

Fall 2008 Schedule of Classes – Division of Humanities

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

**80049 Painting I**

Petersen	Full Term	T, F	3:30-5:30	CFA 509
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Painting I is an intermediate level studio course intended to familiarize students with painting concepts and techniques. Through a guided investigation students will gain an understanding of painting materials, color theory, observational painting, and nonrepresentational painting, while developing an increasingly personalized painting vocabulary with historical and contextual relevance. 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*

**80194 Printmaking**

Schneider	Full Term	W	4:00-8:00	CFA 505
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Printmaking studio is an intermediate level studio class. Students are expected to have had experience in other image making and mark making techniques in order to be able to explore fully within the specificity of the printmaking techniques that will be taught during this class. This course will investigate Intaglio, Relief Printing and Monotype and the manner in which these processes serve each of the student's thought process and image making. Students will learn how to incorporate printmaking within their artistic vision so it becomes a personal tool for their thought process. Contemporary and historical themed lectures and prints will be presented and there will be reading and writing expected for the class as well as a significant investment of time outside of the class working on their images.

We will also schedule field trips to print shops and exhibitions in the Sarasota-St. Petersburg-Tampa area. In addition to the lab fee, students will be expected to purchase a part of their materials.

Limited enrollment of 15.

*Prerequisite: a college level drawing course and/or portfolio presentation. Lab Fee required.*

**80051 Sculpture I\***

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

*No prerequisites. Class size limited to 15. Lab fee required.*

**80052 Woodworking Processes in Sculpture**

Freedland	Full Term	M, R	3:30- 5:30	CFA 111
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An in depth exploration of concepts and issues relating to the production of wood and wood based sculptural forms. The class explores the expressive and conceptual properties of wood by examining structural properties and fabrication techniques. Processes will include carving, joinery, as well as mixed media fabrication.

*Prerequisites: Sculpture I. Class size limited to 14.*

**Art History**

**80101 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.*

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80053 Medieval Women: Art, Gender, and Spirituality\***

Carrasco		Full Term	T, F	12:30- 1:50	LBR 209
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Traditionally both theology and science have provided support for the subordinate position of women in society: the moral weakness demonstrated by Eve's transgression parallels scientific beliefs concerning the inferiority of woman's biological functions. And yet the Church also appeared to advocate a policy of spiritual egalitarianism, based, for example, on St. Paul's statement that "there is neither Jew nor Greek . . . slave nor free . . . male nor female . . . for you are all one in Jesus Christ" (Galatians 3:28). In addition to examining these and other fundamental - and often contradictory - assumptions about the nature of woman, we will also consider the ways in which specific women from the western Middle Ages (ca. 200-1500) managed to construct meaningful lives for themselves. This material is interesting for two reasons: it allows us to understand the origins of some of our own ideas about women, and it also provides us with alternative traditions that challenge our own assumptions. Emphasis will be placed on significant types, including virgin, martyr, mother, nun, penitent, mystic, and queen, as embodied in such figures as Mary, Eve, Mary Magdalene, Catherine of Alexandria, and Joan of Arc. We will also consider the experiences of actual women, beginning with the early martyr, Perpetua (d. 203), who strode into the arena shortly after giving birth to her son: her breasts still leaking with milk, she directed the shaking hand of a young gladiator to the cutting of her own throat. We will conclude with Christine de Pizan (d. ca. 1430), a young widow who crafted a career as the first professional woman writer. Our primary sources will be visual materials, supplemented by a variety of written texts from the medieval period and by recent critical scholarship. We will also consider some important developments in the later Middle Ages: the "feminization" of images of Christ, uses of visual images in religious as well as secular life, and attitudes about asceticism, the body, and affective experience.

*No prerequisites, although relevant background in art history, history, religion, women's studies, or other appropriate fields would be useful.*

**80054 Twentieth-Century Painting\***

Hassold		Full Term	T, R	10:30-12:00	CAP 107
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This course is designed to introduce students to systematic visual experience. Students will acquire the ability to read and interpret complex visual fields in terms of their expressive and conceptual qualities. This course is of great value to students who wish to expand and develop their understanding of visual materials. While this course provides an introduction to the visual art of the twentieth century, it will also cover the late nineteenth century sources of the modern period. Major modern movements to be covered: Fauvism, German Expressionism, Cubism, Futurism, Non-Objective art, Fantasy, Surrealism, Abstract Expressionism, Pop art, Optical art, Minimal art, New-Realism and Neo-Expressionism. Each movement will be discussed as it reveals a new attitude toward the issues of surface structures and content, and ultimately even the redefinition of art that has taken place in the postmodern period. This is an introductory course designed for continuing students.

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

**80055 Seminar: Images of Women**

Hassold		Full Term	T, F	12:30-2:00	CAP 107
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This course will explore how women have been seen in the twentieth century through the investigation of seven visual texts: Picasso's *Demaiselles d' Avignon*; Marcel Duchamp's *The Bride Stripped Bare by Her Bachelors, Even*; Max Ernst's collage novel *A Little Girl Dreams of Taking the Veil*; De Kooning's *Woman I*; Richard Lindner's *The Meeting*; Fernando Botero's *Amparo*; and a selection of Cindy Sherman's images. These visual texts will be related to Freud's concept of the feminine, and Jane Gallop's discussion of the French Feminists' response to Freud in her book *The Daughter's Seduction*. Neither the nurturing feminine nor the destructive feminine (so beloved of the XIXth C.) can be discovered in XXth C. images of women. The positive and negative polarities of the archetypal feminine have been replaced with images of disintegration, fragmentation and destruction. These images are often intertextual in nature, dependent in part on the use of other visual texts, (i.e., earlier art, or popular and even commercial visual images). The nature of the intertextual material will be explored as well as the implications of these new images of the feminine. This course is designed for students with previous experience in modern art, but beginning students who have a background in other disciplines are also welcome. Students wishing to enroll in this course will need to choose a literary text, visual art work or a film that deals with images of the feminine for their personal study, their presentation and term paper topic. Course is recommended for interdisciplinary students.

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

**Classics****80116 Elementary Ancient Greek I**

Shaw		Full Term	M, W, F	11:00- 11:50	PME 219
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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 *Thrasymachus*, 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 *Odyssey*. Successful completion of the first year of Greek will prepare students to read and understand ancient works in the original language.

*There are no prerequisites for Elementary Greek I, but this course is a prerequisite for Elementary Ancient Greek II.*

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CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80056</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>80057</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. 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.</p>					

<b>80058</b>	<b>Advanced Latin: Petronius, <i>Satyrca</i>*</b>				
Rohrbacher		Full Term	T, F	12:30-1:50	PME 219
<p>Titus Petronius Niger served as Special Minister for Elegance under the emperor Nero until his forced suicide in 66 AD. His only known work, the <i>Satyrca</i>, was a sprawling, picaresque novel detailing the unsavory adventures of Encolpius as he wandered through Italy in search of a cure for his impotence. We will read the largest of the surviving fragments, which satirizes Roman morals and manners through a description of an outrageous dinner party hosted by the freed slave and <i>nouveau riche</i> Trimalchio.</p> <p><i>Prerequisite: Elementary Latin I and II at New College, or the equivalent. Please see instructor if you are uncertain about placement.</i></p>					

**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.*

<b>80059</b>	<b>Beginning French I</b>				
Van Tuyl		Full Term	M, W, F Lab M	10:00-10:50 7:00-10:00	CHL 221 LBR 152
<p>This first-semester course is designed for students with little or no background in French. Using the multimedia <i>French in Action</i> 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.</p> <p><i>Enrollment limited to 20.</i></p>					

<b>80114</b>	<b>Seventeenth-Century French Theater*</b>				
Van Tuyl		Full Term	M R (French) R (English)	12:30-1:50 12:30-1:50 2:00-3:20	CFA 211
<p><i>See description under Literature.</i></p>					

<b>80060</b>	<b>Intermediate French I*</b>				
Reid		Full Term	M, W, F Lab T	10:00-10:50 6:00- 7:30	LBR 250
<p>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. <i>Prerequisite: Completion of Beginning French II or permission of instructor based on placement test results. Enrollment may be limited.</i></p>					

\* Meets Liberal Arts Requirements

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CRN	CourseTitle and Description	Term	Day	Time	Classroom
<b>80061</b>	<b>Advanced French</b>				
Reid		Full Term	M, W, F	11:00- 11:50	LBR 250
<p>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. <i>Prerequisite: Successful completion of Intermediate French II or permission of instructor. Enrollment limited to 20.</i></p>					
<b>80062</b>	<b>Elementary German I</b>				
Cuomo		Full Term	M, W, F	10:00-10:50	LBR 152
<p>This is the first part of a one-year introduction to the German language. Using Moeller/Adolph/Hoecherl-Alden's <i>Deutsch heute</i> Eighth Edition as text and the accompanying workbook, CD program, and online exercises, students will gain a fundamental knowledge of German grammar, vocabulary, and syntax. Since emphasis will be on the acquisition of both active and passive language skills, German will be the primary language used in the classroom, and participation in weekly conversational and review sessions with our German language teaching assistant is a requirement. During Term I we will cover the introduction and first six chapters of <i>Deutsch heute</i>. There will be frequent written and online assignments (Ace tests), and chapter quizzes, as well as comprehensive midterm and final examinations.</p>					
<b>80113</b>	<b>Advanced German: Die Deutsche Lyrik</b>				
Cuomo		Full Term	M, R	2:00- 3:20	LBR 154
<p><i>See description under Literature</i></p>					
<b>80063</b>	<b>Intermediate German I*</b>				
Sutherland		Full Term	M, W, F	11:00-11:50	LBR 156
<p>This course will both review grammatical structures covered in Elementary German and introduce more complex structures, while continuing to focus on reading, listening, speaking and writing skills. Along with a textbook and participation in weekly conversational and review sessions with our German language teaching assistant, students will be responsible for reading a work of fiction and viewing two film versions of this work. Writing and vocabulary assignments will evolve from these assignments. In addition, <i>Hörspiele</i> will also be used. Students will be expected to apply grammatical structures and vocabulary in their writing and speaking assignments. <i>Prerequisite: one year of college-level German or its equivalent as demonstrated on the placement test.</i></p>					
<b>80079</b>	<b>Age of Goethe*</b>				
Sutherland		Full Term	T, F	12:30 – 1:50	LBR 156
<p><i>See description under Literature</i></p>					
<b>80064</b>	<b>Elementary Spanish I (section 1)</b>				
Labrador-Rodríguez		Full Term	M, W, F	9:00- 9:50	LBR 152
<p>This first-semester course is designed for students with little or no background in Spanish. The main goals of this course are to acquire good knowledge of basic Spanish Grammar (simple sentence structure, simple tenses in the Indicative), to build Vocabulary, and to develop Oral/Aural skills. Required work for the course includes preparation of short dialogues/skits for in-class work, weekly quizzes, take-home grammar exercises, reading/writing, laboratory assignments, and 3 to 4 major exams. Three 50-minutes classes per-week. An additional six hours (at least) of preparation for class are required, plus 3 to 4 hours to complete workbook &amp; 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></p>					
<b>80065</b>	<b>Elementary Spanish I (section 2)</b>				
Bennaji		Full Term	M, W, F	11:00- 11:50	LBR 154
<p><i>Same Course Description as Elementary Spanish (Section 1)</i></p>					

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CRN	CourseTitle and Description	Term	Day	Time	Classroom
<b>80066</b>	<b>Intermediate Spanish (section 1)</b>				
Bennaji		Full Term	M, W, F	10:00- 10:50	LBR 248
<p>This course is designed to clarify grammatical concepts, increase vocabulary and improve oral expression and reading skills. Oral/Aural work will be stressed more heavily than written work. The texts will provide grammar exercises as well as basic readings intended to increase vocabulary and stimulate conversation. Required work for the course includes weekly quizzes, take-home grammar exercises, reading/writing &amp; 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 &amp; laboratory assignments, every week. Significant progress in the accuracy of communication will be the basis for the evaluation of a student's performance.</p> <p><i>Prerequisite: Satisfactory completion of Elementary Spanish II at New College. Students with equivalent work done in another institution (one year college-level) or two years of high-school Spanish are eligible, but are required to complete the placement exam and a placement form. Students not coming from Elementary Spanish must contact the instructor as soon as possible during the Spring Semester of 2007 for assessment of proficiency: students will be required to take the placement exam and file a placement form. No student will be admitted without fulfillment of these requirements.</i></p>					
<b>80067</b>	<b>Intermediate Spanish (section 2)</b>				
Labrador-Rodríguez		Full Term	M, W, F	11:00- 11:50	LBR 152
<p><i>Same Course Description as Intermediate (section 1)</i></p>					
<b>80197</b>	<b>Advanced Spanish: Latin American Essays</b>				
Portugal		Full Term	T, F	2:00- 3:20	LBR 250
<p><i>See description under Literature</i></p> <p><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>80068</b>	<b>Lecturas Hispánicas</b>				
Portugal		Full Term	T, R	10:30- 11:50	LBR 250
<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. 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>80069</b>	<b>Intermediate Russian I*</b>				
Schatz		Full Term	M, W, F	10:00 – 10:50	PME 219
<p>This course is the third component in the four-semester Beginning-Intermediate language sequence. We will use <i>Golosa</i> Book 2 as our primary text with supplementary materials from the BBC <i>Russkaya sluzhba</i> and other online news and cultural sources. As in the past, our goal will be increased facility in reading Russian and greater fluency in oral and written expression. Students who have completed at least two semesters of college-level work in Russian at another institution are welcome to enroll, but prior consultation with the instructor is strongly advised.</p>					
<b>80078</b>	<b>Tolstoy and Chekhov: The Short Fiction</b>				
Schatz		Module 1	T, F	2:00 – 3:20	PME 219
<p><i>See description under Literature</i></p>					
<b>80111</b>	<b>Self and Survival: 20th-Century Short Fiction by Babel, Olesha, Platonov, Solzhenitsyn, Tolstaya, and Pelevin</b>				
Schatz		Module 2	T, F	2:00 – 3:20	PME 219
<p><i>See description under Literature</i></p>					

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CRN	CourseTitle and Description	Term	Day	Time	Classroom
<b>80070</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>80071</b>	<b>Elementary Chinese I</b> Zhu	Full Term	M, W, F	10:00- 10:50	LBR 156
<p>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 <i>New Practical Chinese Reader</i>, 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. 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 tests, among other activities. Enrollment is limited.</p>					
<b>80105</b>	<b>Revolution, Love and Modern Chinese Fiction*</b> Zhu	Full Term	T, F	12:30- 1:50	LBR 154
<p>See description under Literature</p>					
<b>80104</b>	<b>Classical Chinese Literature: A Survey*</b> Zhang	Full Term	M, R	2:00- 3:20	LBR 209
<p>See description under Literature</p>					
<b>80115</b>	<b>Intermediate Chinese I*</b> Zhang	Full Term	M, W, F	11:00- 11:50	PMC 219
<p>This course is for students who have completed Elementary Chinese I and II or who have equivalent level. Building upon the vocabulary and sentence structures taught in the first semester, students will learn more useful expressions and advanced sentence structures. While emphasis will be laid on the communicative skills of listening and speaking, students will be given more training on the skills of reading and writing. Students are expected to grasp all the major grammar points by the end of the year. To facilitate the study of the language, different aspects of Chinese culture and society will be introduced. 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 tests, among other activities. Enrollment is limited.</p>					
<b>Literature</b>					
<b>80072</b>	<b>American Fiction*</b> Dimino	Full Term	M, R	2:00- 3:20	COH 116
<p>This course will cover the development of American fiction from the mid-nineteenth century to the present. We will read some major novels and short fiction in depth, and become familiar with the current critical discussion of the meaning, value, and history of American fiction. Our reading will include works that deal with the power of money, such as James's <i>The Portrait of a Lady</i>, Dreiser's <i>Sister Carrie</i>, and Rushdie's <i>Fury</i>, and works that highlight the issue of race, such as Melville's <i>Benito Cereno</i>, Faulkner's <i>Light in August</i>, Ellison's <i>Invisible Man</i>, and Toni Morrison's <i>Beloved</i>. Students will write one three-page paper, two eight-page papers, a statement of goals, and a self-evaluation, and will be expected to participate actively in class discussions. <i>Open to all students; enrollment will be limited to 25 students.</i></p>					
<b>80073</b>	<b>Faulkner and Intertextuality</b> Dimino	Full Term	T, F	2:00- 3:20	CHL 215
<p>How do writers respond to one another as they build their own works from systems, codes, and traditions that are already established? How can this idea of "intertextuality" contribute to our understanding of literature? In this course we will concentrate on William Faulkner, widely considered the greatest twentieth-century American novelist, and our reading will be selected from his best works: <i>The Sound and the Fury</i>, <i>As I Lay Dying</i>, <i>Light in August</i>, <i>Absalom, Absalom!</i>, <i>The Hamlet</i>, and <i>Go Down, Moses</i>. We will explore intertextuality both by considering Faulkner's own body of work as an intertext and by putting him side by side with several contemporary writers whose novels change the way we read Faulkner, including Russell Banks and African American writers David Bradley and Suzan-Lori Parks. To anchor our work we will read selections from Graham Allen's study of intertextuality. <i>This course is open to students who have taken at least two college-level literature courses; for others, permission of the instructor is required. Enrollment will be limited to 25.</i></p>					

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**80074 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.*

**80114 Seventeenth-Century French Theater\***

Van Tuyt	Full Term	M	12:30-1:50	CFA 211
		R (French)	12:30- 1:50	
		R (English)	2:00- 3:20	

Fate. Passion. Murder. Politics. Gender wars. Impossible choices. Inspired silliness. Representative plays by Corneille, Molière, and Racine comprise the primary readings for this course. Films and secondary readings will help us explore the literary and historical context of these works. Work includes: rotating leadership of class discussions, scene readings, papers, final exam. *French and English sections offered.*

*Prerequisite for French section: satisfactory completion of a French-language literature survey or permission of instructor.*

**80113 Advanced German: Die Deutsche Lyrik**

Cuomo	Full Term	M, R	2:00- 3:20	LBR 154
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Participants in this advanced-level German course will read in the original representative works of German poetry from the Middle Ages to the present. These verses will introduce students to Courtly Lyrics of the High Middle Ages and poets such as Walther von der Vogelweide; Baroque sonnets by Andreas Gryphius, examples of Sturm und Drang, Classicism, and Romanticism by Goethe, Schiller, Schubart, and Eichendorff; and poetry by Heinrich Heine, Annette von Droste-Hülshoff, and Theodor Storm. The consideration of the late-19<sup>th</sup>- and early 20<sup>th</sup>-Centuries will include poems by Stefan George, Hugo von Hofmannsthal, and seminal works by Rainer Maria Rilke. After focusing on Expressionist poetry by Gottfried Benn, Georg Heym, Georg Trakl, and others, students will read engaged and "apolitical" poetry from the Weimar period by Bertolt Brecht, Günter Eich, Walter Bauer, Ina Seidel, and others, before examining poems by exiled and oppositional authors during the twelve years of the "Third Reich." The scrutiny of the post-1945 period will include "Point-Zero Poetry," responses to Fascism and the Holocaust by Ingeborg Bachmann, Nelly Sachs and Paul Celan, "Vietnam" and other poetry commenting on political topics by Erich Fried and others, and poetry from the former GDR. The course concludes with examples by contemporary feminist and multinational poets living and writing in Germany. These texts will be the basis of oral presentations and written analyses, in-class and web board discussions, and creative exercises designed to expand students' working vocabulary and command of German grammar and stylistics. Students' written work and contributions to the web board will serve as the basis for the review of key areas of advanced grammar and structure, and course participants will be expected to revise drafts of their assignments with the help of the German language teaching assistant.

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

**80197 Advanced Spanish: Latin American Essays**

Portugal	Full Term	T, F	2:00- 3:20	LBR 250
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In this course we will study Latin American essays written in the 19<sup>th</sup> and 20<sup>th</sup> Centuries. Our interest 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 establish connections with the practice of other genres, such as poetry and short stories, in order to study the particularities of the essay as a genre as it has been practiced in particular cultural environments, and to 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 short 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.

*The course is open to students who have completed 'Lecturas Hispánicas' or 'Advanced Spanish' at New College. All others need permission of the instructor.*

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80075</b>	<b>Renaissance Epic: The Poetry of Nationalism</b>				
Myhill		Full Term	T, R	10:30- 11:50	CHL 215
<p>This course will explore two of the most ambitious works in English literature: Edmund Spenser's <i>The Faerie Queene</i> and John Milton's <i>Paradise Lost</i>. Written less than a century apart, these poems attempt to do for England what their authors understood Homer's <i>Odyssey</i> and <i>Illiad</i> and Virgil's <i>Aeneid</i> to have done for classical Greece and imperial Rome: to both demonstrate and epitomize the glorious history and worthy aspirations of the civilizations that they came to represent in the popular mind. Given England's relative political and, many would argue, cultural insignificance in early modern Europe, to write an English national epic was an act of unmitigated gall, and astonishing hope for the significance of both the nation to its world and its writers to the nation. Spenser's <i>The Faerie Queene</i> is an enormously complex moral and political allegory borrowing the forms of both classical epic and medieval romance, in which knights representing holiness, temperance, and chastity, among others, do battle with enchanters, sorceresses, and monsters representing greed, deception, and the Catholic church. The preface claims that the poem's purpose is "to fashion a gentleman or noble person in virtuous and gentle discipline." We will examine Spenser's investigation of the forces that shape England and the English gentleman, and his work's attempts to become one of them, and then move on to Milton's <i>Paradise Lost</i>, which, less optimistically, seeks to find "fit audience, though few." Milton's epic on the fall of humanity into original sin is a product of both his conscious effort to model himself on the poetic career of Virgil, the great poet of Augustan Rome, and his intense involvement with the political and religious controversies of his day. His attempt to write the English national epic never explicitly mentions England, and explicitly expects a hostile reception in its native country. The character who most closely resembles the epic hero of Homer or Virgil is Satan. We will explore these and other paradoxes of Milton's Christian epic. Our most important tool for investigation will be close readings of the text, but we will also pay attention to contemporary political, religious, and poetic theories and the course will involve some secondary criticism. Students are expected to take part in discussions and write two short essays and a term paper. The course is designed for students who have taken at least one literature course. Previous exposure to the Classical epic is welcome but not necessary. Enrollment may be limited.</p>					
<b>80076</b>	<b>The Canon of British Literature*</b>				
Myhill & Wallace	Module 1 - Myhill Module 2 - Wallace		M, R	12:30-1:50	LBR 152
<p>This course is a standard advanced survey of the British "Canon," those works that have been for some time considered essential reading for well-educated English majors. While some counter-canonical texts may be included, and some discussion of the processes of canonization or exclusion from canonicity will be expected, most of the works we will read are and have been considered significant for hundreds of years. Readings will be primarily in poetry and drama, with some supplemental works of prose included, beginning with <i>Beowulf</i> and coming forward through the nineteenth century. Directed to beginning students of literature, our focus will be on gaining familiarity with the literature and with literary historical movements through some lecture, reading together, discussing, and surveying the literature and its historical contexts. Written work will likely include a midterm exam and a final exam with short essay questions, and an author-report, but may not include conventional papers. Students may be asked to give presentations and facilitate discussions as well. This class is open to beginning students of literature and potential majors. Preference will be given to students with some previous work in Literature, but who are still beginning Literature students. Permission of instructors.</p>					
<b>80195</b>	<b>Twentieth-Century African American Drama*</b>				
Myhill	Module 2		M, R	12:30- 1:50	CHL 215
<p>How is the experience and perspective of black Americans to be embodied, and for whom? This module-length course surveys significant plays by and about African Americans from W.E.B. Dubois' <i>Star of Ethiopia</i> (1912) to Suzan-Lori Parks' <i>The America Play</i> (1994). This stylistically and politically diverse group of plays includes widely divergent ideas of the place of African Americans in American society and history, and raises important questions of how theatrical representation both complicates and reinforces racial stereotypes, how the political and artistic commitments of the theater intersect, and whether it is possible or desirable to define a "Black Theater." Students are expected to participate actively in class discussion, present one performance project, and write two short papers. The course is open to all interested students, but enrollment may be limited. Interested students should contact me no later than the end of the first week of classes.</p>					
<b>80078</b>	<b>Tolstoy and Chekhov: The Short Fiction</b>				
Schatz	Module 1		T, F	2:00 – 3:20	PME 219
<p>This course will be devoted to a comparative study of selected short stories and short novels by L.N. Tolstoy and A.P. Chekhov. We will examine, among other works, Tolstoy's <i>Family Happiness</i> (1859), <i>The Death of Ivan Il'ich</i> (1886), and <i>Master and Man</i> (1893) and Chekhov's <i>Ward #6</i> (1892), <i>Peasants</i> (1897), and <i>The Little Trilogy</i> (1898). This will be a lecture and discussion course; one brief (6-page) analytical essay will be required, and consistent participation in class discussion will be expected. Open to all interested students, but enrollment will be capped at 20.</p>					

CRN	Course Title and Description	Term	Day	Time	Classroom
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<b>80111</b>	<b>Self and Survival: 20th-Century Short Fiction by Babel, Olesha, Platonov, Solzhenitsyn, Tolstaya, and Pelevin</b>	Schatz	Module 2	T, F	2:00 – 3:20	PME 219
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After the establishment of Soviet power, a campaign was set in motion on several fronts to efface the distinction between the private and the public, the personal and the collective. The goal was to eradicate “individualism”. Some chose to capitulate in various ways, while others retreated into subjective worlds (“internal emigration”). In this course we will examine these and other strategies for self-survival as they figure in the short fiction of six writers whose work will take us from the 1920’s to the present. This course is open to all interested students, but enrollment will be capped at 20. One analytical essay will be required, and consistent participation in class discussion will be expected.

<b>80079</b>	<b>Age of Goethe*</b>	Sutherland	Full Term	T, F	12:30 – 1:50	LBR 156
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This course presents the “Age of Goethe” within the cultural context of eighteenth-century globalization marked by colonialism, slavery, and the triangular trade. The course looks closely at the rise of the German bourgeoisie and using cultural productions such as literary texts by Goethe, Schiller, Lenz, Kleist, Eichendorff, and others, we will look at how the German bourgeoisie constructs itself and how these expressions contribute to the development of a national “German” self within a larger European and global context.

<b>80080</b>	<b>Anglo-American Feminist Theory: Conceiving Women</b>	Wallace	Full Term	M, R	3:30 – 4:50	CHL 221
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The course focuses on feminist theory in the context of the United States and western feminism more generally. Particular attention will be paid to essentialism vs. social constructionism, alternate models of psychology and knowledge, the question of “feminine writing” and women’s relation to language, and conceptions of the body and the embodied self. Readings include selections among the following writers or works: Simone de Beauvoir’s *The Second Sex* and Kate Millet’s *Sexual Politics*, some works by radical, cultural, and materialist Anglo-American feminist writers, Nancy Chodorow’s *Reproduction of Mothering* and other selections on alternate approaches to psychoanalysis/psychology, so-called “French Feminist” writers such as Hélène Cixous, Luce Irigaray, and Monique Wittig, Toril Moi’s *Sexual/Textual Politics*, “post-colonial” or “Third-world” writers such as Gayatri Spivak and Trihn T. Mihn-ha, work by American “women of color,” and some works on cyborgs and the future of feminist theory.

Reading will be dense and at times extremely difficult; a willingness to engage with the material covered will be an important criterion for satisfactory evaluation. Written work will include short (2-page) weekly responses to the readings for at least 10 of 14 weeks, and two short essays (6-8 pages). Students should expect to read and respond to each other’s work on-line, and to participate actively in class discussion and moderation. More advanced students may be given an opportunity to work as group-discussion leaders.

Students who have completed at least one year of college-level work will be given preference. This interdisciplinary course may be counted towards fulfillment of a Gender Studies Joint Area of Concentration.

<b>80109</b>	<b>Criminal Narratives and Narrating Crime*</b>	Wallace	Module 1	M, R	12:30- 1:50	CHL 224
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Some critics have argued that the novel begins in criminal biography and broadsheets—cheap sheets detailing the crimes and confessions of those hanged at Tyburn sold to the crowds who viewed the executions, and mostly fictionalized. Novels about crime and criminality range from didactic narratives by repentant criminals to heroic narratives of highwaymen in the eighteenth century, to tales about morally upright and brilliant detectives or falsely accused or deluded criminal protagonists in the nineteenth century, to the morally ambiguous detectives and engaging criminals of some twentieth-century fictions.

This course will trace very briefly a line of “criminal narratives”—from criminal biographies such as those of Defoe and Fielding through the so-called “Newgate” novel and early detective fiction of the nineteenth century, up through some twentieth century criminal protagonists or alternately detective figures—including if time allows some postmodern versions of criminal narration. We will ask why crime and the criminal have been so productive for narrative fictions and why we still want to read them.

Works to be read may include: Defoe’s *Colonel Jack* or *Moll Flanders*, Fielding’s *Jonathan Wild*, Thomas Holcroft’s *Bryan Perdue* or William Godwin’s *Caleb Williams*, James Hogg’s *The Secret Confessions and Memoirs of a Justified Sinner*, Robert Louis Stevenson’s *Jekyll and Hyde*, Charles Dickens’s *Oliver Twist*, some of A. Conan Doyle’s Sherlock Holmes stories, Dorothy Sayers’s *Murder Must Advertise*, and Charles Palliser’s *Betrays*.

This class is open to beginning students of literature

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CRN	Course Title and Description	Term	Day	Time	Classroom
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**80107 Jazz Poetry**

Zamsky		Full Term	T, F	2:00- 3:20	LBR 248
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This course explores the rich interchange between jazz and American poetry. Almost since its inception, jazz has been recognized as a uniquely American art form, performing through its sounds and forms much of this country's complex cultural heritage. Our project in this class will be to examine the central role this music has played in shaping American poetry of the twentieth and twenty-first centuries. As we will find, the relationship between the poetry and the music is reciprocal. Even as American poetry participates in the cultural and aesthetic debates that shape the history of jazz, so, too, does the music draw from emerging ideas about poetry and poetics. The class has two broad and overlapping areas of inquiry: jazz as theme and jazz as structure. As a music rooted in African-American experience, jazz has tremendous thematic, even symbolic importance in American literature. Throughout the semester, we will explore the ways in which different authors invoke the images and narratives of jazz, its culture, and its legacy. We will also turn our attention to the question of how a jazz aesthetic functions in poetry. As we will find, the answer is not singular; poets with dramatically different styles link their work to the influence of jazz. While we will certainly be interested in ways writers have learned from jazz, particularly its rhythmic innovations, we will also explore writers whose work is best explained not in terms of mimicking the music, but, rather, as coming out of a shared artistic perspective. The reading for the course will include several of the following writers: Amiri Baraka, Wanda Coleman, Jayne Cortez, Thulani Davis, Jessica Hagedorn, Michael S. Harper, Langston Hughes, Nathaniel Mackey, Sterling Plumpp, Ntosake Shange, John Taggart, and others. Since many of these poets perform with musicians, the class will also include a good deal of listening to such collaborations.

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

**80108 Reading Poetry\***

Zamsky		Full Term	T, F	12:30- 1:50	LBR 248
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This class is an introduction to the study of poetic language. We will read lyric poems from a wide range of historical periods, cultural contexts, and aesthetic commitments, with a consistent eye toward the ways in which language is used as the material of poetry – in much the same way that pigment is the material of painting or sound and silence are the materials of music. The class will attend to sound, syntax, lineation, and the other elements of prosody, and will consider the project of poetry from a number of perspectives: as arrangements of utterance, as pleasure, as the construction of a self (whether abstracted or socially situated), as the process of working out or (more likely) posing emotional, philosophical, political, and other dilemmas. The concept of the class can be usefully captured in the phrase, “poetry as experience.” Our goal is to explore 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.

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

**80104 Classical Chinese Literature: A Survey\***

Zhang		Full Term	M, R	2:00- 3:20	LBR 209
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The purpose of this course is to acquaint students with some of the world's greatest literature through the exploration of selected masterworks produced in China over a three thousand year span ending in the 19th century. This course is not designed to be a comprehensive survey, although readings will include examples from most of the major literary forms, genres, and writers of pre-modern Chinese literature. Classes will combine lecture and discussion formats; generally during the first half of the period the instructor will provide background information and the rest of the period will be reserved for discussions. All students are expected to be prepared and to participate in these discussions; all students will be assigned the responsibility for formulating the discussion questions in rotation. Assignments will consist of daily *readings*, two *essays* and a *final examination* consisting of identifications and short essays. *Participation in discussion* is very important.

*All readings are in English translations. No prerequisites.*

CRN	CourseTitle and Description	Term	Day	Time	Classroom
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**80105 Revolution, Love and Modern Chinese Fiction\***

Zhu		Full Term	T, F	12:30- 1:50	LBR 154
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This course investigates the popular formula of revolution plus love in modern Chinese fiction. Revolution has been a major literary and cultural motif in twentieth-century China as the past century was often viewed as a century of revolution, and the Chinese revolution has been intimately related to the theme of love, personal freedom and women's liberation. It focuses on such issues as revolution in love, love in revolution, revolutionization of love, romanticization of revolution, and body and revolution; at the same time, it explores the historical developments of this formula, paying attention to its connection to the formula of "beauty and talented scholar," which has been widely popular in classical Chinese literature.

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

*All readings are in English translations. No prerequisites.*

**Music**

**80103 Fuzion Dance**

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

**80081 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, September 5<sup>th</sup> 4:30 – 6:30 pm and Saturday, September 6<sup>th</sup> 1:00 – 4:00 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

**80082 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.*

**80209 Cognitive Ethnomusicology\***

Aarden		Full Term	T, R	10:30- 11:50	CFA 212
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This course will explore how concepts and practices of music differ from culture to culture, and how it is possible to find commonalities among musical cultures. Because there is an enormous variety of musics in the world, a cross-cultural study of music requires an investigation of the cognition of music, and anyone interested in the cognition of music will discover that the reverse is also true. We will examine how researchers have conducted multicultural studies of music, as well as monocultural studies of Java, the Solomon Islands, Nepal, India, Turkey, Denmark, and America, among others. This interdisciplinary journey will be relevant to those interested in music, psychology, anthropology, and folklore.

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CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80084 Music Theory I*</b>					
Aarden		Full Term	M, W, F	11:00- 11:50	CFA 212
		(Aural Skills)	T, R	6:00- 7:00	CFA 212
<p>Music is the most immediately-affecting of the arts—and the most systematic, the most rational. Composers create within systems whether they know it or not, and the composer who best understands the possibilities of musical systems will produce the richest music. This course (the first of a two-course sequence) is designed to introduce 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</p>					
<b>80098 Early Music in its Social Context</b>					
Miles		Full Term	M, R	3:30- 4:50	CFA 212
<p>Since the seventeenth century, music has been associated with the idea of emotional expression, but that has not always been the central concern of musicians. For example, medieval composers and theorists attached greater importance to music's numerical structure than its affective potential. Only in the Renaissance does our modern notion of emotional expression begin to emerge. What factors—social, philosophical, and musical—help explain this dramatic shift in musical theory and practice? This course will examine the musical culture of the Medieval and Renaissance periods, focusing on the ritual space of musical performance, the cognitive demands of musical form, and the discourse that relates music to concepts and experience. Music to be studied in this course includes Gregorian chant, songs of the troubadours and trouvères, plus compositions by Hildegard von Bingen, Machaut, Dufay, Josquin, Palestrina, and Monteverdi. Prerequisite: Music Theory I or permission of the instructor.</p>					
<b>80099 Schoenberg, Stravinsky, and Modernism</b>					
Miles		Full Term	T, F	2:00- 3:20	CFA 212
<p>Arnold Schoenberg and Igor Stravinsky were the most influential composers of the first half of the twentieth century and are widely considered exponents of modernism. Like most labels, however, this one fits uneasily. Schoenberg is the composer not only of the freely atonal <i>Pierrot Lunaire</i> but also of the neoclassical <i>Third String Quartet</i>. Stravinsky's <i>The Rite of Spring</i> may seem to reject tradition though its innovations in harmony and rhythm, yet it is full of Russian folk tunes. While this course will focus on Schoenberg and Stravinsky, the key influences on both composers will also be considered: Wagner, Brahms, and Mahler for Schoenberg, Debussy and Russian nationalist composers for Stravinsky. Music by Schoenberg's pupils Alban Berg and Anton Webern will be studied, as well as music by composers who grappled with the challenges of modernism in distinctive ways: Bela Bartók, Kurt Weill, and Charles Ives.</p>					
<b>Philosophy</b>					
<b>80085 Language, Thought, and the World</b>					
Edidin / Staff		Full Term	T, F	2:00- 3:20	CHL 214
<p>An introduction to the philosophy of language, in which we'll investigate such questions as: What makes a sentence mean one thing rather than another? When are two sentences (in the same or different languages) synonymous? How is the meaning of what we say related to our states of mind? To communal convention? To what extent must we know what we mean in order to mean it? What is it to understand what someone else says? We'll be focusing primarily on 20th century analytic approaches to these questions (especially those associated with Frege on one hand and Wittgenstein on the other), but other approaches will not be excluded.</p>					
<b>80086 Metaphysics Survey*</b>					
Staff		Full Term	M, R	2:00- 3:20	HCL 7
<p>Metaphysics comprises philosophical reflection on the Nature of Things and of their most general characteristics and relations. Although the history of analytic philosophy includes a strong strain of hostility to metaphysics, there have always been metaphysicians among analytic philosophers, and contemporary analytic philosophy includes metaphysics as a prominent field of inquiry. To get a sense of the scope of contemporary metaphysical speculation, we shall consider a variety of different metaphysical issues. These might include some of the following: the nature of time, identity through time, necessity and possibility, cause and effect, and the nature of similarity and difference (a.k.a. the Problem of Universals).</p>					
<b>80087 Language and Politics</b>					
Flakne		Full Term	M,R	2:00-3:20	CHL 221
<p>Does language, as a reflection of reason, provide a neutral space to negotiate interests and coordinate action? Or is language, as constructing selves and subjectivity, an original and determining site of domination and/or distortion? This course will examine the ways in which ideas about language have influenced recent political philosophy. Readings will include such authors as Mill, Marx, Althusser, Arendt, Habermas, Rawls, Foucault, Butler, and Benhabib.</p>					

\* Meets Liberal Arts Requirements

CRN	CourseTitle and Description	Term	Day	Time	Classroom
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**80096 Philosophy of Affect: Friendship and Beyond**

Flakne	Full Term	W	12:30-3:20	PME 219
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This advanced seminar will examine our capacity to be morally affected by others. We will begin with readings from the ancient world, paying special attention to the treatment of friendship in moral and political discourse. We will then look at displacements of the friendship relation in modern and contemporary discussions of moral psychology. Readings will include Plato, Aristotle, Cicero, Adam Smith, Merleau-Ponty, Foucault, Derrida and Deleuze. Participation in this seminar is limited to fourteen. Some prior experience in philosophy is strongly recommended.

**80097 Philosophy of Race and Racism**

Gray	Full Term	M, R	2:00- 3:20	CHL 224
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This course will serve as an introduction to both metaphysical and political problems associated with race. In Part I we will focus on metaphysical debates concerning the status of race (e.g. Do races exist? If so, are they biological categories, social constructions, or something else?). Even if there are not races, people tend to act as if there are. Using theories about racial interaction, we will explore how racial identities are formed in Part II. In Part III we will examine philosophical accounts of what racism is and the various forms it takes. This will also allow us to see how racism contributes to the formation of racial identities. Time permitting, we will study how racism drove groups and individuals to action in the form of the civil rights movement and the legislation that followed. In particular, we will focus on the notions of distributive, compensatory, and inter-generational justice and how they contribute to arguments for and against affirmative action, busing programs, and minority business development. While there are no requirements for this course, students may find having taken a course in philosophy helpful.

**Religion**

**80088 Introduction to the Study of Religion\***

Seales	Full Term	M, R	12:30- 1:50	LBR 154
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This course is an introduction to the study of the forms, functions, and meanings of religious practices as observed in human cultures. Emphasizing the relationship between ritual practice, place, and sacred space, we will examine how scholars have approached the study of religion. It will quickly become clear that few scholars agree on the best methods for study. Nor do they agree on a definition for the subject of study, "religion." This course will encourage you to define your subject of study and construct your own methods of theoretical analysis. To help you with this task, we will work together on specific examples of religious practices in particular places.

**80094 Evangelical Traditions in America**

Seales	Full Term	M, R	3:30- 4:50	LBR 152
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This course is an introduction to the intellectual and social sources of evangelical Protestant traditions in the United States. It examines varieties of evangelical beliefs and practices as constructed through engagement with Catholicism, modernity, and/or America. In the first section of the course, we address the ethical dilemma of "dualism," a categorical rupture between sacred "selves" and secular "society," that was at the heart of the Protestant Reformation. We then link this dilemma to the continued struggle of evangelicals to be in but not of the modern world. In our second section of readings, which are arranged thematically, we study how evangelicals have "lived" this ethical tension through encounters with "secular" cultural practices.

**80089 Jewish Scriptures\***

Marks	Full Term	T, F	2:00- 3:20	PMC 219
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This course will offer an overview of authoritative sources within early Judaism. The first half of the course will consider the Torah, Prophets and Writings that make up the Jewish Bible as it is known today. The second half will examine various interpretative traditions within the Greco-Roman world, only some of which will themselves become recognized as sacred texts. Students will read allegorical works by Philo, historical writings by Josephus, peshet fragments found at the Dead Sea, and a sampling of Talmudic literature. Discussion will focus upon understanding these writings within the context of diverse early Jewish communities.

**80090 Women and Religion\***

Marks	Full Term	T, F	12:30 – 1:50	PMC 219
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Do the religious lives of women differ from those of men? And if so, in what ways? This course will consider some of the roles filled by women within Christianity, Judaism and Islam as well as within certain Goddess traditions. We will examine historical exclusions and inclusions, focusing especially on the insights provided by contemporary challenges and innovations. Theoretical models will help us to understand diverse beliefs and practices and to evaluate the usefulness of various definitions of "religion."

\* Meets Liberal Arts Requirements

Fall 2008 Schedule of Classes – Division of Humanities

CRN	CourseTitle and Description	Term	Day	Time	Classroom
<b>80091</b>	<b>Kant's Religious Thought</b>				
Michalson		Full Term	W	12:30-3:20	CHL 214
<p>This upper-level seminar will examine the major religious writings of Immanuel Kant (1724-1804), one of the seminal figures in modern Western thought. Kant strongly influenced later thinkers wishing to mediate between the biblical tradition and modernity's demand for intelligibility in the effort to establish religious truth. Key issues include Kant's position on faith and reason, his view of God, and his account of moral evil. The seminar will contextualize Kant's position through consideration of significant precursors and successors. Multiple short papers. Limited enrollment, with previous work in religious thought and/or philosophy expected.</p> <p><i>Prerequisite: Consent of the instructor.</i></p>					
<b>80092</b>	<b>Buddhism*</b>				
Newman		Full Term	T, R	12:30-1:50	HCL 7
<p>Buddhism began as a small ascetic movement in India, but it eventually became the dominant religion of most of Asia. This course will examine how and why this occurred. Our main goal will be a broad understanding of the fundamental philosophies, beliefs, and practices of Buddhism within the context of Asian history and culture.</p>					
<b>80093</b>	<b>Religions of South Asia*</b>				
Newman		Full Term	T, R	3:30- 4:50	HCL 7
<p>Religion played a crucial role in the formation of classical South Asian culture, and in South Asia today (India, Pakistan, Nepal, Bangladesh and Sri Lanka) archaic forms of religious belief and practice coexist with more recent traditions. We will study the history of South Asian religions (<i>with the exception of Buddhism</i>) from their origins to the present. Most of the course will be devoted to Hinduism, the remaining portion to Jainism, Sikhism and South Asian Islam.</p>					

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

#### 80122 General Biology: The Vertebrates

Beulig	Module 1		T, F	12:30-1:50	LBR 250
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An introduction to the form and function of vertebrate organ systems. A survey of vertebrate solutions to the basic problems of life will be conducted. Characteristic adaptations to the demands of aquatic, terrestrial, and aerial environments will be studied and representatives of the vertebrate classes will be selected for discussion.

*Enrollment limited to 30 students.*

#### 80123 Animal Behavior Lecture

Beulig	Full Term		M, R	12:30-1:50	LBR 154
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Analysis of behavior integrating the concepts of levels of behavioral organization and the developmental history of behavior. The adaptive significance of behavior and its evolution in a variety of vertebrate and invertebrate animals will be considered. Social behavioral mechanisms will also be considered at selected levels of psychological complexity. Concepts and theories of behavioral ecology and the interface between behavior and ecology will be critically analyzed. The developing field of cognitive ethology and animal cognition will be reviewed and discussed. The overall approach of the course will be to contrast and compare formulations of ethology and comparative psychology with regard to their influences on methodology and the types of hypotheses generated by each viewpoint.

*Enrollment limited to 30 students.*

#### 80208 Animal Behavior Laboratory

Beulig	Full Term		W	12:30-1:50 & additional times TBA	HNS 117
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Experimental techniques of behavioral analysis in laboratory and field will be introduced. Students will become familiar with the techniques of behavioral observation in the field in the ethological tradition. They will learn how to construct an ethogram, design a field study, analyze data and write a research article. Instrumental conditioning will be covered in the laboratory using the shuttle-box avoidance paradigm. A Coulbourn Instruments computerized stimulus presentation and data analysis system is available for use with fish as experimental subjects and other taxa as well. Students will be required to prepare grant proposals for independent projects that will be carried out during the second module.

*Enrollment limited to 14 students. Lab fee required.*

#### 80124 Plant Physiology

Clore	Full Term		M, W, F	11:00-11:50	HCL 4
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This Intermediate-level course will cover various aspects of plant growth, metabolism and reproduction. Specific topics to be explored include plant water relations, mineral nutrition, plant growth regulators, photosynthesis, phloem translocation and plant responses and adaptations to the environment. Special topics will include genetic engineering (pros and cons), crop physiology and crop ecology.

*Prerequisite: Introduction to Botany OR Cellular Biology OR permission of the instructor.*

#### 80162 Plant Physiology Lab

Clore	Full Term		M, W, F	2:00-3:50	HNS 124
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This one semester offering is designed to accompany the Plant Physiology lecture course. In the lab course, we will initially focus on the study of plant anatomy. We will then shift our attention to the analysis of transpiration, stomatal conductance, cell signaling, photosynthesis and gene expression in various plants under different environmental and physiological conditions and using a variety of methods. Independent projects will be conducted by teams of students toward the end of the course.

*Co- or Prerequisite: Plant Physiology Lecture. Enrollment limited to 14 students.*

#### 80125 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.*

Fall 2008 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80126</b>	<b>Neurobiology and Behavior of Marine Animals Laboratory</b>				
	Demski	Full Term	M, R	2:00-4:50	MBR 113
	<p>"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.</p> <p><i>Prerequisite: Completion or concurrent enrollment in Neurobiology and Behavior of Marine Animals Lecture or consent of instructor. Enrollment limited to 12. Lab fee required.</i></p>				
<b>80127</b>	<b>General Biology in a Cultural Context*</b>				
	Gilchrist	Full Term	T, R	9:00-10:20	CHAE
	<p>Why are different spices favored in various regions of the world? How is the study of soy sauce, dawadawa and sauerkraut integral to understanding fermentation? When did the "rules" of genetic inheritance become established? The study of biological processes at the cellular and subcellular levels can reveal some of the subtleties of living systems that shape how an organism interacts with its surroundings. Traditional topics such as cell structure, classical and molecular genetics, and cellular metabolism will be explored. We will examine biology as a way of knowing about life processes through using studies from different cultures. There will be an emphasis on group work and self directed study. In-class experiments and observations, online discussion sessions, and digital portfolios will augment understanding of major concepts. This class is suitable for anyone Interested in learning about the unity and diversity of living systems. Those interested in gender studies can focus projects in this area.</p> <p><i>Enrollment limited to 40. Lab fee required.</i></p>				
<b>80128</b>	<b>Invertebrate Zoology</b>				
	Gilchrist	Full Term	M, W, F	10:00-10:50	MBR 110
	<p>Invertebrate zoology is a three module sequence which allows students to explore most of the animal world. Although traditional courses in this subject look to morphological and phylogenetic relations between invertebrate groups, we will go beyond this view to include behavior and ecology of the organisms. For the first module, we will study what are considered multicellular organisms. This will include organisms from the Porifera through the Annelida. In the second module, we will examine the Arthropoda (not including the insects), Mollusca, and Hemichordata with excursions into the world of minor coelomate phyla.</p> <p><i>Suggested knowledge: General Biology or Ecology.</i></p>				
<b>80193</b>	<b>Marine Lab Outreach Project and Science Outreach seminar</b>				
	Gilchrist	Full Term	TBA	TBA	MBR 110
	<p>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 will be expected to make at least three presentations 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 will do some guest lecturing. A second seminar will be available second semester to continue these outreach projects.</p>				
<b>80129</b>	<b>Environmental Issues</b>				
	Lowman	Full Term	W	12:30-3:20	Caples CH
	<p>This seminar is limited to students majoring in environmental studies during their third or fourth 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, Cross Creek by Marjorie Kinnan Rawlings, and also include current topics such as The Omnivore's Dilemma or 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. <u>Sessions will also focus on real-world skills for environmental leadership including grant-writing, public communication of science, writing for the media, and independent thinking.</u> 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.</p>				

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80159 Tropical Ecology**

Lowman		Full Term	M, R	3:30-4:50	HNS 108
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This course will focus on the ecology of tropical ecosystems, covering the basic theories that determine ecosystem processes, and the interactions of plants, animals and their environment. Because plants “rule the world” as the basis of all life on Earth, the class will examine tropical ecosystems through the perspective of plants – competition, interactions, symbiosis, succession, regeneration, invasive species, diversity, evolution, and relatively recent human applications such as ethnobotany, agriculture, and slash-and-burn. Students will read two books, but also be required to read selected primary literature from scientific journals. The important concepts of tropical ecology will be integrated with environmental issues and challenges—integrated pest management, climate change, sustainability, logging, and current environmental news.

Although this is a lecture-discussion class, there will be several field trips into our local subtropical ecosystems, to introduce sampling techniques in ecology and expose students to Florida’s natural environment. The course will include extensive reading, several written laboratory exercises, 2 in-class quizzes based on lectures, midterm examination, and final paper. Students must attend one hour-long precept each week, to discuss labs, concepts, and review course materials, scheduled by TAs in small groups. Attendance is mandatory in both lectures and precepts.

*This course is a pre-requisite to Advanced Ecology (taught next spring) and also satisfies part of the science requirement for an environmental studies concentration.*

**80130 Introduction to Entomology\***

McCord		Full Term	M, R	12:30-1:50	CHAE
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A course designed for the beginning insect enthusiast who is interested in insects as a hobby or wish to determine if a career is possible. Students will learn evolutionary and external morphology, general physiology, behavior, habits, and habitats, social interactions with man and other animals, sequestration by plants, and more. Students will also study insects in structural and agricultural ecosystems with an ecological focus. Field observations and ecological health based on insects as indicators will be taught.

*Enrollment limited to 60 students.*

**80131 Introduction to Entomology Laboratory**

McCord		Full Term	T	1:00-3:50	HNS 123
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The laboratory will focus on insect, their habitats, life cycles, and immature forms. Morphology will be taught so that students can use dichotomous keys for proper identification. Local field trips will be conducted with the expectation that each student will attend. An insect collection is required. You may submit digital images of your properly identified specimen, live specimen or pinned and properly labeled ones. If live specimens are submitted, they must be released in the habitat where they were found.

*Prerequisite: Introduction to Entomology. Enrollment limited to 15 students. Lab Fee Required.*

### Chemistry

**80132 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.*

**80133 Chemistry Inquiry Laboratory**

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

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

*Prerequisite: General Chemistry Lab or equivalent.*

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

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80134 Chemistry and Society\***

Sherman		Full Term	M, W, F	11:00-11:50	LBR 252
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Designed for general interest students, this course teaches concepts that form the foundation of knowledge common to all chemists, within the context of society and the environment. It is particularly relevant for Environmental Studies students. No prior knowledge of chemistry is assumed. Topics include atomic and molecular structure, bonding, reactivity, chemical equilibrium, properties of gases, liquids, and solids, fossil fuels, acid rain, global warming, and the ozone layer.

**80135 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.*

**80136 Inorganic Chemistry**

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

*Prerequisite: Organic II*

**80137 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 with applications to chemical bonding and molecular spectroscopy. The course will also cover energy distributions in molecular assemblies and conclude with an introduction to statistical mechanics and kinetic gas theory.

*Prerequisites: General Chemistry and Lab. Physics I and II and Labs. Calculus I and II and either Differential Equations or Multivariable Calculus.*

**80139 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*

**80192 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.*

CRN	Course Title and Description	Term	Day	Time	Classroom
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### Computer Science

#### 80191 Introduction to Numerical Methods

Kaganovskiy		Full Term	T, F	12:30-1:50	HNS 106
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This course is an interdisciplinary introduction to Numerical Methods for science students. It introduces development and mathematical analysis of practical algorithms for the basic areas of numerical analysis such as root-finding, polynomial interpolation, best mini-max interpolation, Chebyshev polynomials, least squares, splines, numerical integration and differentiation, Richardson extrapolation, Gaussian elimination with LU factorization, iterative methods, ODE methods – Euler's, Trapezoid, Runge-Kutta, Adams-Bashforth and Adams-Moulton. At the end, we will introduce basic algorithms for solving numerical Partial Differential Equations. If time permits, we add interesting applications from random Monte-Carlo simulations and percolation theory of disease propagation. This course serves as an informal prerequisite for many Science classes which require Numerical Methods. In addition, it introduces students to powerful computing packages – Matlab and Maple. Work required of students includes weekly homework and substantial programming projects which counts 40% of the grade. The other 60% comes from two exams.

*Prerequisites: Calculus and Differential Equations.*

#### 80156 introduction to Programming using Java\*

Kaganovskiy		Full Term	T, F	2:00-3:20	CHAE
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This course is an interdisciplinary introduction to Programming in Java. It satisfies LAC curriculum requirements. The course introduces students to the most important programming concepts such as algorithms, sequences, selections, loops, functions, methods, passing by reference vs. by value, numeric and string types, arrays, vectors, classes and Object-Oriented Programming. This course serves as an informal prerequisite for many science classes which require programming. The course is at the introductory - freshmen level. It should be accessible to any students who plan to major in Science. There are no specific prerequisites for the course - only interest in programming; it does not assume previous Programming experience.

*Prerequisites: None*

#### 80155 Graphs, Networks and Algorithms

McDonald		Full Term	M, R	12:30-1:50 & additional times TBA	HNS 106
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*See description under Mathematics*

### Mathematics

#### 80141 Calculus I\* Section 1

Henckell		Full Term	M, W, F	10:00-10:50	CHAE
			W	12:30-3:20	CHAE

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

#### 80142 Calculus I\* Section 2

Henckell		Full Term	M, W, F	11:00-11:50	LBR 248
			W	12:30-3:20	CHAE

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

#### 80143 Calculus III

McDonald		Full Term	M, W, F	10:00-10:50 & additional time TBA	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.*

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80155 Graphs, Networks and Algorithms**

McDonald		Full Term	M, R	12:30-1:50 & additional times TBA	HNS 106
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In this course we investigate applied problems in which graphs and networks appear naturally. We develop the notion of "algorithm" and generate algorithmic solutions to problems of interest. Topics which we will investigate over the course of the semester include: the classic problems of Combinatorial Optimization, Markov chains on graphs and probabilistic methods, difference operators on discrete structures, inverse problems for networks, and an introduction to computational complexity. Prerequisites for the course are Calculus 1 and 2 and the permission of the instructor.

**80146 Calculus With Theory I**

Poimenidou		Full Term	M, W, F	10:00-10:50	HNS 106
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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 including an introduction on writing proofs. The first semester will cover differential calculus with an in-depth look at limits, continuity, and differentiability as well as applications such as optimization and linear approximation. We will complete the course by rigorously developing the Riemann integral and proving the fundamental theorem of calculus.

**80145 Abstract Algebra I**

Poimenidou		Full Term	M, W, F	9:00-9:50	HNS 106
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Abstract Algebra generalizes the idea of solving equations to mathematical objects other than numbers. At its core is the axiomatic method, which consists of making a small number of initial assumptions and deducing powerful theorems from them. These theorems can then be applied in a wide variety of mathematical contexts where the assumptions are valid. Topics that will be covered are introduction to the axiomatic method, sets and equivalence relations, groups, subgroups, factor groups. Also, rings and fields, rings of polynomials, factor rings, and ideals.

**80144 Mathematics Seminar Term I**

Mathematics Faculty		Full Term	T	6:00-6:50	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.

**80191 Introduction to Numerical Methods**

Kaganovskiy		Full Term	T, F	12:30-1:50	HNS 106
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*See Description under Computer Science*

**80147 Advanced Linear Algebra**

Yildirim		Full Term	T, R	10:30-11:50	HNS 106
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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.*

**80148 Ordinary Differential Equations**

Yildirim		Full Term	M, W	11:00-12:20	HNS 106
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Familiarity with the material covered in a first course in differential equations is essential for those interested in advanced work in pure and applied mathematics. Topics covered during the semester include; first order equations, second order linear equations, series solutions, Laplace transform, systems of first order linear equations, qualitative properties of nonlinear equations, boundary value problems and Sturm-Liouville theory.

**Physics**

**80154 Accelerated Physics I**

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

Fall 2008 Schedule of Classes – Division of Natural Sciences

CRN	Course Title and Description	Term	Day	Time	Classroom
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**80149 Physics I Laboratory\***

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

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

**80150 Descriptive Astronomy\***

Ruppeiner		Full Term	T, F	12:30-1:50	CHAE
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This course, which has absolutely no prerequisites other than a curiosity about the heavens and a willingness to work hard, is directed at students who are not necessarily concentrating in the sciences. Little mathematics will be used. We will start with a discussion of the history of astronomy and how the present notions of the sun-centered solar system developed. From there we will move into a discussion of the moon and the planets. Throughout, we will include the most recent scientific findings. We will discuss stars, supernovas, black holes, gas clouds, and galaxies. The course will conclude with the present picture of the structure of the universe. Part of the course will be naked eye and telescopic observations of the moon, the planets, double stars, and nebulae. The evaluation will be based on solutions to homework assignments, a mid-term exam, a comprehensive final exam, an optional paper, and attendance and participation in classes and observation sessions.

**80151 Modern Physics**

Ruppeiner		Full Term	M, W, F	9:00-9:50	HNS 108
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In this course we will study the major breakthroughs that occurred in physics during the early 20<sup>th</sup> century. We will begin with Einstein's special theory of relativity and continue on to study the various physical phenomena that led to the development of quantum mechanics; such as blackbody radiation, Compton scattering, the photoelectric effect, and the discrete spectrum of Hydrogen. We will examine Schrödinger's wave equation that governs the evolution of quantum systems and solve it for some simple cases. Criteria for evaluation are weekly homework, exams, including a final comprehension exam, and class attendance and participation. This course is typically taken by physics and majors and non majors alike.

*Prerequisite: Physics I and II.*

**80152 Physics I\***

Sendova		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*

**80153 Electricity and Magnetism**

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

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

CRN	CourseTitle and Description	Term	Day	Time	Classroom
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### Anthropology

#### 80100 Seminar on Ecological Anthropology

Andrews / Dean	Full Term	T, F	12:30 – 3:20	CHL 221
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This seminar examines the major trends in the development of ecological anthropology, with special emphasis on 1) the role of ecology in evolutionary theory, and 2) case studies of the interaction of people, culture and the environment. Among the topics covered will be: hunter-gatherers, pastoralism, agrarian ecology, the ecology of ritual and warfare, population ecology, ancient civilizations and the environment, ecology and culture change, environmental justice, and various current issues where culture and the environment intersect. This seminar does not offer a biological approach to the study of ecosystems, nor is it a trendy course on how to recycle beer cans; it is a comparative survey of the ways in which people interact with their physical environments. The primary focus will be on theories concerning the effects of the environment on the development and evolution of culture, and the seminar will provide a forum for the discussion of these issues.

*Limited to 15, with prior coursework in cultural anthropology, or permission of the instructors.*

#### 80095 Survey of Archaeology\*

Andrews	Full Term	T, F	3:30 – 4:50	CHL 221
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The course offers an introduction to the subject of archaeology. It is divided into three parts: 1) the nature and history of archaeology, 2) basic archaeological approaches, and 3) a brief survey of world prehistory. Given time limitations, the latter section will focus on selected topics of major methodological and theoretical concerns in the discipline.

*Prerequisites: None. Class limited to 30.*

#### 80102 Heritage: History and the Past Today\*

Baram	Full Term	M, R	2:00 – 3:30	Anthro
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Anthropologists and other social scientists are wrestling with issues surrounding the concept of heritage. There are debates on the meaning of the past for the present, the implications of particular understandings of history for peoples and nations, and the role of archaeology for tourism. This course is an introduction to the concerns and issues involved in studies of heritage, tradition, historic preservation, public archaeology, and heritage tourism. The course takes an anthropological perspective on history and the past in the world today; the contested aspects of the past will be highlighted.

*Prerequisites: None. The course will be run as a seminar.*

#### 80106 Peoples and Cultures of the Middle East\*

Baram	Full Term	T, R	10:30 – 11:50	Anthro
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This course offers a cultural anthropological perspective on the region stretching from the North African shores of the Atlantic to the Anatolian shores of the Black Sea, from the Red Sea to Central Asia. Key issues for the peoples and cultures of the region will include gender, kinship, ethnic divisions and conflicts, and the social construction of history. As an anthropology course, there will be a focus on comparisons among and between cultures and societies, issues of social power and social change, and cultural diversity. A central metaphor for the course will be the notion of the anthropologist as traveler; that notion will open up the accounts of travel to the region as well as the ethnographic endeavor in the Middle East. Throughout the term, the Middle East will be explored both as a locality and as a discourse.

*Prerequisite: Previous course work in anthropology or permission of the instructor.*

#### 80177 Contemporary Anthropology of Africa

Dean	Full Term	M, R	12:30 – 1:50	Anthro
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This course is intended to provide a broad survey of anthropological research in modern Sub-Saharan Africa. Though often essentialized in western media, Africa is a large and diverse continent, encompassing a variety of cultural, political, economic, historical, and ecological circumstances. While not minimizing the challenges Africa faces, this course will move beyond the stereotypes to look through an anthropological lens at some of the complex and dynamic experiences of modern Africa. Areas of focus for the course will include the “myth” of wilderness, the negotiation of identity, the processes of urbanization, shifting gender relations, and the social components of the HIV/AIDS epidemic.

*Course enrollment is limited to 25 people.*

Fall 2008 Schedule of Classes – Division of Social Sciences

CRN	CourseTitle and Description	Term	Day	Time	Classroom
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**80112 Cultures of the Contemporary USA**

Vesperi		Full Term	T, F	12:30 - 1:50	Anthro
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This course is designed to provide a foundation for the analysis of issues confronting students of contemporary American cultures. Anthropological theories of social organization, political economy, and the interpretation of symbols will be used to compare the goals and realities of basic institutions, with critical emphasis on the presence of structured inequality and the ongoing influence of social policy on cultural systems. Changing perceptions of childhood, family, and the relationship between the individual and the workplace will also be explored. Assigned material will include selections from the social sciences, 20th century American fiction, polemical literature and film. Students will evaluate the role of the anthropologist in formulating and implementing approaches to contemporary issues.  
Prerequisites: None. Enrollment limited to 20.

**80110 Language, Culture and Society**

Vesperi		Full Term	T, F	2:00 – 3:20	Anthro
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This course provides an introduction to the anthropological study of linguistics. Students will gain familiarity with the historical, descriptive, generative and social approaches used by anthropologists to trace the significance of symbolic communication in the early development of human communities and in the contemporary world. Readings will focus on the effective use of contemporary linguistic models and data in ethnographic description, and on the role of linguistic theory in analyzing social relations within environments of increasing diversity. This course satisfies a requirement for the Anthropology AOC.  
Prerequisites: Introductory background in anthropology is strongly recommended. Enrollment limited to 25.

**Economics**

**80176 Introduction to Statistics\***

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

**80117 Intermediate Microeconomic Theory**

Elliott		Full Term	T, R	10:30 – 12:30	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	CourseTitle and Description	Term	Day	Time	Classroom
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**80118 Seminar: AER May 2008 Issues & 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 Twentieth Annual Meeting of the American Economic Association* (held January 2008 in New Orleans, LA) 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 120<sup>th</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, *Econometrics*, and permission of instructor. Additional mathematics courses (past Calculus I) is advantageous. To maintain a facilitative environment, class size must be limited. STUDENT SELECTION WILL OCCUR AT MINI CLASS. 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* 98(2), May 2008 (*Papers and Proceedings*).

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

**80119 Development Economics**

Khemraj		Full Term	M, W	9:00 – 10:30	HCL 7
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This course is a survey of topics in development economics. The course will be taught at the intermediate level. We will examine the meaning and measurement of development and then review development theories, issues and policies. By the end of this course students will have a good idea of the core issues in economic development which can provide a rich array of topics for theses and independent studies. This is a topics based course; as a result, there is no one textbook which covers all the materials. Therefore, relevant journal articles and book chapters will be suggested as we proceed. We will cover such topics as: (i) the meaning of development; (ii) inequality and development; (iii) classic development theories; (iv) trade and development; (v) institutions and development; (vi) industrialization and development; (vii) finance and development; and (viii) the role of the state in development.

Prerequisites: (i) *Introduction to economic analysis*, or (ii) *Introduction to macroeconomics*.

**80178 Introduction to Economic Analysis\***

Khemraj		Full Term	W	1:00 – 3:00	HCL 7
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This course will cover introductory microeconomics. This material is fundamental for those who wish to pursue economics as an AOC. It is also an important course for those doing international studies, environmental studies and political science. We will cover such topics as the market mechanism, consumer theory, the theory of the firm and market structures, market failures, and the role of government in providing public goods.

Prerequisites: *High school quantitative skills*.

**80121 Effective Political Economy**

Strobel		Full Term	W	12:30 – 3:30	Anthro
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The overall Level of economic activity of an economy is largely determined by the country's human, physical and educational endowments. However major modifications in the production and distribution of goods and services can be greatly influenced by political forces. This course focuses on the modern American economy in light of its major changes in direction during the twentieth and current century. Further, this course focuses on the means of communication of economic ideas with particular reference to economists and economic commentators that have been successful in getting their names and ideas out into the public arena. Particular emphasis is given to the film communication of economic ideas by Michael Moore. Students are asked to choose an economic superstar to write about for their term paper. In addition, the course focuses on short papers that communicated effective economic ideas. Book reads include Strobel's *Upward Dreams, Downward Mobility*, Frank's *The Raw Deal* and Zweig's *The Working Class Majority*.

Prerequisites: *Introductory Macroeconomics and Introductory Microeconomics* or permission of the instructor.

CRN	CourseTitle and Description	Term	Day	Time	Classroom
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**80179 Introductory Macroeconomics\***

Strobel	Full Term		T, R	2:00 – 3:30	LBR 152
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This introductory level course develops a basic understanding of the economics of the larger or macroeconomic systems in modern economies with emphasis on the United States. Beginning with an introduction to a basic macroeconomic circular flow model, then to the accounting system which measures the Gross Domestic Product or GDP studied along with the meaning of these statistics. From there we develop a macroeconomic model of the economy, which, coupled with the study of the banking and monetary system, to give the student the ability to understand the economic phenomena of unemployment, inflation, interest rates, recession or prosperity and economic growth. Competing theories of modern macroeconomics and of government monetary and fiscal policy were also examined, including the case for and against government management of the national economy. Finally the macroeconomic impact of the foreign sector and foreign trade were examined. Students completing this course as well as the Introduction to Economic Analysis should be able to intelligently evaluate the economic news of the day be it reported in the Wall Street Journal, Business Week or by television financial shows. They should also be well equipped to move on to intermediate economic theory courses leading to the Concentration in Economics.

Prerequisites: None.

**History**

**80157 Contemporary French History**

Harvey	Full Term		T, R	10:30 – 11:50	LBR 154
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This course will examine the history of France from Napoleon's defeat in 1815 to the present. Topics covered will include the failure of two Restorations, industrialization and class conflict, the revolutions of 1830, 1848, and 1871, the rise and establishment of republicanism, imperialism, religion in the fin de siècle, the First World War, the interwar crisis, defeat and occupation in 1940, Gaullism and technocracy, decolonization and immigration, the May '68 movement and its consequences, and today's French society. 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.

**80158 Modern European History I (1648-1870)\***

Harvey	Full Term		T, F	12:30 – 1:50	LBR 152
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This course, intended primarily for first and second year students, is the first half of a year-long survey of modern European history, and will cover the period 1648-1870. Topics to be examined include the English Civil War and Glorious Revolution, the Age of Absolutism, the Scientific Revolution, the Enlightenment, the French Revolution and the Napoleonic Wars, the Industrial Revolution, the Age of Liberalism, nationalism and national unification movements in Central Europe, the Revolution of 1848, and the wars of German unification. Course meetings will be devoted primarily to lecture and discussion of readings. Students will be expected to complete in-class midterm and final examinations, make class presentations based on course readings, and write three short book reviews.

Prerequisites: None. Meets Liberal Arts Curriculum requirement.

**80202 The Ambivalent Heritage: American Wars and Peacemaking, 1754-1920**

Jackson	Full Term		W	12:30 - 3:30	CHL 224
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While too often military history has been relegated to the lower status of "pop history" in the academic world, nonetheless it is evident that war has played a central and crucial role in American history. Wars have too frequently punctuated the history of the United States while not infrequently shaping the broad direction of the American experience (for instance, independence, expansion, emancipation), as well as producing generals who later became presidents. This course will cover the political, military and diplomatic aspects of seven American wars – the French and Indian, the American Revolution, the War of 1812, the Mexican War, the Civil War, the Spanish-American War and World War I. As a survey course, we will not be able to cover each of these wars in the depth that each demands but rather select and highlight certain trends and aspects of each that may help us understand those wars within the general framework of American history. In particular, we will look for ways to compare and contrast a given war with others on the list. Coverage of intervening diplomatic and domestic events will also be presented to help elucidate each of the wars. One important feature of this course is the requirements to read three selected war novels which help to illuminate those specific wars and wars in general. Course meetings will be devoted to lectures and discussion of readings. Students will be expected to complete three in-class exams as well as participate actively in class discussions.

Fall 2008 Schedule of Classes – Division of Social Sciences

CRN	CourseTitle and Description	Term	Day	Time	Classroom
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**80200 The Early Crusades\***

McCarthy	Full Term		M, R	12:30 – 1:50	CHL 221
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This introductory course studies the early crusading movement, concentrating in particular on the First Crusade preached by Pope Urban II in 1095. The first part of the course deals with the history of the crusade of 1095, its progress to Palestine, the military and logistical challenges faced by the crusaders, Byzantine and Arab attitudes to the crusaders, and the early twelfth-century Latin kingdoms in Palestine. The second part of the course deals with the origins of the crusading movement in eleventh-century European society. It focuses on the background of the early crusaders, the ideas behind the crusade of 1095 and the way in which various social, political and religious movements prefigured aspects of the idea of crusade. Classes will combine lecture and discussion; students are responsible for two short papers, regular quizzes, and a final exam.

*Prerequisites:* None. Enrollment will be limited to 30. Meets Liberal Arts Requirement.

**80201 The Carolingian Empire**

McCarthy	Full Term		M, R	3:30 – 4:50	CHL 214
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In the aftermath of the collapsed Roman Empire, the Frankish tribes emerged as the dominant force in the West, and over the next few centuries forged an empire that would determine the shape of modern Europe. This seminar analyzes the history of the Frankish kingdoms and the Carolingian dynasty from the seventh century to the ninth. Its main concerns are: the decline of the authority of the Merovingian kings and the rise of the Carolingian "mayors of the palace"; the supporting role of the Church, particularly in the imperial coronation of AD 800; Carolingian political theory and governmental innovations; and aspects of intellectual and artistic culture such as the Carolingian Renaissance, book production, art, and architecture. The course closes with an introduction to the Carolingians' tenth-century Ottonian successors. Students will be responsible for a midterm exam, an oral presentation based on primary sources, and a final paper. Enrollment will be limited to 15.

*Prerequisites:* Students should have had at least one previous course in Medieval history.

**Political Science**

**80160 Governing the Oceans**

Alcock and Morris	Full Term		W	12:30 – 3:20	MBR LETRA
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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 play a prominent role along with marine reserves and the relationship between science and policy. The course introduces students to institutional theories with an emphasis on designing and enforcing effective institutions for solving marine problems at a variety of scales. The course attempts to integrate law, politics, and economics while remaining sensitive to questions of physical science. In addition to consistent engagement in class discussions course requirements include a series of short writing assignments and a final project/presentation.

*Prerequisites:* Sustainable Development, Intro to World Politics and/or permission of the instructor required. Maximum 20 students.

**80161 Introduction to World Politics\***

Alcock	Full Term		T, R	10:30 – 11:50	LBR 252
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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, two midterms and a final exam. Meets Liberal Arts Requirement.

Fall 2008 Schedule of Classes – Division of Social Sciences

CRN	CourseTitle and Description	Term	Day	Time	Classroom
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**80163 Transition from War to Peace**

Colletta	Full Term		T	2:00 – 4:50	LBR 209
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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. The 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.

*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.*

**80164 Democratic Theory**

Fitzgerald	Full Term		T, R	10:30 – 11:50	CHL 224
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This course is an advanced introduction to democratic theory. It is designed for students with a strong background in political science, social theory or political philosophy. The purposes of the course are to familiarize students with both the history and tradition of democratic theory and democratic practice; to familiarize students with contemporary issues and dilemmas in democratic theory and democratic practice; to explore ideas about how democracy can work better in light of contemporary realities; to aide the students thinking through their own obligations as democratic citizens and help them improve their citizenship skills. This is a reading and writing intensive class with an emphasis on theory. Topics: Classical Democracy (Thucydides); Republicanism; Origins of the Modern Idea: Rousseau; Liberal Democracy (Locke, Mill); Madison and Tocqueville; Direct Democracy; Competitive Elitism; Pragmatism (Dewey); Pluralism (Dahl); The Polarization of Political Ideals (Hayek and Nozick); Deliberative Democracy; Membership (Walzer, Benhabib, Bourne); Size and Place (Dahl, Oliver); Democracy Today.

**80165 Introduction to American Politics\***

Fitzgerald	Full Term		T, R	9:00 – 10:20	CHL 221
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We will review the nature of American political institutions and rhetoric. We will also explore the patterns of political action and participation in the United States. Topics include the Constitution, Congress, the Presidency, the judiciary, the bureaucracy, political parties, interest groups, the news media, elections, and the formation of public policy. This is an introductory level course intended for first term students and those who have not begun a concentration in political science. *Meets Liberal Arts Requirements.*

**80166 Comparative Politics\***

Hicks	Full Term		M, R	2:00 – 3:20	LBR 248
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Comparative politics is the study of different political systems and their relationships to their societies. Work in this field ranges from detailed, historical single case studies to macro-quantitative studies of all governments or all societies. Regardless of the type of study one does, the questions and hypotheses driving the study derive from a comparative method, and that will be the starting point of this course. After surveying strategies of comparison, we will look at how different political systems are structured using a diverse set of countries as examples. All along we will examine the key factors authors use to explain differences in systems and policy outcomes, e.g. political culture, institutional development, economic development, and decision-making by key individuals. Students will be expected to read and discuss the material, complete a set of comparative data exercises with a very user-friendly program that comes with the text, take two in-class quizzes on key concepts in the course, and write a take-home final project.

*Prerequisites: None. This course will be capped at 35 students if the split section option is not in effect. If that option is in effect, there will be no cap and, most likely, a second section. Meets Liberal Arts Requirements.*

CRN	CourseTitle and Description	Term	Day	Time	Classroom
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**80180 Politics of the European Union**

Hicks	Full Term		M, W	11:00 – 12:20	LBR 209
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The European Union has developed into an extensive set of supranational governing institutions, whose decisions already influence over half of the domestic legislation of member countries. While the E.U. serves the interests of these nation-states, it also encroaches on their autonomy, and this tension has produced an ebb and flow of momentum for integration over the years. Current efforts to codify the institutions and strengthen citizen rights in a new constitution have come up against a renewed defense of sovereignty and popular fears of a distant institutional juggernaut over which citizens have little control. Part of the resistance to and difficulty of this process comes from the organization's simultaneous enlargement, leading to some preferences for and fears of a two-tiered Europe. This intermediate level course reviews the evolution of the E.U., its institutions, its accession processes, and the issues surrounding the interface between E.U. and national governance. Tentative assignment structure: an early midterm, in-depth analysis of an institution, and a take-home final.

Prerequisites: An introductory political science course. With the instructor's permission an appropriate modern European history course may be substituted for this prerequisite. Note: Not a standard time slot.

**80167 Constitutional Theory**

Mink	Full Term		W	12:30 – 3:20	LBR 152
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Constitutions are often thought of in terms of the specific limits they impose upon the power of governing institutions. In most constitutional orders, political authority, in the strictest sense of the exercise of governmental power, is not thought to be unlimited. In this tradition, constitutions both: attempt to define these boundaries through the articulation of rights; and serve as a mark (a reminder) that sovereignty ultimately rests with 'the people.' But to think of constitutions only in terms of the limits they impose on the institutions of government can obscure the theoretical foundations of constitutional practice. Constitutions attempt to produce order in the act of making—constitutions create or recognize political institutions, allocate authority, and structure political practice. Because this course examines the nature of constitutional theory, we will not rely solely (or even predominately) on application of constitutional principles through case law. Instead we will focus on texts that interrogate the assumptions of constitutionalism. Specific topics will include change and continuity in the constitutional order, constitutional structure and the ordering of political practice, the importance of shared norms, the demands of constitutional interpretation and contested constitutional meanings, and role of sovereignty in the creation and maintenance of a constitutional order.

Prerequisites: Intro politics class and one intermediate class or philosophy class. Class size will be limited to 15.

**80181 Visions of the City**

Mink	Full Term		M, R	12:30 – 1:50	LBR 250
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This intermediate course examines the changing and contested meaning of urban life in the United States. Cities have sometimes been described 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; the relationship between architecture, nature, and democracy; the origins of housing reform and urban planning movement; and American legacies of residential segregation.

**Psychology**

**80168 Cross-Cultural Perspectives in Child Development**

Barton	Full Term		M, R	2:00 – 3:20	BON
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This seminar will explore the issue of how culture impacts theories of developmental psychology. Much of developmental theory has been based on research with Euro-American samples, yet to what extent are these principles appropriately applied to other cultural groups? The goal of the class will be to examine how our perspectives and theories of development are shaped by culture, and to what extent those theories are limited to the cultural samples studied. We will discuss research on parental and cultural values as they bear on childrearing practices and developmental theory. We will explore research examples from a variety of cultures, from within the United States and from other countries

Prerequisite: Developmental Psychology. Class size limited to 15.

Fall 2008 Schedule of Classes – Division of Social Sciences

CRN	CourseTitle and Description	Term	Day	Time	Classroom
<b>80183</b>	<b>Lab in Developmental Psychology: Conversational Analysis</b>				
Barton	Mod II		T, F	2:00 – 3:20	BON
<p>What makes for a fluid conversation and what makes for a confusing or disjointed one? What do we do when a partner doesn't understand us? What do we do when we are interrupted? These types of questions will be explored in this lab class as we examine some of the ways psychologists sample and measure speech and conversation in children and adults. Students will learn the CHILDES computer program for transcriptions, coding, and analyses, in coordination with reviewing some of the literature on both observational and experimental language research. Weekly exercises and readings will lead to a final group designed project examining a topic in conversational analysis.</p> <p><u>Prerequisites:</u> <i>Developmental Psychology OR Cognitive Psychology OR Social Psychology OR Biological Psychology. Class size limited to 15.</i></p>					
<b>80169</b>	<b>Animal Behavior Processes Laboratory</b>				
Bauer	Full Term with Mod Credit		T	6:00 – 7:20	BON
<p>In this advanced laboratory seminar students will participate in studies of animal learning, cognition, and sensory processes. Students will design experiments, analyze data, and write reports. Although credit for only one module is offered, we will meet one day a week throughout the term to discuss relevant literature and experimental design. Species to be studied will include honeybees and manatees.</p> <p><u>Prerequisites:</u> <i>Animal Learning, Comparative Cognition, Animal Behavior, or permission of the instructor.</i></p>					
<b>80207</b>	<b>Introduction to Environmental Studies*</b>				
Callahan	Full Term		M, W	6:30 – 8:00	HCL 7
<p>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 (biology, ecology, history, 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.</p>					
<b>80206</b>	<b>Laboratory in Social and Personality Psychology</b>				
Graham	Full Term with Mod Credit		R	6:00 – 7:20	BON
<p>This class will provide students with knowledge of and experience with the methods used by social and personality psychologists to gain scientific understanding of psychological phenomena. In addition to regular class meetings, students will get hands-on experience with all phases of the research process from conducting literature searches and reviews, to designing studies, to collecting and analyzing data, to preparing reports of findings. Substantive topics will focus primarily, but not exclusively, on how personality differences manifest in close relationships. Enrollment is limited; permission of instructor required.</p>					
<b>80204</b>	<b>Social Psychology</b>				
Graham	Full Term		T, F	12:30 – 1:50	BON
<p>This course will provide an introduction to theory and research in social psychology. We will focus on several core themes in the discipline, including the subjective construction of social reality, the shortcomings of social inference, the influence of social setting on individual and group behavior, and interpersonal and group processes. In short, we will explore how we think about, influence, and relate to one another. Students should have completed an Introductory Psychology Seminar prior to enrolling in this course</p>					
<b>80185</b>	<b>Comparative Social Cognition</b>				
Harley	Mod II		M, R	12:30 – 1:50	BON
<p>In this seminar we will read and discuss journal articles that focus on perception of intentionality and joint intention and attention in humans and animals. The course is designed to draw links between animal cognition research and recent social cognitive advances pointing to more immediate (versus mediated) processing of social information.</p> <p><u>Prerequisites:</u> <i>Intro Psychology and Cognitive Psychology or Social Psychology.</i></p>					
<b>80186</b>	<b>Topics in Comparative Cognition: Animal Communication</b>				
Harley	Full Term		M, R	3:30 – 4:50	BON
<p>In this seminar we will read and discuss systems by which animals communicate with each other and by which humans and animals communicate. Topics will range from bird song to matching-to-sample paradigms to pointing to animal language research projects. In addition, we will work together to construct an artificial communication system based on our readings. The seminar will require careful reading, enthusiastic participation, and creative problem solving.</p> <p><u>Prerequisites:</u> <i>Intro Psychology, Cognitive Psychology, and an animal-oriented course in psychology or biology.</i></p>					

CRN	CourseTitle and Description	Term	Day	Time	Classroom
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**80187 Psychology Senior Seminar**

Barton/Bauer/Callahan/Harley	Full Term	R	10:30 – 11:50	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 Tutorial. 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.*

**80170 Introductory Psychology Seminar: Memory Development**

Barton	Mod I	T, F	2:00 – 3:20	BON
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Can a 2½-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?*)

**80171 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.

**80189 Introductory Psychology Seminar: Animal Thinking**

Harley	Mod I	M, R	12:30 – 1:50	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.

**80205 Introductory Psychology Seminar: The Scientific Study of Close Relationships**

Graham	Mod I	T, F	3:30 – 4:50	BON
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Close relationships are an important component of everyday life as a human being. In this introductory seminar, we will discuss numerous aspects of close relationships. Topics will include relationship formation and maintenance, individual differences in how people approach relationships, and how one's close relationships are associated with physical and psychological health. We will also explore the scientific methods used to study close relationships.

**Sociology****80173 Sociology Senior Seminar**

Brain	Full Term	W	1:00 – 2:30	PME 223
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This seminar is designed for students in sociology who are working on their thesis this year. The purpose of the seminar is to help these students get their projects off the ground, and to provide a context in which thesis writers can share ideas and benefit from one another's comments, reactions, and inspirations. The group discusses planning and organization of a sociology thesis, techniques and strategies of research, and the craft of writing itself, as well as substantive problems related to identifying an analytical framework and developing a coherent and well-supported argument. Students are required to participate in class discussions, to turn in written work on a weekly basis, to give one another feedback on both their written work and ideas brought up in class, and to give formal presentations to the group on their research. They are required to submit two draft chapters by the end of the term.  
*Note: Open only to sociology concentrators who have submitted their thesis prospectus prior to the fall term.*

Fall 2008 Schedule of Classes – Division of Social Sciences

CRN	CourseTitle and Description	Term	Day	Time	Classroom
<b>80174</b>	<b>Social Theory*</b>				
Brain	Full Term		T, R	9:00 – 10:20	CHL 224
<p>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. <i>Meets Liberal Arts Curriculum Requirement. Not open to first year students. Class size limited to 25 students.</i></p>					
<b>80199</b>	<b>Contemporary Social Problem Analysis</b>				
Dello Buono	Full Term		W	12:30 – 3:20	LBR 154
<p>This intermediate level course explores a variety of sociological perspectives used to analyze contemporary social problems. Using insights from social movements theory, political economy and the sociology of law, we will develop a critical, dialectical approach for tackling a diverse set of problems such as poverty, racism, sexism, environmental crises, and others. Special emphasis will be placed on demonstrating the increasingly global character of 21<sup>st</sup> Century social problems. Students will have ample opportunity to apply course materials through an in-depth research project on a selected social problem. <i>Prerequisite: At least one prior course in sociology is recommended.</i></p>					
<b>80198</b>	<b>Introduction to Sociology*</b>				
Dello Buono	Full Term		T, R	2:00 – 3:20	LBR 156
<p>This initial exploration of the sociological perspective presents a broad overview of macro-level approaches to the study of human social behavior. The primary goal of this course is to develop an understanding of the complexities embedded in the world that surrounds us and to gain new insights into our own roles in this intricate web. The course is organized in a progression beginning with a basic introduction to the discipline and moving towards a more detailed and critical exploration of sociology's main paradigms. Emphasis will be given to explaining core concepts such as social stratification, power relations, complex organizations, and others commonly used in macro-sociological analysis.</p>					
<b>80175</b>	<b>Introduction to Research Methods</b>				
Fairchild	Full Term		T, R	10:30 – 11:50	LBR 156
<p>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. <i>Prerequisite: At least two prior sociology courses are required.</i></p>					
<b>80188</b>	<b>Sociology of Gender</b>				
Fairchild	Full Term		T, R	3:30 – 4:50	LBR 154
<p>In this intermediate-level course, we will examine what the "social construction" of gender means to how we live our everyday lives. We will explore how and why society prescribes different gender roles to females and males, and how these roles affect the expectations, experiences, and opportunities of men, women, girls, and boys. In doing so, we will take a critical look at what "feminine" and "masculine" mean, and employ a range of theoretical tools for analyzing the personal and institutional consequences of different social constructions of gender. <i>Class size limited to 25 students. Preference will be given to sociology students.</i></p>					

Fall 2008 Schedule of Classes – Environmental Studies Program

CRN	Course Title and Description	Term	Day	Time	Classroom
<b>80207</b>	<b>Introduction to Environmental Studies*</b>				
Callahan		Full Term	M,W	6:30-8:00	HCL 7
	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>				
<b>80129</b>	<b>Environmental Issues</b>				
Lowman		Full Term	W	12:30-3:30	Caples CH
	<i>See description under Biology</i>				
<b>80159</b>	<b>Tropical Ecology</b>				
Lowman		Full Term	M,R	3:30-4:50	HNS 108
	<i>See description under Biology</i>				
<b>80160</b>	<b>Governing the Oceans</b>				
Alcock and Morris		Full Term	W	12:30 – 3:20	MBR LETRA
	<i>See description under Political Science</i>				
<b>80100</b>	<b>Seminar on Ecological Anthropology</b>				
Andrews/Dean		Full Term	T, F	12:30 – 3:20	CHL 221
	<i>See description under Anthropology</i>				
<b>80134</b>	<b>Chemistry and Society*</b>				
Sherman		Full Term	M, W, F	11:00-11:50	LBR 252
	<i>See description under Chemistry</i>				

Fall 2008 Schedule of Classes – Gender Studies Cross Reference

CRN	CourseTitle and Description	Term	Day	Time	Classroom
<b>80053</b>	<b>Medieval Women: Art, Gender, and Spirituality*</b> Carrasco <i>See description under Art History</i>	Full Term	T, F	12:30- 1:50	LBR 209
<b>80055</b>	<b>Seminar: Images of Women</b> Hassold <i>See description under Art History</i>	Full Term	T, F	12:30-2:00	CAP 107
<b>80080</b>	<b>Anglo-American Feminist Theory: Conceiving Women</b> Wallace <i>See description under Literature</i>	Full Term	M, R	3:30 -4:50	CHL 221
<b>80088</b>	<b>Introduction to the Study of Religion*</b> Seales <i>See description under Religion</i>	Full Term	M, R	12:30- 1:50	LBR 154
<b>80090</b>	<b>Women and Religion*</b> Marks <i>See description under Religion</i>	Full Term	T, F	12:30 – 1:50	PMC 219
<b>80129</b>	<b>Environmental Issues</b> Lowman <i>See description under Biology</i>	Full Term	W	12:30-3:20	Caples CH
<b>80127</b>	<b>General Biology in a Cultural Context*</b> Gilchrist <i>See description under Biology</i>	Full Term	T, R	9:00-10:20	CHAE
<b>80177</b>	<b>Contemporary Anthropology of Africa</b> Dean <i>See description under Anthropology</i>	Full Term	M, R	12:30 – 1:50	Anthro
<b>80106</b>	<b>Peoples and Cultures of the Middle East*</b> Baram <i>See description under Anthropology</i>	Full Term	T, R	10:30 – 11:50	Anthro
<b>80175</b>	<b>Introduction to Research Methods</b> Fairchild <i>See description under Sociology</i>	Full Term	T, R	10:30 – 11:50	LBR 156
<b>80198</b>	<b>Introduction to Sociology*</b> Dello Buono <i>See description under Sociology</i>	Full Term	T, R	2:00 – 3:20	LBR 156
<b>80188</b>	<b>Sociology of Gender</b> Fairchild <i>See description under Sociology</i>	Full Term	T, R	3:30 – 4:50	LBR 154

Fall 2008 Schedule of Classes – Medieval and Renaissance Studies

CRN	CourseTitle and Description	Term	Day	Time	Classroom
<b>80053</b>	<b>Medieval Women: Art, Gender, and Spirituality*</b> Carrasco <i>See description under Art History</i>	Full Term	T, F	12:30- 1:50	LBR 209
<b>80101</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>80075</b>	<b>Renaissance Epic: The Poetry of Nationalism</b> Myhill <i>See description under Literature</i>	Full Term	T, R	10:30- 11:50	CHL 215
<b>80114</b>	<b>Seventeenth-Century French Theater*</b> Van Tuyl  <i>See description under Literature.</i>	Full Term	M R (French) R (English)	12:30-1:50 12:30- 1:50 2:00- 3:20	CFA 211
<b>80098</b>	<b>Early Music in its Social Context</b> Miles <i>See description under Music</i>	Full Term	M, R	3:30- 4:50	CFA 212
<b>80201</b>	<b>The Carolingian Empire</b> McCarthy <i>See description under History</i>	Full Term	M, R	3:30 – 4:50	CHL 214
<b>80200</b>	<b>The Early Crusades*</b> McCarthy <i>See description under History</i>	Full Term	M, R	12:30 – 1:50	CHL 221

Fall 2008 Schedule of Classes – Theatre Cross Reference

CRN	CourseTitle and Description	Term	Day	Time	Classroom
<b>80074</b>	<b>Acting I</b> Eginton, FSU/Asolo <i>See description under Literature</i>	Full Term	W	2:00-5:00	CFA 211
<b>80195</b>	<b>Twentieth-Century African American Drama*</b> Myhill <i>See description under Literature</i>	Module 2	M, R	12:30- 1:50	CHL 215
<b>80114</b>	<b>Seventeenth-Century French Theater*</b> Van Tuyl  <i>See description under Literature.</i>	Full Term	M R (French) R (English)	12:30-1:50 12:30- 1:50 2:00- 3:20	CFA 211
<b>80103</b>	<b>Fuzion Dance</b> Bolaños Wilmott <i>See description under Music</i>	Full Term	T, R	12:30- 1:50	FCS