:00-9:50	Chae
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This is the first course in a two-semester general chemistry sequence that is intended for first-year students and designed for all science students interested in chemistry-related fields. Students are expected to complete General Chemistry I and II and Organic Chemistry I and II and their respective labs to satisfy the two years of chemistry required by many graduate and medical school programs. This semester will cover atoms, atomic structure, stoichiometry, and bonding.

*No prerequisites.*

**80058 Physical Chemistry I**

Shipman		Full Term	M, W, F	11:00-11:50	HNS 108
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This course will provide an in-depth look at atomic and molecular structure. The course will begin with the fundamentals of quantum mechanics and move from there to discuss underlying physical principles of chemical bonding and molecular spectroscopy. The course will also have an extensive computational chemistry component and will include an overview of current topics in experimental physical chemistry.

*Prerequisites: General Chemistry and Lab. Physics I and II and Labs. Calculus I and II and either Differential Equations or Multivariable Calculus. Recommended but not required: Linear Algebra*

Fall 2009 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80059 Chemistry Inquiry Laboratory**

Staff		Full Term	Lect. T or R Lab T or R	1:00-1:50 2:00-4:50	HNS 108 HNS 215
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This laboratory focuses on purification of compounds and the determination of chemical structure by spectroscopic methods. The lab emphasizes group work and collaboration. In one lab, students must first determine who else in the lab has the same material as they do, then form a group to determine the compound's structure. Substitution and elimination reactions are explored. Meets once a week.

*Prerequisite: General Chemistry Lab or equivalent.*

*Corequisite: Organic 1, Structure & Reactivity. Lab fee required.*

**80060 Biochemistry I, Lecture**

Walstrom		Full Term	T, R	10:30–11:50	HNS 108
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This course will be an in-depth study of protein and nucleic acid structure, function, and regulation. The focus of the class will be on molecular mechanisms of protein function. Mechanisms of human diseases will also be discussed. The last two weeks of the course will include advanced topics chosen by the students themselves.

*Prerequisite: General Chemistry I and II, Organic II*

**80061 Biochemistry Laboratory**

Walstrom		Full Term	T	2:00-4:50	HNS 216
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This class will allow students to get experience using a variety of modern techniques in biochemistry and molecular biology. Laboratory methods and data analysis will be emphasized. Experiments will include the polymerase chain reaction (PCR), restriction enzyme digestions, DNA ligation and transformation of *E. coli*, protein purification, and enzyme assays. Students will have an opportunity to do a short research project during a few weeks of the course.

*Prerequisite or corequisite: Biochemistry I. Class enrollment limited. Laboratory fee required.*

**Computer Science**

**80062 Introduction to Artificial Intelligence and Natural Computing\***

Henckell		Mod 2	M, R	12:30–1:50	HNS 106
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This mod-long course gives a brief overview of existing approaches to Artificial Intelligence (AI), and new emerging biologically inspired paradigms of computing. We will discuss the history of AI, search techniques, AI and games, evolutionary computation, neural networks, and biologically inspired models of computation.

*There is no programming associated with this course, and there are no prerequisites or enrollment limits.*

**80065 Introduction to Scientific Computing\***

Kaganovskiy

*See description under Mathematics*

**Mathematics**

**80063 Regular Languages and Finite Automata**

Henckell		Mod 2	M, R	2:00- 3:20	HNS 106
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This is the first mod of the 3 – mod “Theory of Computation and Formal Languages” sequence (to be followed by “Context-Free Languages and Push-down Automata” and “Turing Machines” in the Spring). We will study finite state automata and regular expressions (used, e.g. for the specification of patterns in search strings). This gives the theoretical underpinning for the “lexical analysis” part of compilers. We will also study the syntactic monoid of a regular language, which ties the study of automata and regular languages to algebra (finite semigroup theory). The course should be of interest to computer scientists, mathematicians, logicians, linguists etc. We will stress the ideas, and their application to problems in computer science; students may work in the computer lab with “JFLAP” (Java Formal Language and Automata Package), an interactive visualization and teaching tool for formal languages, but this is not required.

*There are no prerequisites for this course, but some mathematical maturity (as acquired, e.g., in Discrete Math) is desirable.*



CRN	Course Title and Description	Term	Day	Time	Classroom
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**80064 Computational Ordinary Differential Equations**

Kaganovskiy		Full Term	T, F	12:30-1:50	HNS 106
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This course focuses on Differential Equations and Computational Methods. It is intended for Mathematics and Science students who are going to apply these techniques in their coursework. Reflecting the shift in emphasis from traditional methods to new computer-based methods, we focused on the mathematical modeling of real-world phenomena as the goal and constant motivation for the study of differential equations. Topics covered include standard methods for 1<sup>st</sup> order equations (separation of variables, integrating factor for linear equation etc), population models, equilibrium and stability, acceleration-velocity models, numerical methods Euler, Improved Euler, Runge-Kutta, linear equations of higher order, resonance in mechanical and electrical systems, systems of ODEs eigenvalues and numerical methods, nonlinear systems with applications to population modeling and nonlinear mechanics, chaos, and Laplace transform techniques. In addition, we will meet for weekly lab to explore solutions of ODEs on computer. This class is an essential prerequisite for all Applied Mathematics and many other Science classes.

*Prerequisites: Calculus I and II.*

**80065 Introduction to Scientific Computing\***

Kaganovskiy		Full Term	T, F	2:00-3:20	HNS 204 / HNS 106
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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. For Maple part of the course, we use R. Landau, First Course in Scientific Computing. We study expressions, functions, data visualization, solving equations, differentiation, integration, matrices and vectors. For Matlab part of the course, we study 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, etc...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, and fractal patterns. The evaluation is based on projects, no exams. This class will be extremely helpful in taking most of the subsequent mathematics and science classes and it is an essential prerequisite for Mathematical Modeling and Numerical Methods.

*Prerequisites: None, but it is helpful if Calculus I is taken concurrently or sometime before.*

**80066 Real Analysis I**

McDonald		Full Term	M, W, F	10:00-10:50	HNS 106
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Real Analysis is a core course of the mathematics curriculum. The material for the course centers on the fundamental notions of the calculus – complete with proofs. Topics include an axiomatic development of the real numbers, sequences of real numbers, topology of the real line, continuous functions, differentiable functions, a construction of the Riemann integral, a proof of the fundamental theorem of calculus, Euclidean spaces and metric spaces and various additional topics.

*Prerequisite: A year of calculus and exposure to the notion of proof.*

**80067 Calculus III**

McDonald		Full Term	M, R	2:00-3:20	LBR 252
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This class is a continuation of Calculus I and II. We will cover the calculus of n-dimensional functions including the derivative and the gradient, as well as relative maxima and minima and multidimensional version of Taylor polynomials. The class will also cover multiple integrals and vector integrals. In addition, the class will include an introduction to differential equations.

*Prerequisite: Calculus II.*

**80068 Mathematics Seminar**

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

**80069 Calculus with Theory I**

Mullins		Full Term	M, W, F	10:00-10:50	LBR 156
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This course is the first in a two semester sequence designed as a rigorous introduction to the calculus. This class targets students that want a deep understanding of the theoretical under-pinnings of calculus and the ability to reprove the classical theorems of calculus. This course will cover considerably more detail than a regular calculus course and includes an introduction to writing proofs. The first semester will cover differential calculus with an in-depth look at limits, continuity, and differentiability as well as applications such as optimization and linear approximation. We will complete the course by rigorously developing the Riemann integral and proving the fundamental theorem of calculus.

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80070 Advanced Linear Algebra**

Mullins		Full Term	T, F	2:30-3:50	LBR 152
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Linear algebra is a critical mathematical tool in all of the sciences. Therefore, an in-depth knowledge of linear algebra is useful not only to mathematicians, but also to any scientist using mathematics. Topics that will be covered are matrix decompositions and Jordan canonical form with applications to systems of differential equations, bilinear and quadratic forms, integer valued matrices, and applications to abelian groups. If time permits, we will also discuss tensors or Banach and Hilbert spaces.

*Prerequisite: Linear Algebra or approval of the instructor.*

**80071 Calculus I\* Section 1**

Poimenidou		Full Term	M, W, F	10:00-10:50	Chae
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Calculus is a means for calculating the rate of change of a quantity which varies with time and the total accumulation of the quantity whose rate of change varies with time. Although calculus is only about three centuries old, calculus ideas are the basis for most modern applications of mathematics, especially those underlying our technology. The development of the calculus is one of the great intellectual achievements of Western civilization. A balance will be struck between presenting calculus as a collection of techniques for computation, and as a handful of difficult but very powerful concepts. Wherever possible, we will motivate the ideas as ways of answering questions about real world problems.

**80072 Introduction to Grobner bases and Applications**

Poimenidou		Full Term	M, W, F	11:00-11:50	HNS 106
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The theory of Grobner bases is a generalization of the classical polynomial division algorithm and Gaussian elimination to the theory of polynomials in many variables. The theory is a great example of how a simple idea used to solve one problem may become a key step in solving a great variety of other problems. The use of computers has in recent years made the theory applicable to many areas in pure and applied mathematics. We will study the theory and some of these applications and pose some open problems. The theory and its applications represent an active area of research and will give students the necessary tools for research in this area. The preferred prerequisite for the course is a semester of Abstract Algebra but students with a semester of Linear Algebra and strong interest in learning about the subject can participate in the course.

**80073 Calculus I\* Section 2**

Yildirim		Full Term	T, R	10:30-11:50	HNS 106
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Calculus is a means for calculating the rate of change of a quantity which varies with time and the total accumulation of the quantity whose rate of change varies with time. Although calculus is only about three centuries old, calculus ideas are the basis for most modern applications of mathematics, especially those underlying our technology. The development of the calculus is one of the great intellectual achievements of Western civilization. A balance will be struck between presenting calculus as a collection of techniques for computation, and as a handful of difficult but very powerful concepts. Wherever possible, we will motivate the ideas as ways of answering questions about real world problems.

**80080 Systems Biology**

Yildirim		Full Term	M, R	12:30-1:50	Chae or HNS 204
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One of the most exciting trends in modern biology involves the use of systematic approach to construct models of complex biological systems. These endeavors, collectively known as Systems Biology, establish a paradigm by which to interrogate and iteratively refine our knowledge of the cell. This course is an introductory level course to Systems Biology. It is designed for the students who have an interest in understanding of the cell which is a chemical system where thousands of reactions and transformations are carried out next to each other to allow its own survival and reproduction. The goal of this course is to help students develop a quantitative understanding of the biological function of genetic and biochemical networks. Students will be provided with the essential mathematical tools needed to model network modules, such as biological switches, oscillators, filters, amplifiers, etc. An array of example biological problems that can be successfully tackled with a systems biology approach will be introduced by discussing recent papers on the subject.

*Prerequisites: Some experience with any programming language (Basic, Matlab, Java, R, C++, Fortran etc). Basic Calculus and Matrix Algebra or approval of the instructor. Biology is not essential but very useful.*

**80062 Introduction to Artificial Intelligence and Natural Computing\***

Henckell  
*See description under Computer Science*

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

#### 80074 Accelerated Physics I

Ruppeiner	Full Term	M, W, F	11:00-11:50	HCL 4
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This course will present the material covered in Physics I at an accelerated pace and at a more advanced level. Students taking this class should have had significant exposure to Calculus or Physics at the high-school level. Topics will be presented at an accelerated rate and the problem assignments will be more in depth and more mathematically challenging than in Physics I. The accelerated pace will allow coverage of additional topics including waves, thermodynamics, and fluid mechanics. The intended audience for this course includes potential physics or mathematics majors and other students with strong mathematical skills who are willing to work hard and are serious about learning fundamental techniques.

#### 80075 Classical Mechanics

Ruppeiner	Full Term	T, F	2:00-3:20	HNS 108
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This course begins by covering many of the subjects introduced in *Physics I* at a greater level of mathematical sophistication. First, we will study Newton's equations of motion for a variety of systems and their solution using several types of coordinate systems. Following this, we will investigate the more powerful lagrangian and Hamiltonian formulations of classical mechanics using calculus of variations. This more general approach allows equations of motion to be formulated in terms of generalized coordinates and provides the most direct connection to quantum mechanics and modern fundamental theories of physics. Evaluation is based on exams, weekly homework assignments, attendance, and class participation.

*Prerequisites: Physics I and Physics II*

#### 80076 Accelerated Physics I Laboratory

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

*Corequisite: Enrollment in Accelerated Physics I*

#### 80077 Seeing The Light\*

Sendova	Full Term	T, F	12:30-1:50	Chae
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This course will be valuable to the nonscientist – the humanity major, the social scientist, or any other of the myriad of students who, while perhaps not mathematically sophisticated, have the curiosity and intelligence of all college students. The field of optics seemed to offer an ideal chance to expose the students to the realm of physics and physical sciences in general. A huge wealth of light and color phenomena from “the real world” will be discussed and the logical relationships that exist between these phenomena will be pointed out. The course will follow closely the book written by D. Falk, D. Brill and D. Stork with the same title “Seeing the Light”. The following topics will be covered: Fundamental properties of light; Principles of geometrical optics (shadows, reflection, refraction, dispersion); Mirrors and lenses; The camera and photography; The human eye and vision (producing the image, processing the image, binocular image and perception of depth); Optical instruments (microscopes, telescopes); Color theory and color perception mechanism; Wave optics (interference and diffraction); Scattering and polarization; Holography. The evaluation will be based on class attendance, weekly homework assignments, two midterm exams and one final comprehensive exam.

#### 80078 Physics I \*

TBA	Full Term	M, W, F	11:00-11:50	Chae
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This is the first semester of the introductory calculus-based physics sequence. The main target audience is physics, chemistry and biology majors, and premeds. However, anyone else interested in introductory physics is welcome to join. Topics covered include kinematics in one and two dimensions, Newton's laws of motion, work and energy, systems of particles and the center of mass, momentum conservation, gravitation, oscillations and rotational motion. Criteria for evaluation are weekly homework, exams, including a final comprehension exam, and class attendance and participation.

*Co-requisite: You must have had or be taking Introductory Calculus.*

Fall 2009 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80079 Physics I Laboratory\***

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

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

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>Anthropology</b>					
<b>80081</b>	<b>Mesoamerican Civilization</b>				
Andrews		Full Term	T, F	12:30-1:50	ANL
<p>This course offers a survey of Mesoamerican prehistory from Paleo-Indian times to the arrival of the Spanish. Special emphasis will be placed on the processes that led to the origins of food production, the development of Formative cultures, the rise and fall of Classic period states, and the emergence of Postclassic empires.</p> <p><i>No prerequisites. Limited to 15.</i></p>					
<b>80082</b>	<b>Method and Theory in Archaeology</b>				
Andrews		Full Term	T, F	3:30-4:50	ANL
<p>This seminar surveys the field and analytical methods of archaeology, and examines the theoretical premises of the discipline. The course will focus on the structure and history of the discipline, field and laboratory methods, temporal and behavioral frameworks, and theoretical principles.</p> <p><i>Prerequisite: an introductory course in archaeology, or permission of the instructor. Limited to 20.</i></p>					
<b>80083</b>	<b>Ethnography: Theory and Practice</b>				
Dean		Full Term	W	12:30-3:20	ANL
<p>This seminar combines theoretical and critical readings with practical instruction in the field research methods used by cultural anthropologists. Students will become familiar with the techniques of participant observation through “how to” readings and by proposing, designing, and conducting field projects in the local area. Proposals for both individual and group projects will be considered. Once fieldwork is underway, class discussion will focus on the critical reading of ethnographic texts. Students will explore how the expectations, products, and ethical implications of field encounters have shifted from the late 19<sup>th</sup> century to the present. This course is a requirement for students concentrating in cultural anthropology; it may also be useful for others whose research plans include fieldwork.</p> <p><i>Prerequisite: Introductory course work in anthropology required. Enrollment limited to 15.</i></p>					
<b>80084</b>	<b>Introduction to Cultural Anthropology*</b>				
Dean		Full Term	M, R	12:30-1:50	LBR 156
<p>This course provides an introduction to cultural anthropology and the anthropological perspective. A cross-cultural perspective will be used to examine such topics as language and communication, economics, religion, social stratification, and environmental change. Examples will come from the Americas, Africa, Asia, and the Middle East. Class discussions will revolve around the approaches and goals of anthropology, the impact of anthropological ideas, and the understandings of culture change around the world.</p> <p><i>Enrollment will be limited to 30 students.</i></p>					
<b>80085</b>	<b>Native American Astronomy and Cosmology</b>				
Vail		Full Term	M, R	2:00-3:20	ANL
<p>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 North America, Mesoamerica, and the Andean region.</p> <p><i>Prerequisite: Prior coursework in Anthropology and/or Astronomy. Enrollment limited to 18.</i></p>					
<b>80086</b>	<b>Anthropology and Literature</b>				
Vesperi		Full Term	T, F	2:00-3:20	ANL
<p>The decades since Clifford Geertz urged anthropologists to practice “thick description” in the construction of ethnographic texts have been marked by increased concern with narrative voice. At the same time, techniques of structural and symbolic analysis used by philosophers and social scientists have profoundly influenced the field of literary criticism. Drawing from a wide range of essays, ethnographic texts and fiction, this course will explore how relationships between literature and culture are identified, or in some cases, misconstrued.</p> <p><i>Previous course work in anthropology or literature and permission of the instructor are required. Enrollment 15.</i></p>					
<b>80193</b>	<b>Theory-building in Contemporary Cultural Anthropology</b>				
Vesperi		Full Term	T, F	10:30-11:50	ANL
<p>This course will focus on the construction of new knowledge by contemporary cultural anthropologists. Beginning with the 1990s, students will trace the emergence of orienting concepts and their adoption or rejection by groups of scholars. In the process they will learn to identify the historical, political and economic contexts within which ideas begin to circulate and “make sense.” The influence of electronic communication, institutional constraints and membership in professional associations will be explored as students learn about the wide and ever-expanding networks that will help to chart the course of an anthropological presence in the 21st century.</p> <p><i>Permission of the instructor and completion of History of Anthropological Theory, Method and Theory in Archaeology or an equivalent advanced seminar are required. Enrollment 15.</i></p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
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### Economics

#### 80118 Environmental Economics

Coe		Full Term	M, R	12:30-1:50	CHL 224
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The course applies the basic tools of economic analysis to issues involving the environment. We begin with a discussion of how the fundamental evaluative criteria of economics – efficiency and equity – apply specifically to environmental issues. The remainder of the term is divided into four broad areas: pollution control, benefit-cost analysis, the economics of natural resources, and sustainable growth. Specific topics covered include global warming, the sulfur-dioxide emissions permit program, the evaluation of environmental amenities, the economics of fisheries, the population growth issue, and the preservation of endangered species.

*Prerequisite: Introduction to Economic Analysis (Introductory Microeconomics). Course enrollment will be limited to 25 students.*

#### 80191 Introductory Microeconomics\*

Coe		Full Term	M, R	2:00-3:20	CHL 221
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The course is designed to introduce the student to the way economists analyze social behavior and evaluate public policies. We examine the principles underlying how a market-oriented economy allocates its scarce resources among competing uses so as to answer the three basic economic questions – what to produce, how to produce it, and who gets it. We also develop an analytical framework to answer the question of whether a market-based allocation of resources is “good” for society. Considerable attention is devoted to understanding the basic market model of supply and demand. We will use that model to examine the pros and cons of selected policies, including rent controls, the minimum wage, and protectionist trade measures. The goal is to develop the student’s ability to undertake relatively sophisticated policy evaluation using the basic tools of economic analysis. We also analyze the appropriate role of the government in affecting the allocation of resources in a market-oriented economy.

*No prior knowledge of economics is assumed. No math beyond basic arithmetic is needed, although heavy reliance is placed on graphical analysis. The course serves as a basic building block for further study in economics and is a prerequisite for most additional course work in the field. Enrollment will be limited to 30 students*

*Note: Course previously titled “Introduction to Economic Analysis”*

#### 80088 Intermediate Microeconomic Theory

Elliott		Full Term	T, R	10:30-11:50	LBR 152
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In this course, the fundamental microeconomic decision-making agents (consumers and firms) are studied in depth. The course alternatively could be titled “Price Theory” or the study of how opportunity costs (true prices) and constraints (scarce resources) affect choices. The primary purpose is to develop proficiency in microeconomic methods to the point where students can apply them on their own in a wide variety of situations and to diverse problem areas. Thus, emphasis is on the analytical tools which form the basis of all microeconomic analysis, including choice under uncertainty, asymmetric information, international trade, game theory, and economics of the law, the environment, natural resources, and the public sector. (Offered every Fall Term.)

*Prerequisites: Introductory Microeconomics and a solid command of algebra. While NOT required, basic differential calculus could be helpful. Interested students are strongly advised to attend the mini class (syllabus & first day assignments are handed out, and if it is necessary to cap the course, mini class attendance will count).*

*Required texts: Intermediate Microeconomics: A Modern Approach by Hal Varian (WW Norton, 2006, 7th ed) and Workouts in Intermediate Microeconomics by Theodore Bergstrom & Hal Varian (WW Norton, 2006, 7th ed).*

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80089 Seminar: AER May 2009 Issues and Developments in Economics**

Elliott		Full Term	W	12:30-3:30	PMC 110
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This seminar will "investigate and expose the current state of economic research and thinking" (*AER* Editors' Introduction, May issue). Thus, we will seek answers to the often asked questions: What is the scope of economics? What do economists do? What are economists doing now? The *Papers and Proceedings of the Hundred and Twenty First Annual Meeting of the American Economic Association* (held January 2009 in San Francisco, CA) will provide the source of readings for the seminar - but the actual readings will be chosen at the first seminar meeting by the participants according to our interests. When this seminar description is submitted, the areas and topics chosen by the volume editor(s) are unknown as the *Papers and Proceedings* of the 121<sup>st</sup> meeting is not yet published. However, some idea of the broad range of issues and developments that are addressed each year is given by some of the papers included in past volumes: ineffectiveness of economic sanctions; soft budget constraints; child welfare, abuse, & neglect; prospects for the long-term reform of medicare; solvency & reform of social security; trends in worker pay; economic equity & redefining poverty in the United States; income distribution in China; emerging market economies; the New Institutional Economics; generational accounting around the world; reliability of aggregate statistics; forecasting Japan's future; banking crises & macroeconomic uncertainty; German Reunification; innovations & issues in monetary policy; taxation, investment, & saving; information technology & growth; impact of taxing corporate source income; population & economic growth; immigration policy; gender & economic transactions; realism in experimental economics; memos to the council of behavioral-economics advisors; economics of gun control; economics of leisure; economics of giving; economics of national security; Internet markets; and economics of crime.

Prerequisites: All requirements for the economics concentration, *Mathematical Economics (or equivalent)*, *Econometrics*, and permission of instructor. To maintain a facilitative environment, class size must be limited. Course syllabus is online and includes a written first-day assignment as well as the student information form which will be used to make any necessary selections. If interested, complete student info form and bring it to mini class. The written first-day assignment is strictly enforced.

Required text (available at mini class): *American Economic Review* 99(2), May 2009 (*Papers and Proceedings*).

Note: Given the unique source of readings and structure, this seminar may be taken more than once.

**80090 International Economics**

Khemraj		Full Term	T, F	12:30-1:50	CHL 224
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This is an intermediate level course in international economics. The course will examine old and new theories of international trade, international trade and industrial policies, theories of foreign exchange rate determination, exchange rate regimes, the balance of payments and the evolution of the international monetary system.

Prerequisites: *Introduction to economic analysis and/or introduction to macroeconomics.* The ideal student would have completed both courses.

**80091 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*.

**History****80120 The Italian Renaissance**

Beneš		Full Term	W	12:30-3:20	PME 219
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The Renaissance is one of the most hotly debated subjects in all of modern scholarship: what was it? how should we define it?—even, did it happen? This seminar will take an interdisciplinary approach to the history of Italy between 1350 and 1550, looking not only at intellectual trends traditionally identified as "Renaissance"—such as humanism, individualism, and classicism—but also how they reflected and affected contemporary politics and society during an especially turbulent time on the Italian peninsula, which included recurring plagues, religious upheaval, and almost constant war. The course will consider a broad variety of primary sources, from statutes and censuses to art, music, philosophy, and drama—keeping always in mind the arguments of historians across the ages about their meaning and significance for the development of Western civilization, and the usefulness of categories and periodization for the understanding of the past.

*No prerequisites, but enrollment will be limited to 15; priority will be given to history and medieval/Renaissance studies majors.*

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80092</b>	<b>Medieval Europe*</b>				
Beneš		Full Term	M, R	2:00-3:20	HCL 4
<p>This survey introduces students to the formation of a uniquely European civilization between the years AD 700 and 1350, focusing on political, socio-economic, cultural, and intellectual developments between the rise of the Carolingian empire and the various crises of the fourteenth century. We will trace how ideas, communities, and institutions in these various areas evolved and affected one another, e.g., how the Crusades, medieval kingship, troubadour poetry, heresy, and the rise of universities were all connected. At the same time we will consider some of the historiographical debates surrounding this highly controversial period (can we still use the term “Middle Ages”? was there such a thing as feudalism?). Classes combine lecture and discussion; students are responsible for a midterm, a final, and a short paper.</p>					
<b>80093</b>	<b>A Cultural and Historical Examination of Colonial Latin America*</b>				
Dungy		Full Term	T, R	9:00-10:20	CHL 221
<p>This survey course analyzes the historical and current trends of the region we now call Latin America. The rich diversity in Latin America stems from the mixing of three cultures over five-hundred years. This course will examine the social and cultural history of the human experience throughout Latin America from the final days of the colonial systems to the current era. Students will read works by historians, anthropologists, and literary critics among others. We will also read accounts by and about people who lived and live during the eras we will explore. One of our major goals is to examine differences and similarities among the peoples of this dynamic and rich region of the world. We will delve into how this area of the world both shapes and is shaped by specific social-economic-political-cultural circumstances. In terms of chronological and thematic focus, We will delve into how this area of the world both shapes and is shaped by specific social-economic-political-cultural circumstances. In terms of chronological focus, we will look at: the Iberian exploration and conquest of the region; the beginnings of colonial society; the impact of slavery; the transformation of the colonies in the eighteenth century; and the initial phase of Independence. Thematically, we will examine the social manifestations of Indigenous/European contact, slave societies, and colonial life and explore the concept of economic versus racial stratification. This comparative course attempts to provide breadth without privileging any one set of experiences.</p>					
<b>80094</b>	<b>So Near and Yet So Foreign: Seminar on the Islands of the Spanish Caribbean</b>				
Dungy		Full Term	W	12:30-3:20	LBR 154
<p>This seminar examines the diverse histories and cultures of Cuba, Puerto Rico, and the Dominican Republic (with a glance at Haiti). The closest of these islands sits just 90 miles off the coast of Florida, yet we know so little about the culture, politics, and history of these fascinating countries. The seminar timeline spans from the pre-colonial era through current political, social and cultural events. Topics are both historical and current. We will explore the experiences of the islands diverse peoples and cultures. Major themes include Taino/Arawak society, colonial history, slavery, race relations, political processes, relations with the United States, and immigration. <i>Priority will be given to History majors, International Studies, and Latin American and Caribbean studies concentration. Class size will be limited to 15.</i></p>					
<b>80121</b>	<b>The Global Eighteenth Century</b>				
Harvey		Full Term	T, R	10:30-11:50	CHL 214
<p>In this seminar we will examine the expansion of contacts between Europe and the non-European world in the eighteenth century, arguably the first age of globalization. In this period, Europeans discovered and studied the ancient civilizations of China and India, expanded commerce and established trading posts throughout Asia, fought for empire in North America and the Caribbean, explored previously undiscovered lands in the Pacific, debated the morality of the Atlantic slave trade, and developed universalistic theories of human nature, the rise and fall of civilizations, and the origins and governing principles of human society. The century came to an end with the “age of democratic revolutions,” which began in Britain’s North American colonies in 1776, sparking a wave of revolutionary agitation in France, the Caribbean, and Latin America that reshaped the political and economic structures of the western hemisphere. Students will be expected to participate actively in class discussions and submit weekly response papers to the shared readings. Each student will also select a set of supplemental readings on one of the unit topics around which the seminar is organized, and will make an extended class presentation and submit a final analytical essay on those readings. <i>This seminar is intended for advanced students in history and related disciplines, and enrollment will be limited to 15.</i></p>					
<b>80095</b>	<b>Modern German History</b>				
Harvey		Full Term	T, F	12:30-1:50	LBR 152
<p>This course will examine the history of Germany (including territories outside the current Federal Republic which once belonged to the Second Reich, but excluding Austria and Switzerland) in the nineteenth and twentieth centuries. Topics covered will include the Napoleonic conquest of Germany and the subsequent rise of German nationalism, the <i>Vormärz</i> and the Revolution of 1848, the formation of the Second Reich, the <i>Kulturkampf</i>, industrialization and the rise of socialism and the welfare state, Wilhelmine society, the First World War and the November 1918 revolutionary movement, the Weimar Republic, the rise, development, and defeat of Nazism, the Cold War division of Germany, and the consequences of reunification after the fall of the Berlin Wall. 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 a term paper (about 15 pages) on a subject of their choosing within the scope of the course.</p>					



CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80096</b>	<b>American Perspectives I*</b>				
Johnson		Full Term	T, R	9:00-10:20	CHL 224
<p>This course is the first half of the American history survey. It introduces students to the race, gender, and class issues at stake in this nation's history from Columbian contact through the American Civil War. The main themes addressed in this half of the sequence include: the nature and consequence of colonial conquest; the making of a race-based slavery; the growth of a capitalist economy in early America; the transformation of the nation from colony to nation-state; the ideology and impact of American imperialism in the early republic; and the causes and conflicts of the American Civil War. The main purpose of this course is to get students to examine critically both the dominant narratives we tell about pre-Civil War America and the counter-narratives that we can recover from primary documents and recent historical writings.</p>					
<b>80122</b>	<b>Animals, Oil, Atomic Power: A History of American Energy</b>				
Johnson		Full Term	T	2:00-4:50	CHL 214
<p>This seminar takes as its starting point the observation made by environmental historians that cheap energy (in particular that supplied by fossil fuels) is at the root of the modern world. In an interdisciplinary fashion, it explores the ways in which energy courses through our lives and societies and shapes our history. Topics will span various aspects of energy history in the United States, including the organization of energy flows on slave plantations and textile mills prior to the advent of fossil fuels; the class and environment conflicts in the coal industries of Pennsylvania and West Virginia; the politics of American oil interests in the Middle East and Latin America; and the ecological and racial politics of uranium mining on Navajo lands. Participation is a requirement of this course.</p>					
<b>Political Sciences</b>					
<b>80103</b>	<b>Introduction to American Politics*</b>				
Mink		Full Term	T, R	9:00-10:20	LBR 250
<p>We will review the nature of American political institutions and rhetoric. We will also explore the patterns of political action and participation in the United States. Topics include the Constitution, Congress, the Presidency, the judiciary, the bureaucracy, political parties, questions of representation, the news media, elections, and the formation of public policy. This is an introductory level course intended for first-term students and those who have not begun a concentration in political science. <i>Maximum enrollment should not exceed 30 students.</i></p>					
<b>80098</b>	<b>Introduction to World Politics*</b>				
Alcock		Full Term	T, R	10:30-11:50	LBR 252
<p>This course serves as an introductory course to political science and world affairs. It addresses the central issues of international relations—war and peace, cooperation and conflict, prosperity and poverty—both theoretically and historically. The course exposes students to basic theories that have been offered by political scientists to explain and predict the working of the international system and demonstrates the application of these theories to historical and contemporary global events. Coursework will include team-based discussion assignments, a midterm exam, a 2500 word paper and a final exam. <i>The class will be capped at 30 students.</i></p>					
<b>80097</b>	<b>Global Environmental Politics</b>				
Alcock		Full Term	W	12:30-3:20	LETRA
<p>This course will explore marine governance issues at global, national and local levels. This includes high seas topics, activity within 200-mile exclusive economic zones and in coastal regions. Fisheries management issues will play a prominent role as will marine reserves and the relationship between science and policy. The course will introduce students to institutional theories with an emphasis on designing and enforcing effective institutions for solving marine problems at a variety of scales. The course will attempt to integrate law, politics, and economics while remaining sensitive to questions of physical science. In addition to substantial participation requirements, coursework will involve a series of short writing assignments. <i>Class capped at 15. Prerequisite: Intro to World Politics OR Sustainable Development</i></p>					
<b>80101</b>	<b>Politics of China: Communism and Change</b>				
Hicks		Full Term	M, R	3:30-4:50	LBR 248
<p>This intermediate-level course will cover the political history and institutions of China from the communist revolution through to the “economic miracle” of today. After surveying the major eras of communist rule and the structure of the political system for the first half of the course, we will focus on contemporary politics. Among the topics we will examine in the second part of the course are the following: the staying power of the communist political regime in the face of dramatic economic and social change, change on the local level, relations with Hong Kong and Taiwan, and foreign policy, including China's trade and economic initiatives in the Asian-Pacific region and in the global arena. Students will take an in-class exam on the Mao period, write a 15-20 page “issue paper,” and write a take-home final exam. They will also be responsible for leading discussion (along with a couple of other students) on the day we discuss the issue area on which they are writing. <i>Prerequisite: an introductory course in political science or permission of the instructor. This course will be capped at 20 with preference going to students concentrating in political science or international studies.</i></p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80100</b>	<b>Power and Public Policy in the U.S.</b>				
Fitzgerald		Full Term	M, R	12:30-1:50	CHL 221
<p>This intermediate-level course covers in depth the process by which policy networks make federal level public policies. We will explore theories of power and political institutions to ask why the application of public authority takes the form it does. Some topics covered will include: policy networks, policy legacies, policy typologies, agenda setting, and the new institutionalism. The course will accommodate students' interests in social policy areas but we will pay attention to immigration policy, housing policy and drug enforcement policy.</p> <p><i>Prerequisites: Introduction to American Government or another intermediate course in political science.</i></p>					
<b>80099</b>	<b>Transitions from War to Peace</b>				
Colletta		Full Term	W	12:30-3:20	LBR 209
<p>The modern day transition from war to peace is not a linear and irreversible process where conflict-prone and affected countries or regions simply move from one "phase" to another (pre-conflict, in-conflict and post conflict). More often than not, such countries/regions experience "reversals", and may experience several phases of conflict at the same time. The course will examine the transition from war to peace in a global perspective. This would include an exploration of the underlying causes, triggers, and dynamics of conflict as well as the process of transition from the initial humanitarian response through peacemaking, peace building, post conflict reconstruction, and the role of development and diplomacy in conflict prevention. The events of 9/11 have given added dimensions and challenges to war to peace studies. Consequently, the course will also examine the emerging linkages between peace building, "nation building", and the global "war on terrorism". The central theme of the course is a focus on the nexus of international conflict, peace building, and development concepts, practices and lessons learned in global perspective. The course learning methodology will use a combination of lecture-discussions and case studies supplemented by select films and simulations. Students will be expected to prepare one major research paper on a related topic of their choice and participate in a team analysis and presentation of a country case study of the conflict to peace cycle.</p> <p><i>Prerequisites: an introductory course in political science, preferably in world politics or comparative politics, or permission of the instructor granted on the basis of regional expertise in one of the areas covered by the course. Maximum enrollment should not exceed 15 students.</i></p>					
<b>80104</b>	<b>Visions of the City</b>				
Mink		Full Term	M, R	2:00-3:20	LBR 250
<p>This intermediate-level course examines the changing and contested meaning of urban life in the United States. Cities have been cast as disordered spaces that corrupt our most fundamental attachments. But cities have also been presented as well-ordered cosmopolitan spaces in which the American experience could be almost perfectly expressed. In interrogating the tension between these two depictions of urban life, we will specifically discuss: attempts to inform daily practices through the design of the city; anxieties about immigration and mobility; architecture's relationship to nature and democracy; the origins of housing reform and the urban planning movement; and legacies of segregation.</p>					
<b>80123</b>	<b>Citizenship, Political Authority, and the Public Sphere in the US</b>				
Fitzgerald		Full Term	M, R	3:30-4:50	CHL 214
<p>This advanced seminar will consider the development of civic ideas in the American experience. Students must have successfully completed some work in political science beyond the introductory level or have some comparable experience. The course explores the history of American political ideas and practices by focusing on the rhetoric in debates about citizenship and political authority. Disputes over these topics involve and constitute changing notions of the public sphere. These issues in term provide the grounds for ongoing contests over political identity, political and civil rights, toleration, and the relationship of group and gender status to the state that animate political life in the United States. Among the theoretical perspectives we will consider will be the new institutionalism, discourse theory, and democratic theory. We will consider historical epochs such as the Revolutionary era, the Civil War, the Progressive era, the New Deal, and contemporary political life.</p>					
<b>80102</b>	<b>Transitions to Democracy in Comparative Perspective</b>				
Hicks		Full Term	T	2:00-5:00	LBR 209
<p>The modern day transition from war to peace is not a linear and irreversible process where conflict-prone and affected countries or regions simply move from one "phase" to another (pre-conflict, in-conflict and post conflict). More often than not, such countries/regions experience "reversals", and may experience several phases of conflict at the same time. The course will examine the transition from war to peace in a global perspective. This would include an exploration of the underlying causes, triggers, and dynamics of conflict as well as the process of transition from the initial humanitarian response through peacemaking, peace building, post conflict reconstruction, and the role of development and diplomacy in conflict prevention. The events of 9/11 have given added dimensions and challenges to war to peace studies. Consequently, the course will also examine the emerging linkages between peace building, "nation building", and the global "war on terrorism". The central theme of the course is a focus on the nexus of international conflict, peace building, and development concepts, practices and lessons learned in global perspective. The course learning methodology will use a combination of lecture-discussions and case studies supplemented by select films and simulations. Students will be expected to prepare one major research paper on a related topic of their choice and participate in a team analysis and presentation of a country case study of the conflict to peace cycle.</p> <p><i>Prerequisites: an introductory course in political science, preferably in world politics or comparative politics, or permission of the instructor granted on the basis of regional expertise in one of the areas covered by the course. Maximum enrollment should not exceed 15 students.</i></p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
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### Psychology

#### 80124 The Infants World

Barton	MOD II	T, F	2:00-3:20	BON
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In 1890 William James asserted that the infant's perception of the world is merely a "blooming, buzzing confusion." Over a century of research has led developmental psychologists to now assert that infant perception and cognition is far from this characterization, and instead, is far more nuanced. The trick has been to develop ways of assessing infant capabilities to perceive and act in the world despite their limited repertoire of observable behaviors. This class will explore several avenues of contemporary infancy research, examining the current theories and methodologies used today to characterize infant and toddler perceptions of and cognitions about the world.

*Prerequisites: Developmental Psychology or Cognitive Psychology or Social Psychology or Biological Psychology*

#### 80105 Developmental Psychology Lab

Barton	Full Term	W	12:30-3:20	BON
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This course is designed to familiarize students with the variety of questions and methods used in developmental psychology, and to develop their skills in using these methods in their own research work. Methods used with preschool through school-age children will be the primary focus. Current research will be used as examples will be used for discussion and critique. Students will gain skills through working on the various parts of the developmental research process: project planning, data collection, coding, and analysis, and writing APA style research reports. Students will collaborate on several small group projects and work to design and execute a final project.

*Prerequisites: Developmental Psychology and Research Methods in Psychology, or permission of the instructor.*

*Class size: Limited to 12.*

#### 80106 Integrative Learning

Callahan	MOD I	M, R	3:30-5:00	BON
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College students are expected to be active and engaged learners but rarely have an opportunity to examine their own learning process from an academic perspective. Drawing primarily on psychological research and incorporating readings from several disciplines, this course will explore the basic elements of intellectual growth from within the context of a liberal arts undergraduate education. We will focus on the mechanisms of critical thinking and problem solving and review the use and misuse of the tools of logic and inference. Various metacognitive strategies that facilitate the integration of knowledge will be examined, as will motivational and emotional influences on learning. We will review research on effective communication and persuasion, including written, spoken, and visual representations. Students will have the opportunity to apply what they have learned as they complete individual and group projects. Each student will be expected to create and maintain a personal learning portfolio.

*There are no prerequisites; the class is limited to first-year students.*

#### 80107 The Psychology of Conflict Resolution

Callahan	Full Term	T, R	10:30-11:50	BON
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Why can't we all get along? In all areas of social life – close relationships, families, schools, the law, business, politics, the environment, international affairs – conflicts often remain unresolved even when all parties claim to be interested in achieving fair settlements. The social and psychological processes involved in negotiation and conflict resolution have been explored across a wide range of disciplines and perspectives. This course will focus on social psychological theory and research related to conflict resolution. Toward the end of the semester we will examine several case studies based on recent environmental conflicts.

*Enrollment limited: permission of instructor required.*

#### 80196 Social Psychology

Graham	Full Term	T, F	3:30-4:50	BON
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This introductory course covers classic and contemporary research and theory in social psychology, defined as the scientific study of the feelings, thoughts, and behaviors of individuals in the social environment. We will begin by covering historical perspectives on social psychology and its methods. Other topics will include interpersonal relationships, persuasion, conformity, group processes, aggression, prejudice, and helping behavior.

#### 80198 Psychology of Religion

Graham	MOD II	T, F	12:30-1:50	BON
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This course covers theory and empirical research on the psychology of religion. We will learn about the psychology of religion by reading and discussing primary and secondary literature in this area, by completing several writing assignments, and, importantly, by gaining hands-on experience with the conduct of psychological research. Topics covered will include the foundations of religious belief, the interrelations between religion and emotion, and the complex associations between religiosity and physical and mental health.

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80125 Exotic Animal Research**

Harley/Bauer		Full Term (for MODII credit)	TBA	TBA	BON
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The species employed in animal sensory, cognitive, and behavioral research are severely limited by the difficulty of housing large or exotic species on college campuses. Unfortunately, this lack of availability constrains the comparative perspective so important to psychological/biological research. The goal of this laboratory will be to introduce students to a variety of skills and techniques used to understand the sensory and cognitive systems of exotic animals, including dolphins and manatees, species not typically available to students for comparative research. Students will develop skills in the analysis of archival acoustic and video media, live observation, and data recording, organization, and management. This course will meet for the full term.

*Prerequisites: Cognitive Psychology, Biological Psychology, Sensation & Perception, or Animal Behavior. (Or by instructor permission).*

**80108 Topics in Comparative Cognition: Dolphins and Bonobos**

Harley		Full Term	M, R	12:30-1:50	BON
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Dolphins and bonobos differ in myriad ways: their ecologies, evolutionary histories, perceptual systems, environments. However, they've often been studied cognitively using similar questions and methods. In this seminar we will read and discuss journal articles and books concerning cognitive studies with dolphins and with bonobos. We will cover a range of topics including joint attention, animal language research, tool use, and natural communication systems.

*Prerequisites: Introductory Psychology & Cognitive Psychology*

**80192 Psychology Senior Seminar**

Barton/Bauer/Callahan/Harley		Full Term	M	9:30-10:50	BON
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All students who plan to graduate with an area of concentration in psychology must enroll in the Psychology Senior Seminar. Students will meet weekly to discuss various aspects of the thesis process, including the literature review, hypothesis generation, research design, and data analysis. Most weeks we'll meet in small groups to focus on specific problems and topics. Students will be required to complete weekly written assignments and will formally present their thesis prospectus in the final weeks of the semester.

*Offered exclusively for graduating students with psychology thesis advisors.*

**Introductory Psychology Seminars**

An Introductory Psychology modular seminar is a foundation course. Each course serves as a prerequisite for more advanced psychology courses. All of the courses will introduce students to the basic methods employed in psychology. Students will collect and analyze data, write reports in American Psychological Association format, and give oral presentations. First year students have priority for these seminars. Other students can sign up for one seminar on a space available basis. A student can take only one seminar. All seminars will be capped at 15 students.

*Mod II students must pre-register with appropriate professor before the contract submission date.*

**80109 Introductory Psychology Seminar: Memory Development**

Barton		MOD I	T, F	2:00-3:20	BON
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Can a 2 ½-year-old toddler accurately recall details about a trip taken to Disney World when she was 2 years old? *Probably.* Can a 6-month-old baby remember what he learned when he was 2 months old about operating a mobile? *Probably, or at least under certain circumstances.* Can a 5-year-old child remember three items out of seven after a 15 second delay? *Probably not.* This course will introduce students to findings like these, investigating the development of memory during infancy and childhood. We will examine a variety of methods used to measure memory skills (e.g., *how do you test memory of a 6-month-old?*), explore explanations for different memory skills at various points in development (e.g., *why does that 5-year-old forget something after 15 seconds, but that 6-month-old baby can remember something from 4 months ago?*), and compare children's memories to those of adults (e.g., *how much can you remember of a trip taken 6 months ago?*)

**80110 Introductory Psychology Seminar: The Sensory World of Animals**

Bauer		MOD I	M, W	6:00-7:20	BON
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Animals sense worlds that are very different from our own. For example, honeybees detect polarized light and homing pigeons navigate using the earth's magnetic field. Whales hear very low frequencies that may allow them to hear other whales hundreds of miles away. Bottlenose dolphins recognize objects by reflected sound. Students will be introduced to the behavioral and physiological evidence that provides a glimpse of the other worlds of animals.

**80111 Introductory Psychology Seminar: Behavior in Groups**

Callahan		MOD II	M, R	3:30-5:00	TBA
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For well over 100 years social psychologists have explored the impact of the mere presence of others on the individual. Some of the very first controlled laboratory experiments in psychology demonstrated that individuals' beliefs, attitudes, motivations, and level of performance are significantly impacted by the simplest forms of group membership. This module length introductory course will explore many of the consequences of group membership, including group identity, in-group/out-group distinctions, social loafing, deindividuation, group decision making, and cooperation and competition. This review of behavior in groups will allow students to become familiar with theory and research methods in social psychology.

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80197 Introductory Psychology Seminar: Understanding Human Happiness**

Graham		MOD I	T, F	12:30-1:50	BON
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Human beings make notoriously poor judgments about how happy they will feel in the future. As one example, most people feel that winning a large sum of money would make them ecstatically happy when, in reality, lottery winners are no happier than the rest of us. In this class, we will explore basic processes in human judgment and decision-making that help make sense of our inability to accurately gauge how certain events will make us feel. We will read primary and secondary literature on these topics and conduct original, empirical research.

**80112 Introductory Psychology Seminar: Animal Thinking**

Harley		MOD I	M, R	2:00-3:20	BON
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Animals learn, remember, reason, and communicate. For example, honeybees dance to indicate the location of food sources. Clark's nutcrackers remember thousands of locations in which they stored nuts. In this course we will explore the methods and results from studies of animal cognition.

**Sociology**

**80113 Social Theory\***

Brain		Full Term	M, R	12:30-1:50	LBR 154
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This course explores central issues and concerns of modern social theory through an examination of the works of four major thinkers: Alexis de Tocqueville, Karl Marx, Max Weber, and Emile Durkheim. The course is designed to focus on key issues raised by a few important theorists rather than attempt to survey the range of classical or contemporary theory. Critical reading of these works will serve as an introduction to recurring themes, fundamental orientations, and epistemological dilemmas in modern social thought.

*Not open to first year students. Class size limited to 25 students.*

**80114 Urban Sociology**

Brain		Full Term	M, R	3:30-4:50	LBR 156
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This course is an introduction to the sociological study of the urban landscape, with a particular focus on the United States. The first part of the course will focus on conceptual and theoretical issues associated with sociological study of the city, from the "Chicago school" sociologists at the turn of the century to more recent analyses of the "social production" of urban space and the sociology of place. In the middle weeks of the course, we turn to the task of gaining an historical understanding of the processes of urbanization and suburbanization in the United States. The last part of the course will focus more on current issues relevant to the challenge of building livable and sustainable cities. Throughout the course, particular emphasis will fall on three themes that have been at the center of recent discussions of the city: the active production of urban space through a variety of political processes and social practices; the character of spatial forms as cultural representation; the significance of visual and material characteristics of the city as a dimension of the ordering of social space.

*This class is a pre-requisite for "Sociology of Sustainable Communities" and for "Space, Place and Community".*

**80115 Introduction to Research Methods**

Fairchild		Full Term	T, R	9:00-10:20	LBR 156
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This course provides a broad introduction to the sociological research process. We will address both general issues in research design, such as measurement and sampling, as well as various data collection techniques and approaches, including survey research, experiments, interviewing, ethnography, and archival methods. We will discuss the advantages and disadvantages of various research methods and how sociologists choose the most appropriate method for their research. These discussions will provide information regarding how to conduct a study and a basis for informed evaluation of other researchers' claims.

**80126 Queer Studies**

Fairchild		Full Term	W	12:30-3:20	PMC 219
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This advanced seminar will function as a reading and discussion group to explore the topic of Queer Studies from a sociological perspective. We will review multiple approaches to the study of gay, lesbian, bisexual, and transgender lives, including specific attention on issues of identity and politics. Weekly reading assignments and discussion meetings will constitute the majority of the course responsibilities, including student participation in the form of writing weekly discussion questions, serving as discussion facilitator, and writing memos about the readings and discussions. Additionally, each student will supplement the work in the meetings with independent research on topic of his/her choice. These will be ongoing projects resulting in a written document at the end of the term. Before submitting the paper, you will present the project to the group, gaining practice with oral presentation skills and receiving feedback from the group before finalizing the paper.

*Pre-requisites: At least two sociology courses and one gender course. Preference will be given to students who have completed 4 or more contracts.*

Spring 2008 Schedule of Classes – Division of Social Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80127 Introduction to Sociology Through Inequality**

Hernandez	Full Term	T, R	10:30-11:50	LBR 156
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This initial exploration of sociology as an academic endeavor presents an overview of macro-sociological approaches for the study of social inequality. The purpose of this exploration is to offer an initial understanding of the complexities embedded in the world that surrounds us, and to gain a new view of our own role in this complex web. The course is organized in a progression where we move from a basic introduction into sociology, to a more detailed exploration of two central sociological paradigms (consensus and conflict), to the specific exploration of research and theories surrounding class, gender, and race.

**80116 Sociology Senior Seminar**

Hernandez	Full Term	T	2:30-5:00	CHL 215
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This is the first year we are offering this senior seminar as a full-blown course. The intent remains the same. Through the seminar sociology concentrators will be guided through the thesis development and writing process, and will have the opportunity to get feedback from, and obligation to give feedback to, fellow sociology students, realizing the commonality in their thesis-writing experiences. At the end of the semester students will have completed two well-developed chapters of their thesis. The course will be primarily directed by Dr. Hernandez, with the support, and occasional participation, of the other sociology professors.

*Pre-requisite: having your Sociology thesis form signed by thesis committee members, delivered and accepted at the Registrar's Office.*

**80117 Social Influence (Advanced Social Psychology Seminar)**

Pittman	Full Term	W	12:30-3:20	LBR 248
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Why do we behave the way we do? Because of others of course!!! This advanced social psychology seminar explores mechanisms of social influence both at the conceptual and theoretical level to cover a broad range of social influence literature. It examines a variety of ways in which individuals and groups can influence people—especially influence upon behavior. This seminar focuses on four social influence topics: (1) Conformity, (2) Helping/Pro-social behaviors, (3) Norms and Roles, and (4) the Power of the Situation.

**80128 Social Problems (Introductory QEP Course)**

Pittman	Full Term	T, R	10:30-11:50	LBR 154
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Drug use and abuse? Prostitution? Crime and Punishment? Poverty? Mental Illness? This first year student seminar examines social “problems”, similar to those listed, in the United States from a sociological perspective. As implied by the quotation marks, sociology focuses on social problems as socially constructed. As such, the course is based on the sociological principle that what is viewed as a “problem” in the United States is the result of conflict regarding what is normal, what is valued, and what should and should not change in society.

Fall 2009 Schedule of Classes – Environmental Studies Program

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80188</b>	<b>Introduction to Environmental Studies</b> Callahan Interdisciplinary environmental inquiry in a liberal arts setting is: supported by a foundation of disciplinary knowledge; engaged through team and individual projects; and guided by a variety of research methods. This introductory course will feature New College faculty and staff from a range of disciplines (anthropology, biology, ecology, political science, and psychology) exploring both environmental topics and skills. Students will work for two weeks with each presenter and will gain content knowledge in each presenter's area of expertise as well as skills through which to consider and analyze environmentally oriented concerns. This class will prepare students for New College's unique approach to studying the environment. <i>Class size limited to 30</i>	Full Term	M,W	6:30-8:00pm	HCL 7
<b>80051</b>	<b>Environmental Issues</b> Lowman <i>See description under Biology</i>	Full Term	W	12:30–3:20	Chae
<b>80049</b>	<b>Marine Lab Outreach Project and Science Outreach Seminar</b> Gilchrist <i>See description under Biology</i>	Full Term	W	12:30-3:20	MBR 110
<b>80048</b>	<b>Introduction to Genetics</b> Gilchrist <i>See description under Biology</i>	Full Term	T, R	9:00-10:20	Chae
<b>80047</b>	<b>Science of Science Fiction</b> Gilchrist <i>See description under Biology</i>	Full Term	T, R	8:00 – 10:00 PM	Chae
<b>80052</b>	<b>Introduction to Botany*</b> McCord <i>See description under Biology</i>	Full Term	M, R	2:00-3:20	Chae
<b>80050</b>	<b>Conservation Biology</b> Lowman <i>See description under Biology</i>	Full Term	M, R	3:30–4:50	Chae
<b>80080</b>	<b>Systems Biology</b> Yildirim <i>See description under Mathematics</i>	Full Term	M, R	12:30-1:50	Chae or HNS 204
<b>80118</b>	<b>Environmental Economics</b> Coe <i>See description under Economics</i>	Full Term	M, R	12:30-1:50	CHL 224
<b>80122</b>	<b>Animals, Oil, Atomic Power: A History of American Energy</b> Johnson <i>See description under History</i>	Full Term	T	2:00-4:50	CHL 214
<b>80097</b>	<b>Global Environmental Politics</b> Alcock <i>See description under Political Science</i>	Full Term	W	12:30-3:20	LETRA
<b>80114</b>	<b>Urban Sociology</b> Brain <i>See description under Sociology</i>	Full Term	M, R	3:30-4:50	LBR 156
<b>80195</b>	<b>Violence and Environmentalism in American Literature and Film</b> Dimino <i>See description under Literature</i>	Full Term	M, R	3:30-4:50	CHL 215

Fall 2009 Schedule of Classes – Gender Studies Cross Reference

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80135</b>	<b>An-“Other” Story: The Art of Women through the Ages*</b> Hassold <i>See description under Art History</i>	Full Term	T, F	12:30-1:50	CAP 107
<b>80166</b>	<b>Introduction to the Study of Religion*</b> Staff <i>See description under Religion</i>	Full Term	M, R	12:30-1:50	LBR 152
<b>80168</b>	<b>Christian Scriptures*</b> Marks <i>See description under Religion</i>	Full Term	T, F	2:00-3:20	PMC 219
<b>80167</b>	<b>Varieties of Judaism in the Modern World*</b> Marks <i>See description under Religion</i>	Full Term	T, F	12:30-1:50	PMC 219
<b>80048</b>	<b>Introduction to Genetics</b> Gilchrist <i>See description under Biology</i>	Full Term	T, R	9:00-10:20	Chae
<b>80082</b>	<b>Method and Theory in Archaeology</b> Andrews <i>See description under Anthropology</i>	Full Term	T, F	3:30-4:50	ANL
<b>80084</b>	<b>Introduction to Cultural Anthropology*</b> Dean <i>See description under Anthropology</i>	Full Term	M, R	12:30-1:50	LBR 156
<b>80093</b>	<b>A Cultural and Historical Examination of Colonial Latin America*</b> Dungy <i>See description under History</i>	Full Term	T, R	9:00-10:20	CHL 221
<b>80115</b>	<b>Introduction to Research Methods</b> Fairchild <i>See description under Sociology</i>	Full Term	T, R	9:00-10:20	LBR 156
<b>80150</b>	<b>Mapping America: An Introduction to American Literature*</b> Dimino <i>See description under Literature</i>	Full Term	T, F	2:00-3:20	CFA 211
<b>80179</b>	<b>Shakespeare—Bodies Natural and Politic*</b> Myhill <i>See description under Literature</i>	Full Term	T, R	10:30-11:50	LBR 250
<b>80175</b>	<b>The French Renaissance: Contextualizing Sixteenth Century Literature</b> Reid <i>See description under Literature</i>	Full Term	T, F English Section T	12:30-2:00 10:30-12:00	CHL 215
<b>80181</b>	<b>Women and Seduction in 18<sup>th</sup> and Early 19<sup>th</sup>-century German Drama*</b> Sutherland <i>See description under Literature</i>	Full Term	T, F	12:30-1:50	LBR 156
<b>80154</b>	<b>Critical Theory in the US: An Introduction</b> Wallace <i>See description under Literature</i>	Full term	T, F	3:30-4:50	CHL 221
<b>80047</b>	<b>Science of Science Fiction</b> Gilchrist <i>See description under Biology</i>	Full Term	T, R	8:00 -10:00PM	Chae
<b>80050</b>	<b>Conservation Biology</b> Lowman <i>See description under Biology</i>	Full Term	M, R	3:30–4:50	Chae

\*Meets Liberal Arts Requirements



Fall 2009 Schedule of Classes – Gender Studies Cross Reference

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80051</b>	<b>Environmental Issues</b> Lowman <i>See description under Biology</i>	Full Term	W	12:30–3:20	Chae
<b>80083</b>	<b>Ethnography: Theory and Practice</b> Dean <i>See description under Anthropology</i>	Full Term	W	12:30-3:20	ANL
<b>80094</b>	<b>So Near and Yet So Foreign: Seminar on the Islands of the Spanish Caribbean</b> Dungy <i>See description under History</i>	Full Term	W	12:30-3:20	LBR 154
<b>80096</b>	<b>American Perspectives I*</b> Johnson <i>See description under History</i>	Full Term	T, R	9:00-10:20	CHL 224
<b>80126</b>	<b>Queer Studies</b> Fairchild <i>See description under Sociology</i>	Full Term	W	12:30-3:20	PMC 219
<b>80127</b>	<b>Introduction to Sociology Through Inequality</b> Hernandez <i>See description under Sociology</i>	Full Term	T, R	10:30-11:50	LBR 156
<b>80117</b>	<b>Social Influence (Advanced Social Psychology Seminar)</b> Pittman <i>See description under Sociology</i>	Full Term	W	12:30-3:20	LBR 248
<b>80128</b>	<b>Social Problems (Introductory QEP Course)</b> Pittman <i>See description under Sociology</i>	Full Term	T, R	10:30-11:50	LBR 154

Fall 2009 Schedule of Classes – Medieval and Renaissance Studies

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80187</b>	<b>Masterpieces: Renaissance to Rococo*</b> Carrasco <i>See description under Art History</i>	Full Term	M, R	12:30-1:50	LBR 209
<b>80133</b>	<b>The Renaissance in the North*</b> Carrasco <i>See description under Art History</i>	Full Term	T, F	12:30-1:50	LBR 209
<b>80180</b>	<b>Fantasies of Otherness: Medieval Romance and its Afterlife</b> Myhill <i>See description under Literature</i>	Full Term	M, R	12:30-1:50	CHL 214
<b>80179</b>	<b>Shakespeare—Bodies Natural and Politic*</b> Myhill <i>See description under Literature</i>	Full Term	T, R	10:30-11:50	LBR 250
<b>80175</b>	<b>The French Renaissance: Contextualizing Sixteenth Century Literature</b> Reid <i>See description under Literature</i>	Full Term	T, F English Section T	12:30-2:00 10:30-12:00	CHL 215
<b>80092</b>	<b>Medieval Europe*</b> Beneš <i>See description under History</i>	Full Term	M, R	2:00-3:20	HCL 4
<b>80120</b>	<b>The Italian Renaissance</b> Beneš <i>See description under History</i>	Full Term	W	12:30-3:20	PME 219

Fall 2009 Schedule of Classes – Theater Cross Reference

<b>80152</b>	<b>Acting I</b> Eginton, FSU/Asolo <i>See description under Literature</i>	Full Term	W	2:00-5:00	CFA 211
<b>80189</b>	<b>Directing</b> Malaev-Babel <i>See description under Literature</i>	Full Term	M	6:00-9:00	LBR 252
<b>80179</b>	<b>Shakespeare—Bodies Natural and Politic*</b> Myhill <i>See description under Literature</i>	Full Term	T, R	10:30-11:50	LBR 250
<b>80181</b>	<b>Women and Seduction in 18<sup>th</sup> and Early 19<sup>th</sup>-century German Drama*</b> Sutherland <i>See description under Literature</i>	Full Term	T, F	12:30-1:50	LBR 156
<b>80162</b>	<b>Music, Language, Voice: Contemporary Issues and Problems</b> Miles <i>See description under Music</i>	Full Term	M, R	3:30-4:50	CFA 212
<b>80156</b>	<b>Fuzion Dance I</b> Bolanos-Wilmott <i>See description under Music</i>	Full Term	T, R	12:30-1:50	FCS

Fall 2009 Schedule of Classes – Interdisciplinary Cross Reference

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80119 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.