

Bowdoin College Course Guide

Changes made in Polaris are normally reflected in the Course Guide within 24-48 hours. Email courses@bowdoin.edu with any questions regarding the Course Guide.

Information as of Apr 11, 2016 - Subject to change

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Africana Studies

AFRS 1010 b. Racism. H. Partridge. Every Fall. Fall 2016

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as SOC 1010)

AFRS 1012 c. Affirmative Action and United States History. Brian Purnell. Every Fall. Fall 2016

Interdisciplinary exploration of the rise and fall (and reappearance) of the affirmative action debate that shaped so much of the American culture wars during the 1970s and 2000s. Students primarily study affirmative action in the United States, but comparative analysis of affirmative action systems in societies outside the United States, such as South Africa and India, is also considered. Examines important Supreme Court cases that have shaped the contours of affirmative action, the rise of diversity discourse, and the different ways political and cultural ideologies -- not to mention historical notions of American identity -- have determined when, where, and how affirmative action has existed and whom it benefits. Study of law, economics, sociology, anthropology, history, and political science introduces students to different methodological approaches that inform Africana studies and the field's examination of the role people of African descent have played in contemporary and historical American society. Writing intensive. Analytical discussions of assigned texts.

AFRS 1101 c-ESD. Introduction to Africana Studies. Brian Purnell. Every Fall. Fall 2016

Focuses on major humanities and social science disciplinary and interdisciplinary African American and African diaspora themes in the context of the modern world. The African American experience is addressed in its appropriate historical context, emphasizing its important place in the history of the United States and connections to African diasporic experiences, especially in the construction of the Atlantic world. Material considered chronologically and thematically builds on historically centered accounts of African American, African diaspora, and African experiences. Introduces prospective Africana studies majors and minors to the field; provides an overview of the predominant theoretical and methodological perspectives in this evolving discipline; and establishes historical context for critical analyses of African American experiences in the United States, and their engagement with the African diaspora.

AFRS 1300 c. Black Biography. Tess Chakkalaka. New Course. Spring 2016

Introduces students to the genre of African American biography by examining the form from its first inception in the eighteenth century with biographical sketches of important black figures -- such as Crispus Attucks, Phillis Wheatley, Frederick Douglass, and Benjamin Banneker -- to the contemporary African American biopic feature film of figures including Jackie Robinson, Mohammad Ali, and Nina Simone. (Same as ENGL 1300)

AFRS 1320 c. Racial and Ethnic Conflict in American Cities. Brian Purnell. Every Other Year. Spring 2016

American cities have been historic cauldrons of racial and ethnic conflict. Concentrates on urban violence in American cities since 1898. Students study moments of conflict during the early republic and the nineteenth century. Topics examined include the post-Reconstruction pogroms that overturned interracial democracy; the Red Summer and its historical memory; the ways race and ethnicity shaped urban residential space; the effects of immigration on urban political economy and society, and the conflicts over space, labor, and social relations that arose; and the waves of urban violence that spread across the country in the mid-1960s. (Same as HIST 1320)

AFRS 2141 c-ESD. The History of African Americans from 1865 to the Present. Patrick Rael. Every Other Spring. Spring 2016

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. This course is part of the following field(s) of study: United States. (Same as HIST 2141)

AFRS 2201 c-ESD, VPA. Black Women, Politics, Music, and the Divine. Judith Casselberry. Every Fall. Fall 2016

Seminar. Examines the convergence of politics and spirituality in the musical work of contemporary black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality generated across a range of religious and spiritual terrains with African diasporic/black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, the Clark Sisters, Meshell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as GSWS 2207 , MUS 2291, REL 2201)

AFRS 2205 c. Representing Race in the English Renaissance. Aaron Kitch. Non-Standard Rotation. Fall 2016

Intermediate Seminar. How does “race” signify in the English Renaissance, a period that witnessed the emergence of the Atlantic slave trade, intensified urbanization in European capital cities, and the development of new global trade routes? Explores a range of literary strategies Renaissance authors use to represent ethnic, religious, and cultural otherness. Considers how literary and dramatic works might critique, justify, and reproduce racial ideologies. Texts include sonnets by Sidney and Shakespeare; plays by Marlowe, Shakespeare, and Middleton; masques by Ben Jonson; poetry by John Donne and William Herbert; and the first English “novel,” Aphra Behn’s “Oroonoko.” Note: Fulfills the pre-1800 literature requirement for English majors. (Same as ENGL 2015)

AFRS 2208 b. Race and Ethnicity. Ingrid Nelson. Non-Standard Rotation. Fall 2016

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States. (Same as LAS 2708, SOC 2208)

PREREQUISITE: SOC 1101 or AFRS 1101 or ANTH 1101

AFRS 2228 c-ESD, VPA. Protest Music. Judith Casselberry. Non-Standard Rotation. Fall 2016

Focuses on the ways black people have experienced twentieth-century events. Examines social, economic, and political catalysts for processes of protest music production across genres including gospel, blues, folk, soul, funk, rock, reggae, and rap. Analysis of musical and extra-musical elements includes style, form, production, lyrics, intent, reception, commodification, mass-media, and the Internet. Explores ways in which people experience, identify, and propose solutions to poverty, segregation, oppressive working conditions, incarceration, sexual exploitation, violence, and war. (Same as ANTH 2227, MUS 2292)

AFRS 2261 c-ESD, VPA. Holy Songs in a Strange Land. Judith Casselberry. Every Other Spring. Spring 2016

Seminar. Examines black sacred music from its earliest forms, fashioned by enslaved Africans, through current iterations produced by black global actors of a different sort. Explores questions such as: What does bondage sound like? What does emancipation sound like? Can we hear corresponding sounds generated by artists today? In what ways have creators of sacred music embraced, rejected, and re-envisioned the "strange land" over time? Looks at musical and lyrical content and the context in which various music genres developed, such as Negro spirituals, gospel, and sacred blues. Contemporary artists such as Janelle Monáe, Beyoncé, Bob Marley, and Michael Jackson included as well. (Same as MUS 2261)

AFRS 2271 c-ESD. Spirit Come Down: Religion, Race, and Gender in America. Judith Casselberry. Every Spring. Spring 2016

Examines the ways religion, race, and gender shape people's lives from the nineteenth century into contemporary times in America, with particular focus on black communities. Explores issues of self-representation, memory, material culture, embodiment, and civic and political engagement through autobiographical, historical, literary, anthropological, cinematic, and musical texts. (Same as GWS 2270, REL 2271)

AFRS 2280 b-ESD. Race, Biology, and Anthropology. Scott MacEachern. Non-Standard Rotation. Fall 2016

Critically examines the biological justifications used to partition humanity into racial groups. Investigates the nature of biological and genetic variability within and between human populations, as well as the characteristics of human biological races as they have traditionally been defined. Considers whether race models do a good job of describing how human populations vary across the earth. Critically appraises works by a variety of authors, including J. Phillippe Rushton, Charles Murray, and Michael Levin, who claim that racial identity and evolution work together to structure the history and the potentials of human groups in different parts of the world. (Same as ANTH 2280)

PREREQUISITE: ANTH 1101 or ANTH 1150 or SOC 1101

AFRS 2362 c-ESD, IP. Africa and the Atlantic World, 1400-1880. David Gordon. Non-Standard Rotation. Fall 2016

A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social, and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? Ends by considering the contradictory effects of Abolition on Africa. Note: Fulfills the pre-modern requirement for history majors. (Same as HIST 2362)

AFRS 2364 c-ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880. David Gordon. Every Spring. Spring 2016

Focuses on conquest, colonialism, and its legacies in sub-Saharan Africa; the violent process of colonial pacification, examined from European and African perspectives; the different ways of consolidating colonial rule and African resistance to colonial rule, from Maji Maji to Mau Mau; and African nationalism and independence, as experienced by Africa's nationalist leaders, from Kwame Nkrumah to Jomo Kenyatta, and their critics. Concludes with the limits of independence, mass disenchantment, the rise of the predatory post-colonial state, genocide in the Great Lakes, and the wars of Central Africa. Note: This course is part of the following field(s) of study: Africa and Colonial Worlds. (Same as HIST 2364)

AFRS 2380 c-IP. Christianity and Islam in West Africa. Olufemi Vaughan. Every Fall. Fall 2016

Explores how Christianity, Islam, and indigenous African religious beliefs shaped the formation of West African states from the nineteenth-century Islamic reformist movements and mission Christianity, to the formation of modern nation-states in the twentieth century. While the course provides a broad regional West African overview, careful attention is paid to how religious themes shaped the communities of the Nigerian region--a critical West African region where Christianity and Islam converged to transform a modern state and society. Drawing on primary and secondary historical texts as well as Africanist works in sociology and comparative politics, this Nigerian experience illuminates broader West African, African, and global perspectives that underscore the historical significance of religion in politics and society, especially in non-Western contexts. (Same as HIST 2380)

AFRS 2411 c-ESD, IP. Introduction to the Study and Criticism of Francophone Literature. Hanetha Vete-Congolo. Every Spring. Spring 2016

Introduces students to the literary tradition of the contemporary Francophone world. Focuses on major authors and literary movements in historical and cultural context. Conducted in French. (Same as FREN 2411, LAS 2211)

PREREQUISITE: FREN 2305 or higher or Placement in FRS 2400 level

AFRS 2504 c. Nineteenth-Century American Fiction. Tess Chakkalagal. Non-Standard Rotation. Spring 2016

Historical survey of nineteenth-century American fiction, including works by Washington Irving, Catherine Sedgwick, Herman Melville, Nathaniel Hawthorne, Frank Webb, Harriet Beecher Stowe, William Wells Brown, Mark Twain, Frank Norris, Henry James, John DeForest, Edith Wharton, William Dean Howells, and Charles Chesnutt. Note: Fulfills the literature of the Americas requirement for English majors. (Same as ENGL 2504)

AFRS 2600 c. African American Poetry. Elizabeth Muther. Non-Standard Rotation. Fall 2016

African American poetry as counter-memory -- from Wheatley to the present -- with a focus on oral traditions, activist literary discourses, trauma and healing, and productive communities. Special emphasis on the past century: dialect and masking; the Harlem Renaissance; Brown, Brooks, and Hayden at mid-century; the Black Arts Movement; black feminism; and contemporary voices.

(Same as ENGL 2600)

AFRS 2603 c-ESD. African American Fiction: Humor and Resistance. Elizabeth Muther. Non-Standard Rotation. Spring 2016

Explores rich traditions of African American humor in fiction, comics, graphic narratives, and film. Considers strategies of cultural survival and liberation, as well as folkloric sources, trickster storytellers, comic double-voicing, and the lampooning of racial ideologies. Close attention paid to modes of burlesque, satirical deformation, caricature, tragicomedy, and parody in historical and contemporary contexts, including such writers and performers as Charles Chesnutt, Bert Williams, Langston Hughes, Zora Neale Hurston, Richard Pryor, Ishmael Reed, Aaron McGruder, Dave Chappelle, and Suzan-Lori Parks. Note: Fulfills the literature of the Americas requirement for English majors. (Same as ENGL 2603)

AFRS 2652 c. African American Writers and Autobiography. Guy Mark Foster. Non-Standard Rotation. Spring 2016

Intermediate Seminar. The struggle against anti-black racism has often required that individual African Americans serve as representative figures of the race. How have twentieth- and twenty-first-century black authors tackled the challenge of having to speak for the collective while also writing narratives that explore the singularity of an individual life? What textual approaches have these authors employed to negotiate this tension between what theorists of the genre broadly call referentiality and subjectivity? Authors include W. E. B. Du Bois, Zora Neale Hurston, Malcolm X, Jamaica Kincaid, Maya Angelou, Samuel Delaney, Barack Obama, among others. Note: Fulfills the literature of the Americas requirement for English majors. (Same as ENGL 2013)

AFRS 2653 c. Interracial Narratives. Guy Mark Foster. Non-Standard Rotation. Fall 2016

Violence and interracial sex have long been conjoined in U.S. literary, televisual, and filmic work. The enduring nature of this conjoining suggests there is some symbolic logic at work in these narratives, such that black/white intimacy functions as a figural stand-in for negative (and sometimes positive) commentary on black/white social conflict. When this happens, what becomes of “sex” as a historically changing phenomenon when it is yoked to the historically unchanging phenomenon of the “interracial”? Although counter-narratives have recently emerged to compete with such symbolic portrayals, i.e. romance novels, popular films and television shows, not all of these works have displaced this earlier figural logic; in some cases, this logic has merely been updated. Explores the broader cultural implications of both types of narratives. Possible authors/texts: Richard Wright, Chester Himes, Ann Petry, Lillian Smith, Jack Kerouac, Frantz Fanon, Kara Walker, Amiri Baraka, Alice Walker, Octavia Butler, John R. Gordon, Kim McLarin, *Monster’s Ball*, *Far From Heaven*, and *Sex and the City*.

(Same as ENGL 2653, GSWS 2283)

AFRS 2821 c-ESD, IP. After Mandela: History, Memory, and Identity in Contemporary South Africa. David Gordon. Non-Standard Rotation. Fall 2016

How do South Africans remember their past? Begins with the difficulties in developing a conciliatory version of the past during Nelson Mandela’s presidency immediately after apartheid. Then explores the changing historiography and popular memory of diverse historical episodes, including European settlement, the Khoisan “Hottentot Venus” Sara Baartman, Shaka Zulu, the Great Trek, the Anglo-Boer War, the onset of apartheid, and resistance to it. Aims to understand the present-day social, economic, and cultural forces that shape the memories of South Africans and the academic historiography of South Africa. (Same as HIST 2821)

AFRS 2822 c-IP. Warlords and Child Soldiers in African History. David Gordon. Every Other Spring. Spring 2016

Seminar. Examines how gender, age, religion, and race have informed ideologies of violence by considering various historical incarnations of the African warrior across modern history, including the military slave, the mercenary, the revolutionary, the warlord, the religious warrior, and the child soldier. Analyzes the nature of warfare in modern African history and how fighters, followers, African civilians, and the international community have imagined the “work of war” in Africa. Readings include scholarly analyses of warfare, warriors, and warrior ideals alongside memoirs and fictional representations. Note: This course is part of the following field(s) of study: Africa. (Same as HIST 2822)

AFRS 2840 c. African Migration and Globalization. Olufemi Vaughan. Every Fall. Fall 2016

Seminar. Drawing on key readings on the historical sociology of transnationalism since World War II, examines how postcolonial African migrations transformed African states and their new transnational populations in Western countries. Discusses what concepts such as the nation state, communal identity, global relations, and security mean in the African context to critically explore complex African transnational experiences and globalization. These dynamic African transnational encounters encourage discussions on homeland and diaspora, tradition and modernity, gender and generation. (Same as HIST 2840)

AFRS 2841 b-IP. History of African and African Diaspora Thought. Olufemi Vaughan. Every Other Spring. Spring 2016

Lecture course on seminal works in African and African diasporic thought since the decline of Atlantic slavery in the nineteenth century to the period of decolonization after the Second World War. Topics include anti-slavery movement, mission Christianity, Islamic reformism, Pan-Africanism, Negritude, colonialism, nationalism, neocolonialism, and black feminist thought. Lectures presented in the context of global and regional historical currents in the nineteenth and twentieth centuries. (Same as HIST 2381)

AFRS 2862 c. The Haitian Revolution and its Legacy. Allen Wells. Non-Standard Rotation. Fall 2016

Seminar. Examines one of the most neglected revolutions in history, and arguably, one of its most significant. The first half of the course treats the Revolution’s causes and tracks its evolution between 1791-1804. The second part studies its aftermath and its impact on Haiti, the Caribbean, Latin America, Europe, Africa, and the United States. Course requirements include four short papers on the readings and one substantive paper that assesses the scholarly literature on a topic of the student’s choosing. This course is part of the following field(s) of study: Latin America, Atlantic Worlds, and Colonial Worlds. (Same as HIST 2862, LAS 2162)

PREREQUISITE: HIST 1000 - 2969 or LAS 1000 - 2969

AFRS 2901 b-IP. Archaeology of the Black Atlantic. Scott MacEachern. Non-Standard Rotation. Spring 2016

Uses archaeology to explore the experience of Africans and their descendants in the Atlantic World from the fifteenth century onward. Examines archaeological sites in Africa, the New World, and the Atlantic islands that are implicated in the trans-Atlantic slave trade and in other forms of interaction between African and non-African communities. Particular topics to be explored include comparisons between archaeological and historical documentation, archaeological evidence for domination and resistance, and the material traces of cultural contacts and hybridity. (Same as ANTH 2901)

PREREQUISITE: ANTH 1101 or ANTH 1150

AFRS 3211 c. Bringing the Female Maroon to Memory: Female Marronage and Douboutism in French Caribbean Literature. Hanetha Vete-Congolo. Non-Standard Rotation. Fall 2016

History has retained the names of great male Caribbean heroes and freedom fighters during slavery such as the Haitians, Mackandal or Toussaint Louverture, the Jamaican, Cudjoe or the Cuban Caba. Enslaved Africans who rebelled against oppression and fled from the plantation system are called maroons and their act, marronage. Except for Queen Nanny of the Jamaican Blue Mountains, only male names have been consecrated as maroons. Yet, enslaved women did fight against slavery and practice marronage. Caribbean writers have made a point of bringing to memory forgotten acts of marronage by women during slavery or shortly thereafter. Proposes to examine the fictional treatment French-speaking Caribbean authors grant to African or Afro-descent women who historically rebelled against slavery and colonization. Literary works studied against the backdrop of douboutism, a conceptual framework derived from the common perception about women in the French Caribbean which means strong woman. Authors studied may include Suzanne Dracius (Martinique), Fabienne Kanor (Martinique), André Schwart-Bart (Guadeloupe), Maryse Condé (Guadeloupe), Evelyn Trouillot (Haiti). Conducted in French. (Same as FRS 3211, GSWS 3211, LAS 3211)

PREREQUISITE: Two of: || either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher or either FRS 2407 (same as AFRS 2407 and LAS 2407) or FRS 2408 - 2411 or FRS 3000 or higher || and either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher or either FRS 2407 (same as AFRS 2407 and LAS 2407) or FRS 2408 - 2411 or FRS 3000 or higher

AFRS 3230 c. Research in Modern United States Metropolitan History. Brian Purnell. Every Other Year. Spring 2016

Complete a semester-long research project in United States metropolitan history. During the first weeks, students learn about some major research methodologies historians use when researching and writing history of US metropolises. Addresses how historians use demography, spatial theory, and histories of LGBT communities; financial, political, and cultural institutions; electoral politics; public policies; popular culture; African Americans; immigrants; women; workers; and capitalists to uncover the ways cities and suburbs change over time. Students design a topic, research primary historical sources, locate a historical problem relating to the topic from secondary historical sources, and develop a hypothesis addressing the question. The result is a paper of at least twenty-five pages. Choose any feasible topic on the history of modern US cities and suburbs that takes place during the twentieth century. The coursework involved is advanced, but the greatest challenge is the need for self-direction. Note: 3000-level research course fulfills the capstone requirement for Africana studies and history majors. (Same as HIST 3230)

AFRS 3365 c. Research in African and African Diaspora History. Olufemi Vaughan. Non-Standard Rotation. Spring 2016

A research seminar focusing on major issues in African and African diaspora history, including: Africa and Atlantic slavery, colonialism in Africa, modern state formation in Africa, and Africa and globalization. (Same as HIST 3385)

PREREQUISITE: AFRS 1000 or higher or HIST 1000 or higher

AFRS 3600 c-VPA. Race and Visual Representation in American Art. Dana Byrd. Non-Standard Rotation. Fall 2016

Explores the visual construction of race in American art and culture from the colonial period to the late twentieth century. Focuses on two racial "categories"--blackness and whiteness--and how they have shaped American culture. Using college and local museum collections, examines paintings, sculptures, prints, photographs, film, and the spaces in which they have been displayed and viewed. Approach to this material is grounded in art history, but also draws from other disciplines. Artists under study include those who are well known such as Homer and Walker, as well as those who are unknown or have been forgotten. (Same as ARTH 3600)

PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

Arabic

ARBC 1101 c. Elementary Arabic I. Russell Hopley. Every Fall. Fall 2016

An introductory course that presumes no previous knowledge of Arabic. Students begin to acquire an integrated command of speaking, reading, writing, and listening skills in Modern Standard Arabic. Some exposure to Egyptian Colloquial Arabic as well. Class sessions conducted primarily in Arabic.

ARBC 1102 c. Elementary Arabic II. Russell Hopley. Every Spring. Spring 2016

A continuation of Elementary Arabic I, focuses on further developing students' skills in speaking, listening, comprehending, writing, and reading Modern Standard Arabic.

PREREQUISITE: ARBC 1101

ARBC 2203 c. Intermediate Arabic I. Russell Hopley. Every Fall. Fall 2016

A continuation of first-year Arabic, aiming to enhance proficiency in listening, speaking, reading, and writing through the study of more elaborate grammar structures and exposure to more sophisticated, authentic texts.

PREREQUISITE: ARBC 1102

ARBC 2204 c. Intermediate Arabic II. Russell Hopley. Every Spring. Spring 2016

A continuation of Intermediate Arabic I, provides a more in-depth understanding of Modern Standard Arabic. Aims to enhance proficiency in speaking, listening, reading, and writing through the study of more elaborate grammatical structures and sophisticated, authentic texts. Textbook material supplemented by readings from the Qur'an, the hadith, and early Arabic poetry.

PREREQUISITE: ARBC 2203

Art

ARTH 1016 c. Art and the Environment: 1960 to Present. Natasha Goldman. Non-Standard Rotation. Fall 2016

Since the 1960s, artists in Western Europe and the United States have used the environment as a site of visual exploration, discussion, critique, and action. From Robert Smithson and his ever-disintegrating “Spiral Jetty,” to Agnes Denes’s “Wheatfield” growing alongside Wall Street, to Mierle Ukeles’s installation and performance art in conjunction with the New York Department of Sanitation, to Eduardo Kac’s “GFP Bunny,” artists have explored the ways in which art objects are in dialogue with the environment, recycling, and biology. Works engage with concepts such as entropy, the agricultural industry, photosynthesis, and green tourism encouraging us to see in new ways the natural world around us. Visits to the Bowdoin College Museum of Art’s collections complement the material studied. Writing-intensive course emphasizes firm understanding of library and database research and the value of writing, revision, and critique.

ARTH 1100 c-VPA. Introduction to Art History. Pamela Fletcher. Susan Wegner. Stephen Perkinson. Every Fall. Fall 2016

An introduction to the study of art history. Provides a chronological overview of art primarily from Western and East Asian traditions. Considers the historical context of art and its production, the role of the arts in society, problems of stylistic tradition and innovation, and points of contact and exchange between artistic traditions. Equivalent of Art History 101 as a major or minor requirement.

ARTH 1300 c-IP, VPA. Introduction to the Arts of Ancient Mexico and Peru. Susan Wegner. Non-Standard Rotation. Spring 2016

A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as Chavin, Naca, and Inca are examined. Painting, sculpture, and architecture are considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest. (Same as LAS 1300)

ARTH 2100 c. Roman Archaeology. T.B.A. Every Other Fall. Fall 2016

Surveys the material culture of Roman society, from Italy’s prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other minor arts. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as ARCH 1102)

ARTH 2140 c-VPA. The Gothic World. Stephen Perkinson. Non-Standard Rotation. Spring 2016

Introduces students to art produced in Europe and the Mediterranean from the twelfth through the early fifteenth century. Following a general chronological sequence, investigates the key artistic monuments of this period in a variety of media, including architecture, painting, manuscript illumination, stained glass, sculpture, and the decorative arts. Explores a particular theme in each class meeting through the close analysis of a single monument or closely related set of monuments, as well as those that students may encounter in future studies.

PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

ARTH 2230 c-VPA. The Arts of Venice. Susan Wegner. Non-Standard Rotation. Spring 2016

Venice is distinctive among Italian cities for its political structures, its geographical location, and its artistic production. This overview of Venetian art and architecture considers Venice's relationships to Byzantium and the Turkish east; Venetian colorism in dialogue with Tuscan-Roman disegno; and the role of women as artists, as patrons, and as subjects of art. Includes art by the Bellini family, Giorgione, Titian, Veronese, Tintoretto, Tiepolo, Canaletto, and Rosalba Carriera, and the architecture of Palladio.

ARTH 2260 c-VPA. Northern European Art of the Fifteenth and Sixteenth Centuries. Stephen Perkinson. Non-Standard Rotation. Fall 2016

Surveys the painting of the Netherlands, Germany, and France. Topics include the spread of the influential naturalistic style of Campin, van Eyck, and van der Weyden; the confrontation with the classical art of Italy in the work of Dürer and others; the continuance of a native tradition in the work of Bosch and Bruegel the Elder; the changing role of patronage; and the rise of specialties such as landscape and portrait painting.

PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

ARTH 2430 c-VPA. Modern Architecture: 1750 to 2000. Jill Pearlman. Non-Standard Rotation. Spring 2016

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. (Same as ENVS 2431)

ARTH 2440 c-VPA. Shoot, Snap, Instagram: A History of Photography in America. Dana Byrd. Non-Standard Rotation. Fall 2016

A survey of photography made and experienced in the United States from the age of daguerreotypes until the era of digital image processing. Addresses the key photographic movements, works, practitioners, and technological and aesthetic developments while also considering the social, political, cultural, and economic contexts for individual photographs. Photographers studied include Watkins, Bourke-White, Weegee, and Weems. Readings of primary sources by photographers and critics such as Stieglitz, Sontag, Abbott, and Benjamin bolster close readings of photographs. Builds skills of discussing, writing, and seeing American photography. Incorporates study of photography collections across the Bowdoin College campus.

PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

ARTH 2540 c-VPA. Contemporary Art. Pamela Fletcher. Non-Standard Rotation. Fall 2016

Art of Europe and the Americas since World War II, with emphasis on the New York school. Introductory overview of modernism. Detailed examination of abstract expressionism and minimalist developments; pop, conceptual, and environmental art; and European abstraction. Concludes with an examination of the international consequences of modernist and contemporary developments, the impact of new electronic and technological media, and the critical debate surrounding the subject of postmodernism.

PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

ARTH 2620 c-VPA. American Art I: Colonial Period to the Civil War. Dana Byrd. Non-Standard Rotation. Spring 2016

A survey of American architecture, sculpture, painting, and decorative arts from their colonial origins to the eve of Civil War. Emphasis on understanding art in its historical and cultural context. Issues to be addressed include encounters between diverse cultures, the transition from colony to nation, the rise and ideological significance of landscape painting, and the creation of art for a democracy. Works with original objects in the Bowdoin College Museum of Art.

ARTH 2710 c-IP, VPA. Power and Politics in Pre-modern Chinese Art. Peggy Wang. Non-Standard Rotation. Spring 2016

Introduces students to Chinese art from the First Emperors terracotta warriors in the third century BCE to the waning of the country's dynastic history in the nineteenth century CE. Following a chronological sequence, explores key mortuary spaces, religious objects, court art, and landscape painting with focus on themes of power and politics. Emphasis is placed on understanding changing art formats and functions in relation to socio-cultural contexts, such as shifts in belief systems, foreign imperial patronage, and the rise of literati expression. Readings include primary sources such as ancestral rites, Buddhist doctrines, imperial proclamations, and Chinese painting treatises. (Same as ASNS 2020)

ARTH 3130 c-VPA. Bosch. Stephen Perkinson. Non-Standard Rotation. Spring 2016

Seminar. Examines the works of the famously idiosyncratic Netherlandish painter, Jheronimus Bosch (c. 1450-1516), investigating their artistic methods and cultural context. Also considers their reception by contemporary and subsequent generations of artists, scholars, and viewers

PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

ARTH 3200 c-VPA. Historicizing the Contemporary: Topics in Recent Chinese Art. Peggy Wang. Non-Standard Rotation. Spring 2016

Identifies and explores key topics in recent publications of contemporary Chinese art. Alongside of subject matter, students analyze usages of socio-political context and methodologies for framing different narratives of contemporary Chinese art. Through studies of individual artists and larger contemporary art trends, students unpack current art histories while also proposing alternative approaches. Readings include monographs, exhibition catalogs, interviews, and systematic reviews of journals. Questions include: What are the challenges of historicizing the present? How does the global art world reconcile the existence of multiple art worlds? How have artists intervened in narratives of contemporary Chinese art? (Same as ASNS 3070)

ARTH 3320 c-VPA. Painting and Society in Spain: El Greco to Goya. Susan Wegner. Non-Standard Rotation. Fall 2016

Focuses on painting in Spain from the fifteenth century to the early nineteenth century, with special emphasis on the works of El Greco, Velázquez, and Goya. Examines art in the light of Spanish society, particularly the institutions of the church and Spanish court. Considers Spanish mysticism, popular custom, and Enlightenment ideals as expressed in or critiqued by art. Readings in the Bible, Spanish folklore, artistic theory, and artists' biographies.

PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

ARTH 3600 c-VPA. Race and Visual Representation in American Art. Dana Byrd. Non-Standard Rotation. Fall 2016

Explores the visual construction of race in American art and culture from the colonial period to the late twentieth century. Focuses on two racial "categories"--blackness and whiteness--and how they have shaped American culture. Using college and local museum collections, examines paintings, sculptures, prints, photographs, film, and the spaces in which they have been displayed and viewed. Approach to this material is grounded in art history, but also draws from other disciplines. Artists under study include those who are well known such as Homer and Walker, as well as those who are unknown or have been forgotten. (Same as AFRS 3600)

PREREQUISITE: ARTH 1100 or Placement in above ARTH 1100

ARTH 3620 c-VPA. Winslow Homer and American Art. Dana Byrd. Every Other Year. Spring 2016

During his extensive career, Winslow Homer (1836-1910) worked in multiple modes, including woodcut prints for the popular press, watercolors, and paintings. In his depictions of freedmen, maimed Civil War veterans, and untamed nature, he provided a penetrating and often disturbing view of post-Civil War America. Over the past fifty years, interpretations of Homer's work have changed dramatically and broadened to include such themes and lenses as race, social class, and intertextuality. Exploration of Homer's oeuvre doubles as an inquiry into the historiography of American Art. Homer topics under consideration are: Civil War paintings, illustrations of leisure, depictions of women and children in the Gilded Age, and landscape and seascape paintings of the Caribbean and Maine. Close study opportunities include sessions at the Bowdoin College Museum of Art, Bowdoin College Special Collections, the Portland Museum of Art, and the Winslow Homer Studio in Prouts Neck, Maine.

PREREQUISITE: ARTH 2000 - 2969

VART 1099 c-MCSR, VPA. Interactive Media: Designing Applications for the Arts. Frank Mauceri. Non-Standard Rotation. Spring 2016

A hands-on introduction to the creation of interactive art and digital media. Students construct programs to analyze data from physical sensors to characterize motion, proximity, and sound. Through experimental and project-based studio work, students design and implement interactive applications for theater, dance, sculpture, installations, and video. Collaborative work focuses on problem solving at the intersections of creative arts and technology. Readings in media theory support the critical examination of contemporary interactive art. Note: This course does not serve as a prerequisite to 3000-level visual arts courses. Note: This course does not serve as a prerequisite to 3000-level visual arts courses. (Same as MUS 2561)

VART 1101 c-VPA. Drawing I. The Department. Every Semester. Spring 2016

An introduction to drawing, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the abstract formal organization of graphic expression; and the development of a critical vocabulary of visual principles. Lectures and group critiques augment studio projects in various drawing media.

VART 1201 c-VPA. Printmaking I. Carrie Scanga. Every Semester. Spring 2016

An introduction to printmaking, including etching, drypoint, engraving, monotype, and relief printing methods. Studio projects develop creative approaches to perceptual experience and visual expression that are uniquely inspired by printmaking. Attention is also given to historical and contemporary examples and uses of the medium.

VART 1301 c-VPA. Painting I. Mark Wethli. Every Semester. Spring 2016

An introduction to painting, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the painting medium and chromatic structure in representation; and the development of a critical vocabulary of painting concepts. Lectures and group critiques augment studio projects in painting media.

PREREQUISITE: VART 1101

VART 1401 c-VPA. Photography I. The Department. Every Semester. Spring 2016

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Class discussions and demonstrations, examination of masterworks, and field and laboratory work in 35mm format. Students must provide their own 35mm non-automatic camera.

VART 1601 c-VPA. Sculpture I. The Department. Every Semester. Fall 2016

An introduction to sculpture, with emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail a variety of sculptural approaches, including exploration of the structural principles, formal elements, and critical vocabulary of the sculpture medium. Lectures and group critiques augment studio projects in paper, wood, and other media.

VART 1701 c-VPA. Digital Media I. Erin Johnson. New Course. Fall 2016

A studio class designed to introduce students to digital photography, sound, and video. Students learn the basic skills necessary to work with these three media, including recording, editing, and installation. In addition, students learn about the history of these media and the ways they inform and expand upon each other.

VART 2101 c-VPA. Drawing II. Mary Hart. Every Spring. Spring 2016

A continuation of the principles introduced in Visual Arts 1101, with particular emphasis on figurative drawing. Studio projects develop perceptual, creative, and critical abilities through problems involving objective observation, gestural expression and structural principles of the human form, studies from historical and contemporary examples, and exploration of the abstract formal elements of drawing. Lectures and group critiques augment studio projects in various drawing media.

PREREQUISITE: VART 1101

VART 2202 c-VPA. The Living Print. Carrie Scanga. Non-Standard Rotation. Spring 2016

Prints, though often associated with traditional or ancient techniques, are a contemporary, innovative and living art form. Silkscreen printing, woodcut, installation, and text-based printmaking projects provide a post-digital technical and aesthetic framework for exploring visual communication elements and concepts in contemporary printmaking. Studio projects are supported by critical discussions, readings, lectures, museum visits, and field research about historic fine art prints, political zines and posters, artist's books, and installations.

PREREQUISITE: VART 1201

VART 2301 c-VPA. Landscape Painting. James Mullen. Non-Standard Rotation. Fall 2016

A continuation of the principles introduced in Visual Arts 1301, with studio problems based on direct experience.

PREREQUISITE: VART 1301

VART 2401 c. Large Format Photography. Michael Kolster. Non-Standard Rotation. Fall 2016

Review and expansion of concepts and techniques fundamental to black-and-white photography, with exploration of image-making potentials of different formats such as 35mm and view cameras. Seminar discussions and field and laboratory work. Students must provide their own non-automatic 35mm camera.

PREREQUISITE: VART 1401

VART 2403 c-VPA. Documentary Photography. Michael Kolster. Every Other Year. Spring 2016

Sustained photographic exploration of situations that appear unfamiliar or foreign to the student's experience. A consideration of connections between the different moments encountered and described by the camera, followed with written and further visual articulation of discoveries made from these insights. Narrative strategies, viewer expectations, and the role of the image in the dissemination of knowledge are central concerns of critiques, discussions, and readings. Photographic prints to be produced only through the exposure of black-and-white film and traditional darkroom techniques. Course has co-requisite of Writing Through Photography (English 2856), and students must enroll in both courses. Final project consists of a book, exhibit, or publishable article employing both text and photographs.

PREREQUISITE: VART 1401

VART 2601 c-VPA. Sculpture II. Jackie Brown. Non-Standard Rotation. Spring 2016

A continuation of principles introduced in Visual Arts 1601, with particular emphasis on independent projects.

PREREQUISITE: VART 1601

VART 3030 c. Site-Specifics: Production of Socially Engaged Media. Erin Johnson. Non-Standard Rotation. Spring 2016

Students gain an understanding of how digital media technologies can serve as tools for creative cultural practice through the production of site-specific, socially engaged video, sound, and new media artworks. Site visits and meetings with community organizations will contribute to the development of works distributed and displayed through mobile devices, projection, installation and online platforms. Lectures, readings, and discussions provide a historical overview of the intersection of site-specificity and community-based sound and video works. Students develop technical skills in camerawork, lighting, audio recording, and editing, and are introduced to video and sound artists who consider race, class, gender, sexuality, labor and environmental politics. (Same as DCS 3030)

PREREQUISITE: VART 1000 - 1999

VART 3501 c. Bio Art: Creative Inquiry at the Intersection of Art and Science. Jackie Brown. Non-Standard Rotation. Fall 2016

Bio Art is an international movement that gained traction in the 1990s and continues to push the boundaries of both art and science. The term encompasses a wide range of artworks generated using the materials, tools, techniques, and iconography of the life sciences. Introduces varied approaches to Bio Art, including artworks cultivated in a lab atmosphere, works developed with emerging technology, and works that use more traditional fine art media. Views several works that raise ethical questions with regard to advances in science and technology and discusses the potential role that Bio Art may play in facilitating cross-cultural dialogue. Students actively explore content through hands-on projects in two and three dimensions, primarily using fine art materials but with the possibility of integrating nontoxic organic matter. Through assigned reading, group discussion, studio projects, and critique, considers the value of cross-pollination between these disciplines, and students have the opportunity to develop a self-directed final project in response to course content.

PREREQUISITE: Two of || VART 1100 - 2969 || and VART 1100 - 2969

VART 3902 c. Senior Studio. Jackie Brown. Every Spring. Spring 2016

Concentrates on strengthening critical and formal skills as students start developing an individual body of work. Includes periodic reviews by members of the department and culminates with a group exhibition at the conclusion of the semester.

PREREQUISITE: VART 3000 or higher

Asian Studies

ASNS 1035 c. Globalizing India. Rachel Sturman. Non-Standard Rotation. Fall 2016

Interrogates contemporary globalization by examining how Indians have interacted with and been shaped by the broader world, with a focus on the last two centuries. Topics include the place of India in the European imagination and vice versa; India's role in the rise of modern global capitalism and imperialism; and the distinctive features of contemporary globalization. This course is part of the following field(s) of study: South Asia and Colonial Worlds. (Same as HIST 1038)

ASNS 1041 c. Asian Dystopias. Belinda Kong. Non-Standard Rotation. Fall 2016

Focuses on contemporary dystopian novels by Asian and Asian diaspora writers. Explores the idea that dystopic fiction works not simply by reimagining time and forecasting bleak futures but also by remapping political spaces and redrawing social boundaries. Anarchists and vigilantes, aliens and clones, murderous children and mythic animal deities populate these worlds as writers examine totalitarianism and dissidence, globalization and labor slavery, pandemics and biotechnology, race riots and environmental devastation. (Same as ENGL 1013)

ASNS 1043 c. East Asian Genre Cinema: The Martial Arts. Shu-chin Tsui. Every Other Fall. Fall 2016

Explores East Asian cinema from a genre perspective with a focus on transnational martial arts films. The course calls on social-cultural history and genre theory in examining the form and content of such films. The role of local/global and national/transnational relations in cinema is considered. And genre-specific issues, such as spectators' perception or industry practices, are studied to discern the role of gender, nation, power, and historiography. After taking the course, students will be able to explain the theoretical concepts of genre cinema, analyze the genre's visual formation, and comprehend the social-cultural implications of the genre. (Same as CINE 1043)

ASNS 1560 c-IP. Merchants, Mughals, Mendicants: India and the Early Modern World. Rachel Sturman. Non-Standard Rotation. Fall 2016

Introductory lecture course that explores the early modern history of the Indian subcontinent and its connections to the broader world in an era shaped by the vibrant movement of people, goods, and ideas across the Indian Ocean, Europe, and Central Asia. (Same as HIST 1440)

ASNS 1625 b-ESD, IP. Everyday Life in India and Pakistan. Sara Dickey. Non-Standard Rotation. Fall 2016

Focuses on contemporary life in India and Pakistan by looking at everyday experiences and objects. Explores topics such as teen cyberculture, painted truck designs, romance fiction, AIDS activism, and memories of violence. These seemingly mundane topics offer a window onto larger cultural processes and enable us to examine identities and inequalities of gender, religion, caste, class, ethnicity, and nationality. Sources include ethnographic texts, essays, fiction, government documents, newspapers, popular and documentary films, and YouTube videos (Same as ANTH 1138)

ASNS 2020 c-IP, VPA. Power and Politics in Pre-modern Chinese Art. Peggy Wang. Non-Standard Rotation. Spring 2016

Introduces students to Chinese art from the First Emperors terracotta warriors in the third century BCE to the waning of the country's dynastic history in the nineteenth century CE. Following a chronological sequence, explores key mortuary spaces, religious objects, court art, and landscape painting with focus on themes of power and politics. Emphasis is placed on understanding changing art formats and functions in relation to socio-cultural contexts, such as shifts in belief systems, foreign imperial patronage, and the rise of literati expression. Readings include primary sources such as ancestral rites, Buddhist doctrines, imperial proclamations, and Chinese painting treatises. (Same as ARTH 2710)

ASNS 2060 b-IP. Contemporary Chinese Politics. Christopher Heurlin. Non-Standard Rotation. Spring 2016

Examines the history and politics of China in the context of a prolonged revolution. Begins by examining the end of imperial rule, the development of Modern China, socialist transformations and the establishment of the PRC. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. Topics include political participation and civil society, urban and rural China, gender in China, and the effects of post-Mao economic reform. (Same as GOV 2440)

ASNS 2074 c. Women's Visual Art in Contemporary China. Shu-chin Tsui. Non-Standard Rotation. Fall 2016

Introduces students to an emerging subject that has yet to receive much attention from art critics or from scholars. Taking the body, especially the female body, as a discursive subject and visual medium, examines how women artists, through their artistic innovations and visual representations, search for forms of self-expression characterized by female aesthetics and perspectives. Included among topics covered are personal experience and history, sexuality and the gaze, pain and memory, and landscape aesthetics and the body. Examines how different visual media—such as painting, photography, installation, performance art, and video work—play a role in the development of women's art in contemporary China. (Same as GSWS 2605)

ASNS 2076 c-IP. Fashion and Gender in China. Shu-chin Tsui. Non-Standard Rotation. Spring 2016

Examines how the dress women wear and the fashion consumers pursuit reflect social-cultural identities and generate gender politics. Readings and discussions span historical periods, geographical locations, social-cultural groups, and identity categories. From bound feet to the Mao suit, and from qipao to wedding gowns, fashion styles and consumer trends inform a critical understanding of the nation, gender, body, class, and transnational flows. Topics include the intersections between foot-binding and femininity, qipao and the modern woman, the Mao suit and the invisible body, beauty and sexuality, oriental chic and re-oriental spectacle. With visual materials as primary source, and fashion theory the secondary, offers an opportunity to gain knowledge of visual literacy and to enhance analytical skills. (Same as GWS 2076)

ASNS 2102 b-ESD, IP. Modern China: Creating and Resisting Inequality. Nancy Riley. Non-Standard Rotation. Spring 2016

The People's Republic of China was founded on principles of equality. For many years, equality in some spheres--like income--was an explicit state goal, and the successes were notable. But in the last couple decades, inequality in China has increased. Focuses on social and economic inequality in China today, including issues of gender, sexuality, rural/urban status, migration, health, age, income, and ethnicity. Examines how these inequalities have been created and sustained and how they are resisted, by whom, and to what effect. (Same as SOC 2270)

PREREQUISITE: SOC 1101 or ANTH 1101

ASNS 2270 c-IP. The Fantastic and Demonic in Japanese Literature. Vyjayanthi Selinger. Non-Standard Rotation. Spring 2016

From possessing spirits and serpentine creatures to hungry ghosts and spectral visions, Japanese literary history is alive with supernatural beings. The focus of study ranges from the earliest times to modernity, examining these motifs in both historical and theoretical contexts. Readings pose the following broad questions: How do representations of the supernatural function in both creation myths of the ancient past and the rational narratives of the modern nation? What is the relationship between liminal beings and a society's notion of purity? How might the uncanny return of dead spirits in medieval Japanese drama be understood? How does the construction of demonic female sexuality vary between medieval and modern Japan? Draws on various genres of representation, from legends and novels to drama, paintings, and cinema. Students develop an appreciation of the hold that creatures from the other side maintain over cultural and social imagination. (Same as GWS 2236)

ASNS 2271 c-IP, VPA. Samurai in History, Literature, and Film. Vyjayanthi Selinger. Non-Standard Rotation. Fall 2016

An examination of representations of samurai in historical, literary, and filmic texts from the twelfth to the twentieth century. Topics include the changing understanding of the way of the warrior, the influence of warrior culture on the arts in medieval Japan, and the modern appropriation of the martial arts. Analyzes the romanticizing of samurai ethos in wartime writings and the nostalgic longing for a heroic past in contemporary films. Focus on the reimagining of the samurai as a cultural icon throughout Japanese history and the relationship of these discourses to gender, class, and nationalism. Readings include the "Tale of the Heike," "Legends of the Samurai," "Hagakure and Bushido: The Soul of Japan." Films may include "Genroku Chushingura," Akira Kurosawa's "Seven Samurai," and the animation series "Samurai 7."

ASNS 2311 c-ESD, IP. Modern Japan from Samurai to Salarymen. Sakura Christmas. Non-Standard Rotation. Spring 2016

In 1853, Commodore Matthew Perry sailed to Japan with four naval warships and issued an ultimatum: open up to trade or face foreign invasion. Charts Japan's swift emergence from its feudal origins to become the world's first non-Western, modern imperial power out of its feudal origins. Lectures introduce the origins, course, and consequences of building a modern state from the perspective of various actors that shaped its past: rebellious samurai, anarchist activists, the modern girl, imperial fascists, and office salarymen. Readings complicate dichotomies of East and West, modern and feudal, nation and empire through the lens of ethnicity, class, and gender. Note: This course is part of the following field(s) of study: East Asia. (Same as HIST 2421)

ASNS 2501 c-IP. Construction of Goddess and Deification of Women in Hindu Tradition. Sree Holt. Non-Standard Rotation. Fall 2016

Focuses include an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; how various categories of goddesses can be seen or not as the forms of the "great goddess"; and how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Readings may include primary sources, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as GSWS 2289, REL 2289)

ASNS 2550 c-ESD, IP. Religion and Fiction in Modern South Asia. John Holt. Non-Standard Rotation. Fall 2016

Explains the nexus between religion and society in modern South Asia via the prism of South Asian literature in English. Confined to prose fiction, considering its tendency to attempt approximations of reality. Interrogates how ideas of religion and ideas about religion manifest themselves in literature and affect understanding of south Asian religions among its readership. Does not direct students to seek authentic insights into orthodox or doctrinal religion in the literary texts but to explore the tensions between textual religion and everyday lived reality in South Asia. (Same as REL 2219)

ASNS 2551 c-IP. Mahayana Buddhism. John Holt. Non-Standard Rotation. Spring 2016

Studies the emergence of Mahayana Buddhist worldviews as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the Buddhacarita (Life of Buddha), the Platform Sutra of the Sixth Patriarch, the Prajnaparamitra-hrdaya Sutra (Heart Sutra of the Perfection of Wisdom), the Saddharmapundarika Sutra (the Lotus Sutra), the Sukhavati Vyuha (Discourse on the Pure Land), and the Vajraccedika Sutra (the Diamond-Cutter), among others. (Same as REL 2223)

ASNS 2552 c-IP. Hindu Literatures. John Holt. Non-Standard Rotation. Fall 2016

A reading and discussion of translated classical Hindu literature, including the Rg Veda, Upanishads, Yoga Sutra, the epics Ramayana, Mahabharata (including the Bhagavad Gita), Devi Mahatmya and the Cilapatikaram, etc. Focuses on development of various types of religious worldviews and religious experiences as reflected in classical Sanskrit and vernacular literature of India. (Same as REL 2220)

ASNS 2555 c-IP. Religious Culture and Politics in Southeast Asia. John Holt. Every Other Spring. Spring 2016

An examination of the ways in which changes in political economies and societies of Sri Lanka, Burma, Thailand, Laos and Cambodia have fostered changes in the predominantly Theravada Buddhist religious cultures of modern Southeast Asia. Includes how civil wars in Sri Lanka and Burma, revolutions in Laos and Cambodia, and the ideology of kingship in Thailand have elicited changes in the public practice of religion. Previous credit in Religion 2222 (same as Asian Studies 2554) highly recommended. (Same as REL 2288)

ASNS 2583 c-ESD, IP. Sexual Politics in Modern India. Rachel Sturman. Every Other Spring. Spring 2016

Seminar. Explores the politics of sexuality in India from the colonial era to the present day. Topics include sexual violence; arranged marriage; courtesanship and sex work; sexuality and colonialism; sexuality and nationalism, and the emergence of a contemporary lesbian/gay/queer movement. This course is part of the following field(s) of study: South Asia and Colonial Worlds. (Same as GWS 2259, HIST 2801)

PREREQUISITE: HIST 1000 or higher

ASNS 2706 b. Gender, Race, and Sexuality in Southeast Asian Colonial Histories. Frances Gouda. Non-Standard Rotation. Spring 2016

Examines Southeast Asia's imperial histories by focusing on the issue of gender, interracial sexuality, and patterns of command and subordination in the colonial encounter between "Occident" and "Orient." A comparative exploration of the intimate interactions between Western colonizers and native subjects in the Dutch East Indies (Indonesia), French Indochina, British Malaysia, and the US Philippines enables new insights into the overlap of Western political power, economic exploitation, and techno-medical knowledge with the "tense and tender ties" of interracial sexuality, marriage, and family formation. (Same as GWS 2310)

ASNS 2710 b. The Politics of India. Michael Franz. Non-Standard Rotation. Fall 2016

Explores politics in the world's largest democracy through the lens of big ideas in comparative politics. Focusing on the post-Independence period, discusses themes that are important both to India and to a general study of politics in developing countries, such as state-building, democracy, social and economic development, state institutions, political parties, conflict, and social movements. Asks, how has democratic politics shaped and been shaped by a society divided among numerous cleavages such as caste, class, language, and religion? How has the context of persistent poverty, low literacy, a history of single party dominance, and an active civil society shaped the workings of India's political institutions? (Same as GOV 2442)

ASNS 2750 c-ESD, IP. A History of Human Rights. Rachel Sturman. Every Other Spring. Spring 2016

Traces the emergence of ideas of universal humanity and human rights, as these took shape in the context of European imperial expansion from the sixteenth through the twentieth centuries. Uses case studies of Europeans and their interlocutors in Latin America, Asia, and Africa to explore the seeming contradiction and actual historical connections between empire and appeals to humanity, as well as the operation of transnational institutions like the United Nations since the mid-twentieth century. This course is part of the following field(s) of study: South Asia and Colonial Worlds. (Same as HIST 2344)

ASNS 2801 c. Introduction to Asian-American Literature. Belinda Kong. Non-Standard Rotation. Fall 2016

An introduction not only to the writings of Asian America, but also to the historical development of Asian American literature as a field of discussion, study, and debate. Begins by focusing on a seminal moment in the formation of this field: the critical controversy sparked by the publication of Maxine Hong Kingston's *The Woman Warrior* (1976). Then turns to earlier classics as well as more recent fiction and questions of how to reconceive Asian American literature in light of these works. In addition to Kingston, authors may include Amy Tan, David Henry Hwang, Frank Chin, John Okada, Jade Snow Wong, Carlos Bulosan, Chang-rae Lee, Jhumpa Lahiri, Susan Choi, Lan Cao, and Iê thi diêm thúy. (Same as ENGL 2750)

ASNS 2803 c-ESD, IP. Forbidden Capital: Contemporary Chinese and Chinese Diaspora Fiction. Belinda Kong. Non-Standard Rotation. Spring 2016

To get rich is glorious! -- so goes the slogan popularly attributed to Deng Xiaoping, who ushered 1980s China into an era of economic liberalization. Examines post-Tiananmen fiction from Mainland China as well as the diaspora that responds to, struggles with, and/or satirizes the paradoxes of socialist capitalism. Critical issues include representations of the Communist Party and the intertwined tropes of corruption and consumption, and sometimes cannibalism; debates on the democratizing promise of capital, with attention to the resurgence of nationalism and the geopolitics of the Beijing Olympics; and the new identities made possible but also problematic by this era's massive transformations of social life, along the axes of sexuality, gender, and class. (Same as ENGL 2756)

ASNS 2807 c-ESD. Early Asian American Literature. Belinda Kong. New Course. Spring 2016

What kinds of literature did authors of Asian descent in the US write before there was a category called Asian American literature? How did they represent the relations among America, Asia, themselves, and racial others in the decades before the civil rights movement? Examines Asian American writing from early to mid-twentieth century, before the rise of Asian American studies as a field. Studies a number of literary firsts: the first Asian American memoir, novel, and short story collection; the first poetry by Asian immigrants in the US; and the first full-length works published by writers of specific ethnic groups within Asian America. Authors may include Yan Phou Lee, Yung Wing, Sui Sin Far (Edith Maude Eaton), Onoto Watanna (Winnifred Eaton), Lin Yutang, Younghill Kang, Helena Kuo, Santha Rama Rau, Carlos Bulosan, Toshio Mori, John Okada, Louis Chu, and the Angel Island poets. (Same as ENGL 2759)

ASNS 2830 b-IP. Topics on Asian Economies. Yao Tang. Non-Standard Rotation. Spring 2016

A study of the similarities and differences in growth experience and the level of economic output per person in Asian countries. Explores possible causes of differences in economic paths, with a focus on several important economies, including China and Japan. Also discusses the relationship between the Asian economies and the United States economy. (Same as ECON 2239)

PREREQUISITE: Two of: || either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level || and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level

ASNS 2860 b-IP. Asian Communism: The Politics of China, Vietnam, North Korea, and Mongolia. Christopher Heurlin. Non-Standard Rotation. Fall 2016

Examines the Asian communism in China, Vietnam, North Korea, and Mongolia. Asian communism presents a series of fascinating questions. Why did communist revolutions occur in some Asian states but not others? Why were relations between some Asian communist states peaceful while others were hostile? Why did some adopt significant economic reforms while others maintained command economies? Why did communist regimes persist in most Asian states, while Communism fell in Mongolia and all of Europe? The approach of the course is explicitly comparative and structured around thematic comparisons between the four states. (Same as GOV 2445)

ASNS 2890 c-IP. Environmental History of East Asia. Sakura Christmas. Every Other Year. Spring 2016

Seminar. Examines the evolving relationship between states and nature in the emergence of modern East Asia. In debating the narrative of environmental decline in East Asia, readings and discussions focus on how successive regimes that ruled China, Japan, and Korea approached their environments and, conversely, how those environments also structured human societies across time. Spanning from the seventeenth to twentieth century, topics include: commodity frontiers, environmental sustainability, public health, industrial pollution, and nuclear technology, and how these issues link to formations of ethnic and economic difference in both national and imperial communities. Note: This course is part of the following field(s) of study: East Asia. (Same as ENVS 2491, HIST 2891)

ASNS 2892 c-IP. Maps, Territory, and Power. Sakura Christmas. Non-Standard Rotation. Fall 2016

Seminar. Maps shape nearly every facet of our modern lives, from guiding us through unfamiliar streets on smart phones to legitimizing immigration restrictions in national policy. Explores the production, meanings, and implications of maps in charting the human relationship to the environment. Examines how modern cartography, from the Mercator projection to GPS, structures nature and society as much as it reflects “objective” representations of our surroundings. Readings emphasize how this technology has also sought to exert scientific hegemony over alternate conceptions of space in non-Western contexts. Sessions include analyzing original specimens in museum collections. (Same as HIST 2892)

ASNS 2900 c-IP, VPA. Asia in the Hollywood Imagination. Shu-chin Tsui. Every Other Year. Spring 2016

Considers how Hollywood has imagined Asia and Asians within the framework of globalization. Increasingly, film production and perception flows across national boundaries and involves different cultures. Orientalism and stereotypes of Asians have changed over time from earlier yellow peril to contemporary yellow fever, as transnational encounters between East and West have reshaped Hollywood’s imagining of Asians. Examines Hollywood-Asia intersections through thematic and visual evidence in several forms: envisioning, style, remake, and co-production. Envisioning locates Asia as a cinematic setting and Asians as a cultural other for the projection of desires unfulfilled at home or lost in translation. The oriental style associates Asians with technology to render cultural complexity into easily recognizable visual motifs. The remake translates a cinematic other into a Hollywood self for market expansion and box-office values. The co-production, while bridging the Hollywood-Asia divide, cannot conceal the problems of ideological difference and power negotiations. Counts towards a minor in Chinese studies, as well as in cinema studies. (Same as CINE 2078)

ASNS 3060 b-IP. Advanced Seminar in Chinese Politics. Christopher Heurlin. Non-Standard Rotation. Spring 2016

Seminar. Asks the question: Why was China not only able to survive the collapse of international communism after the Cold War but become an economic superpower? Drawing on evidence from the past twenty years, examines the sources of strength and fragility in the regime. Areas of focus include elite politics and the Communist Party, reform of the state-owned sector, the rise of private entrepreneurs, social protest, religion, and corruption. Class is discussion-based and assignments include short writing responses and a research paper. (Same as GOV 3410)

ASNS 3070 c-VPA. Historicizing the Contemporary: Topics in Recent Chinese Art. Peggy Wang. Non-Standard Rotation. Spring 2016

Identifies and explores key topics in recent publications of contemporary Chinese art. Alongside of subject matter, students analyze usages of socio-political context and methodologies for framing different narratives of contemporary Chinese art. Through studies of individual artists and larger contemporary art trends, students unpack current art histories while also proposing alternative approaches. Readings include monographs, exhibition catalogs, interviews, and systematic reviews of journals. Questions include: What are the challenges of historicizing the present? How does the global art world reconcile the existence of multiple art worlds? How have artists intervened in narratives of contemporary Chinese art? (Same as ARTH 3200)

ASNS 3300 b-IP. Advanced Seminar in Japanese Politics. Henry Laurence. Every Other Spring. Spring 2016

Analyzes the political, social, and cultural underpinnings of modern politics and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining among the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as GOV 3400)

PREREQUISITE: ASNS 2320 (same as GOV 2450) or GOV 2450

CHIN 1101 c. Elementary Chinese I. Songren Cui. Every Fall. Fall 2016

A foundation course for communicative skills in modern Chinese (Mandarin). Five hours of class per week. Introduction to the sound system, essential grammar, basic vocabulary, and approximately 350 characters (simplified version). Develops rudimentary communicative skills. No prerequisite. Followed by Chinese 1102.

CHIN 1102 c. Elementary Chinese II. Lisa Ahnert. Every Spring. Spring 2016

A continuation of Chinese 1101. Five hours of class per week. Covers most of the essential grammatical structures and vocabulary for basic survival needs and simple daily routine conversations. Introduction to the next 350 characters (simplified version), use of Chinese-English dictionary. Followed by Chinese 2203.

PREREQUISITE: CHIN 1101 or Placement in CHIN 1102

CHIN 1103 c. Advanced Elementary Chinese I. Xiaoke Jia. Every Fall. Fall 2016

An accelerated course for elementary Chinese designed for heritage speakers and for students who have had some background in Chinese language. Emphasis on improvement of pronunciation, consolidation of basic Chinese grammar, vocabulary enhancement, reading comprehension, and writing. Five hours of class per week and individual tutorials. Followed by Chinese 1104. Students should consult with the program about appropriate placement.

CHIN 1104 c. Advanced Elementary Chinese II. Xiaoke Jia. Every Spring. Spring 2016

A continuation of Chinese 1103. Five hours of class per week. An all-around upgrade of communicative skills with an emphasis on accuracy and fluency. Covers more than 1,000 Chinese characters together with Chinese 1103. Propels those with sufficient competence directly to Advanced-Intermediate Chinese [2205 and 2206] after a year of intensive training while prepares others to move up to intermediate (second-year) Chinese language course. Followed by Chinese 2203 or 2205 with instructor's approval.

PREREQUISITE: CHIN 1103

CHIN 2203 c. Intermediate Chinese I. Xiaoke Jia. Every Fall. Fall 2016

An intermediate course in modern Chinese. Five hours of class per week. Consolidates and expands the knowledge of grammar and vocabulary, with 400 additional characters. Further improves students' Chinese proficiency with a focus on accuracy, fluency, and complexity. Followed by Chinese 2204.

PREREQUISITE: CHIN 1102 or CHIN 1104 or Placement in CHIN 2203

CHIN 2204 c. Intermediate Chinese II. Xiaoke Jia. Every Spring. Spring 2016

A continuation of Chinese 2203. Five hours of class per week. Further develops students' communicative competence and strives to achieve a balance between the receptive and productive skills. Students learn another 400 characters; read longer, more complex texts; and write short compositions with increasing discourse cohesion. Followed by Chinese 2205.

PREREQUISITE: CHIN 2203

CHIN 2205 c. Advanced-Intermediate Chinese I. Songren Cui. Every Fall. Fall 2016

A pre-advanced course in modern Chinese. Three hours of class per week. Upgrades students' linguistic skills and cultural knowledge to explore edited or semi-authentic materials. Followed by Chinese 2206.

PREREQUISITE: CHIN 2204 or Placement in CHIN 2205

CHIN 2206 c. Advanced-Intermediate Chinese II. Lisa Ahnert. Every Spring. Spring 2016

A continuation of Chinese 2205. Three hours of class per week. Further enhances students' ability in the three modes of communication: interpretive, interpersonal, and presentative. Focuses on the improvement of reading comprehension and speed, and essay writing skills of expository and argumentative essays. Deals particularly with edited and/or authentic materials from Chinese mass media such as newspapers and the Internet. Followed by Chinese 3307.

PREREQUISITE: CHIN 2205

CHIN 3307 c. Advanced Chinese I. Xiaoke Jia. Every Fall. Fall 2016

An advanced course in modern Chinese. Three hours of class per week. Designed to develop mastery of the spoken and written language. Emphasis given to reading and writing, with focus on accuracy, complexity, and fluency in oral as well as written expression. Assigned work includes written composition and oral presentations. Repeatable when contents are different.

PREREQUISITE: CHIN 2206 or Placement in CHIN 3307

CHIN 3308 c. Advanced Chinese II. Xiaoke Jia. Every Spring. Spring 2016

An advanced course in modern Chinese. Three hours of class per week. Study authentic materials, which may vary from semester to semester depending on the instructor and students' interests and needs. Prepare students to make a successful transition linguistically and culturally from textbook Chinese to the real world, through independent reading, formal critique, and group discussion. Further enhances the accuracy, complexity, and fluency of students' expressions. Repeatable when contents are different.

PREREQUISITE: CHIN 2206

JPN 1101 c. Elementary Japanese I. Hiroo Aridome. Every Fall. Fall 2016

An introductory course in modern Japanese language. In addition to mastering the basics of grammar, emphasis is placed on active functional communication in the language, as well as reading and listening comprehension. Context-oriented conversation drills are complemented by audio materials. Basic cultural information also presented. The two kana syllabaries and sixty commonly used kanji are introduced. No prerequisite. Followed by Japanese 1102.

JPN 1102 c. Elementary Japanese II. Hiroo Aridome. Every Spring. Spring 2016

A continuation of the fundamentals of Japanese grammar structures and further acquisition of spoken communication skills, listening comprehension, and proficiency in reading and writing. Introduces an additional ninety kanji.

PREREQUISITE: JPN 1101 or Placement in JPN 1102

JPN 2203 c. Intermediate Japanese I. Vyjayanthi Selinger. Every Fall. Fall 2016

An intermediate course in modern Japanese language, with introduction of advanced grammatical structures, vocabulary, and characters. Continuing emphasis on acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese sociocultural context. Introduces an additional 100 kanji.

PREREQUISITE: JPN 1102 or Placement in JPN 2203

JPN 2204 c. Intermediate Japanese II. Vyjayanthi Selinger. Every Spring. Spring 2016

A continuation of Japanese 2203 with the introduction of more advanced grammatical structures, vocabulary, and characters.

PREREQUISITE: JPN 2203

JPN 2205 c. Advanced-Intermediate Japanese I. Hiroo Aridome. Every Fall. Fall 2016

Building on the fundamentals of Elementary and Intermediate Japanese, students increase their proficiency in both the spoken and written language. A variety of written and audiovisual Japanese language materials (essays, movies, manga, etc.) are used to consolidate and expand mastery of more advanced grammatical structures and vocabulary. Students read or watch relevant materials, discuss in class, and then write and/or present on selected Japan-related topics.

PREREQUISITE: JPN 2204 or Placement in JPN 2205

JPN 2206 c. Advanced-Intermediate Japanese II. Hiroo Aridome. Every Spring. Spring 2016

A continuation and progression of materials used in Japanese 2205.

PREREQUISITE: JPN 2205

JPN 3307 c. Advanced Japanese I. Hiroo Aridome. Every Fall. Fall 2016

An advanced course in modern Japanese designed to develop mastery of the spoken and written language. A variety of written and audiovisual Japanese language materials (essays, movies, manga, etc.) are used. This is a project-oriented class and students learn to express complex thoughts and feelings, as well as how to properly conduct oneself in a formal Japanese job interview situation.

PREREQUISITE: JPN 2206 or Placement in JPN 3307

Biochemistry

BIOC 2124 a-MCSR, INS. Biochemistry and Cell Biology. Bruce Kohorn. Every Fall. Fall 2016

Focuses on the structure and function of cells as we have come to know them through the interpretation of direct observations and experimental results. Emphasis is on the scientific (thought) processes that have allowed us to understand what we know today, emphasizing the use of genetic, biochemical, and optical analysis to understand fundamental biological processes. Covers details of the organization and expression of genetic information, and the biosynthesis, sorting, and function of cellular components within the cell. Concludes with examples of how cells perceive signals from other cells within cell populations, tissues, organisms, and the environment. Three hours of lab each week. Not open to students who have credit for Biology 2423. (Same as BIOL 2124)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

BIOC 2310 a. Fundamentals of Biochemistry. The Department. Non-Standard Rotation. Fall 2016

Focuses on the fundamentals of biochemistry. Topics include the influence of water on biomolecules; how structure dictates function; properties of the major classes of biomolecules (proteins, nucleic acids, carbohydrates, and lipids); enzyme mechanisms, kinetics, and regulation; metabolic transformations; energetics and metabolic control. Emphasis on how the physical and chemical properties of the universe impact living systems. Does NOT satisfy a requirement for the biochemistry major and not open to students who have credit for Chemistry 2320. Students who intend to enroll in Chemistry 2320 should not register for Chemistry 2310. (Same as CHEM 2310)

PREREQUISITE: CHEM 2260

BIOC 2320 a-MCSR. Biochemistry. Danielle Dube. Every Spring. Spring 2016

Focuses on the chemistry of living organisms. Topics include structure, conformation, and properties of the major classes of biomolecules (proteins, nucleic acids, carbohydrates, and lipids); enzyme mechanisms, kinetics, and regulation; metabolic transformations; energetics and metabolic control. Lectures and four hours of laboratory work per week. This course satisfies a requirement for the biochemistry major. (Same as CHEM 2320)

PREREQUISITE: CHEM 2260

BIOC 2423 a-INS. Biochemistry of Cellular Processes. Bruce Kohorn. Non-Standard Rotation. Spring 2016

Explores the biochemical mechanisms that underlie the basis of life. Starts with the chemistry of proteins, DNA, lipids, and carbohydrates to build the main elements of a cell. Moves on to the process of gene organization and expression, emphasizing the biochemical mechanisms that regulate these events. Explores next the organization of the cell with emphasis on genetic and biochemical regulation. Concludes with specific examples of multicellular interactions, including development, cancer, and perception of the environment. This course does NOT satisfy a requirement for the biochemistry major and is not open to students who have credit for Biology 2124. Students who intend to enroll in Biology 2124 should not register for Biology 2423. (Same as BIOL 2423)

PREREQUISITE: Two of: | either BIOL 1102 or BIOL 1109 or BIOL 2100 or higher | | and either CHEM 1102 or CHEM 1109 or CHEM 2250

Biology

BIOL 1055 a-INS. Science of Food and Wine. Richard Broene. Non-Standard Rotation. Fall 2016

Methods of food and wine preparation and production emerged from essentially controlled scientific experiments, even if the techniques of cooking are often carried out without thought of the underlying physical processes at play. Considers the science behind food and wine using bread baking, cooking techniques, the role of microbes in our diet, and wine making and appreciation to explore the chemistry and biology that underlie our gastronomy. Molecular structures and complex interactions central to cooking and wine are examined in integrated laboratory exercises. Assumes no background in science. Not open to students who have credit for a chemistry course numbered 1090 or higher. (Same as CHEM 1055)

BIOL 1056 a-INS. Ecology and Society. Vladimir Douhovnikoff. Non-Standard Rotation. Spring 2016

Presents an overview of ecology covering basic ecological principles and the relationship between human activity and the ecosystems that support us. Examines how ecological processes, both biotic (living) and abiotic (non-living), influence the life history of individuals, populations, communities, and ecosystems. Encourages student investigation of environmental interactions and how human-influenced disturbance is shaping the environment. Required field trips illustrate the use of ecological concepts as tools for interpreting local natural history. (Same as ENVS 1056)

BIOL 1090 a-INS. Understanding Climate Change. David Carlon. Non-Standard Rotation. Spring 2016

Why is the global climate changing and how will biological systems respond? Includes sections on climate systems and climate change, reconstructing ancient climates and past biological responses, predicting future climates and biological responses, climate policy, the energy crisis, and potential solutions. Incorporates a few field trips and laboratories designed to illustrate approaches to climate change science at the cellular, physiological, and ecological levels. (Same as ENVS 1090)

BIOL 1091 a-INS. Bird Song. Nathaniel Thoreau Wheelwright. Non-Standard Rotation. Spring 2016

A study of the biology of bird song, including the mechanics, anatomy, neurobiology, endocrinology, ecology, and evolution of sound production and recognition in birds. Students learn to recognize the songs and calls of common Maine birds and analyze them using sonograms. Also explores the sounds produced by other animals, particularly insects and frogs, and explores the relationships between music in humans and birds. Required field trips, research project, and anatomy laboratories. Although no biology (or music) experience is required or presumed, students should have a strong interest in learning about birds. Weekly one-hour lab. Not open to students who have credit for a biology course. (Same as ENVS 1091)

BIOL 1101 a-MCSR, INS. Biological Principles I. Jack Bateman. Every Fall. Fall 2016

The first in a two-semester introductory biology sequence. Topics include fundamental principles of cellular and molecular biology with an emphasis on providing a problem-solving approach to an understanding of genes, RNA, proteins, and cell structure and communication. Focuses on developing quantitative skills, as well as critical thinking and problem solving skills. Lecture and weekly laboratory/discussion groups. To ensure proper placement, students must take the biology placement examination and must be recommended for placement in Biology 1101. Students continuing in biology will take Biology 1102, not Biology 1109, as their next biology course.

PREREQUISITE: Placement in BIOL 1101

BIOL 1102 a-MCSR, INS. Biological Principles II. Amy Johnson. Every Spring. Spring 2016

The second in a two-semester introductory biology sequence. Emphasizes fundamental biological principles extending from the physiological to the ecosystem level of living organisms. Topics include physiology, ecology, and evolutionary biology, with a focus on developing quantitative skills as well as critical thinking and problem solving skills. Lecture and weekly laboratory/discussion groups.

PREREQUISITE: BIOL 1101

BIOL 1109 a-MCSR, INS. Scientific Reasoning in Biology. The Department. Every Semester. Spring 2016

Lectures examine fundamental biological principles, from the sub-cellular to the ecosystem level with an emphasis on critical thinking and the scientific method. Laboratory sessions will help develop a deeper understanding of the techniques and methods used in the biological science by requiring students to design and conduct their own experiments. Lecture and weekly laboratory/discussion groups. To ensure proper placement, students must take the biology placement examination and must be recommended for placement in Biology 1109.

PREREQUISITE: Placement in BIOL 1109

BIOL 1158 a-MCSR, INS. Perspectives in Environmental Science. Phil Camill. Dharni Vasudevan. Every Spring. Spring 2016

Understanding environmental challenges requires scientific knowledge about the different spheres of the Earth -- land, water, air, and life -- and how they interact. Presents integrated perspectives across the fields of biology, chemistry, and earth and oceanographic science to examine the scientific basis for environmental change from the molecular to the global level. Foundational principles are developed to address major course themes, including climate change, energy, soil/air/water pollution, chemical exposure and risk, land use change, and biodiversity loss. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature.

(Same as CHEM 1105, ENVS 2201)

PREREQUISITE: BIOL 1101 or BIOL 1109 or CHEM 1091 - 2260 or PHYS 1130 or PHYS 1140 or EOS 1105 or EOS 1305 (same as ENVS 1104) or EOS 1505 (same as ENVS 1102) or EOS 2005 (same as ENVS 2221) or EOS 2115 or EOS 2335 or EOS 2365 or EOS 2525 (same as ENVS 2251) or EOS 2535 or ENVS 1101

BIOL 2112 a-MCSR, INS. Genetics and Molecular Biology. Payal Ray. Every Spring. Spring 2016

Integrated coverage of organismic and molecular levels of genetic systems. Topics include modes of inheritance, the structure and function of chromosomes, the mechanisms and control of gene expression, recombination, mutagenesis, techniques of molecular biology, and human genetic variation. Laboratory sessions are scheduled.

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

BIOL 2118 a-INS. Microbiology. Anne McBride. Every Spring. Spring 2016

An examination of the structure and function of microorganisms, from viruses to bacteria to fungi, with an emphasis on molecular descriptions. Subjects covered include microbial structure, metabolism, and genetics. Control of microorganisms and environmental interactions are also discussed. Laboratory sessions every week. Chemistry 2250 is recommended.

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

BIOL 2124 a-MCSR, INS. Biochemistry and Cell Biology. Bruce Kohorn. Every Fall. Fall 2016

Focuses on the structure and function of cells as we have come to know them through the interpretation of direct observations and experimental results. Emphasis is on the scientific (thought) processes that have allowed us to understand what we know today, emphasizing the use of genetic, biochemical, and optical analysis to understand fundamental biological processes. Covers details of the organization and expression of genetic information, and the biosynthesis, sorting, and function of cellular components within the cell. Concludes with examples of how cells perceive signals from other cells within cell populations, tissues, organisms, and the environment. Three hours of lab each week. Not open to students who have credit for Biology 2423. (Same as BIOC 2124)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

BIOL 2135 a-MCSR, INS. Neurobiology. Hadley Horch. Every Fall. Fall 2016

Examines fundamental concepts in neurobiology from the molecular to the systems level. Topics include neuronal communication, gene regulation, morphology, neuronal development, axon guidance, mechanisms of neuronal plasticity, sensory systems, and the molecular basis of behavior and disease. Weekly lab sessions introduce a wide range of methods used to examine neurons and neuronal systems. (Same as NEUR 2135)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

BIOL 2175 a-MCSR, INS. Developmental Biology. William Jackman. Every Fall. Fall 2016

An examination of current concepts of embryonic development, with an emphasis on experimental design. Topics include cell fate specification, morphogenetic movements, cell signaling, differential gene expression and regulation, organogenesis, and the evolutionary context of model systems. Project-oriented laboratory work emphasizes experimental methods. Lectures and three hours of laboratory per week.

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

BIOL 2214 a-MCSR, INS. Comparative Physiology. Patsy Dickinson. Every Spring. Spring 2016

An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week. (Same as NEUR 2214)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

BIOL 2232 a-MCSR, INS. Benthic Ecology. David Carlon. Non-Standard Rotation. Fall 2016

The principles of ecology emphasizing the hard- and soft-bottom communities of Casco Bay and Harpswell Sound. Field trips and field exercises demonstrate the quantitative principles of marine ecological research, including good practices in sampling designs and field experiments. A class field project designs and implements a long-term study, based at the Bowdoin Marine Laboratory, to monitor and detect changes in community structure driven by climate change in the twenty-first century. Assumes a basic knowledge of biological statistics. Taught in residence at the Bowdoin Marine Laboratory, Biology 2232/Environmental Studies 2232 is a course-module in the Bowdoin Marine Science Semester. Biology 2501 (same as Environmental Studies 2231), Biology 2330 (same as Environmental Studies 2233), and English 2802 (same as Environmental Studies 2802) are co-requisites of this course. (Same as ENVS 2232)

PREREQUISITE: Two of: || either BIOL 1102 or BIOL 1109 || and MATH 1000 or higher

BIOL 2315 a-MCSR, INS. Behavioral Ecology and Population Biology. Nathaniel Thoreau Wheelwright. Every Fall. Fall 2016

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as ENVS 2224)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

BIOL 2316 a-MCSR, INS. Evolution. Michael Palopoli. Every Spring. Spring 2016

Examines one of the most breathtaking ideas in the history of science -- that all life on this planet descended from a common ancestor. An understanding of evolution illuminates every subject in biology, from molecular biology to ecology. Provides a broad overview of evolutionary ideas, including the modern theory of evolution by natural selection, evolution of sexual reproduction, patterns of speciation and macro-evolutionary change, evolution of sexual dimorphisms, selfish genetic elements, and kin selection. Laboratory sessions are devoted to semester-long, independent research projects.

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

BIOL 2319 a-MCSR, INS. Biology of Marine Organisms. Amy Johnson. Every Fall. Fall 2016

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and four hours of laboratory or field trip per week. One weekend field trip included. (Same as ENVS 2229)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

BIOL 2330 a-MCSR, INS. Marine Molecular Ecology and Evolution. Sarah Kingston. Non-Standard Rotation. Fall 2016

Features the application of molecular data to ecological and evolutionary problems in the sea. Hands on laboratory work will introduce students to sampling, generation, and analysis of molecular data sets with Sanger-based technology and Next Generation Sequencing. Lectures, discussions, and computer-based simulations will demonstrate the relevant theoretical principles of population genetics and phylogenetics. A class project will begin a long-term sampling program that uses DNA barcoding to understand temporal and spatial change in the ocean. Taught in residence at the Bowdoin Marine Laboratory, Biology 2330/Environmental Studies 2233 is a course-module in the Bowdoin Marine Science Semester. Biology 2232 (same as Environmental Studies 2232), Biology 2501 (same as Environmental Studies 2231), and English 2802 (same as Environmental Studies 2802) are co-requisites of this course. (Same as ENVS 2233)

PREREQUISITE: Two of: || either BIOL 1102 or BIOL 1109 || and MATH 1000 or higher

BIOL 2423 a-INS. Biochemistry of Cellular Processes. Bruce Kohorn. Non-Standard Rotation. Spring 2016

Explores the biochemical mechanisms that underlie the basis of life. Starts with the chemistry of proteins, DNA, lipids, and carbohydrates to build the main elements of a cell. Moves on to the process of gene organization and expression, emphasizing the biochemical mechanisms that regulate these events. Explores next the organization of the cell with emphasis on genetic and biochemical regulation. Concludes with specific examples of multicellular interactions, including development, cancer, and perception of the environment. This course does NOT satisfy a requirement for the biochemistry major and is not open to students who have credit for Biology 2124. Students who intend to enroll in Biology 2124 should not register for Biology 2423. (Same as BIOC 2423)

PREREQUISITE: Two of: || either BIOL 1102 or BIOL 1109 or BIOL 2100 or higher || and either CHEM 1102 or CHEM 1109 or CHEM 2250

BIOL 2501 a-INS. Biological Oceanography. Bobbie Lyon. Non-Standard Rotation. Fall 2016

Features classroom, laboratory, and fieldwork emphasizing fundamental biological processes operating in pelagic environments. It includes a hybrid of topics traditionally taught in physical and biological oceanography courses: major ocean current systems, physical structure of the water column, patterns and process of primary production, structure and function of pelagic food webs. Field trips to Casco Bay and Harpswell Sound will introduce students to the methods and data structures of biological oceanography. Taught in residence at the Bowdoin Marine Laboratory, Biology 2501/Environmental Studies 2231 is a course-module in the Bowdoin Marine Science Semester. Biology 2232 (same as Environmental Studies 2232), Biology 2330 (same as Environmental Studies 2233), and English 2802 (same as Environmental Studies 2802) are co-requisites of this course. (Same as ENVS 2231)

PREREQUISITE: Two of: | | either BIOL 1102 or BIOL 1109 | | and MATH 1000 or higher

BIOL 2553 a. Neurophysiology. Patsy Dickinson. Every Fall. Fall 2016

A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the mechanism that underlie both action potentials and patterns of spontaneous activity in individual nerve cells, interactions between neurons, and the organization of neurons into larger functional units. Lectures and four hours of laboratory work per week. (Same as NEUR 2553)

PREREQUISITE: Two of: | | either BIOL 1102 or BIOL 1109 | | and either BIOL 2135 or BIOL 2214 or PSYC 2050

BIOL 2554 a-MCSR, INS. Biomechanics. Amy Johnson. Every Spring. Spring 2016

Examines the quantitative and qualitative characterization of organismal morphology and explores the relationship of morphology to measurable components of an organism's mechanical, hydrodynamic, and ecological environment. Lectures, problem sets, and individual research projects emphasize (1) the analysis of morphology, including analyses of the shape of individual organisms, different modes of locomotion and the mechanical and molecular organization of the tissues; (2) characterization of water flow associated with organisms; and (3) analyses of the ecological and mechanical consequences to organisms of their interaction with their environment.

PREREQUISITE: BIOL 1102 or BIOL 1109 or BIOL 2100 or higher or CHEM 1100 or higher or EOS 1100 or higher or MATH 1100 or higher or PHYS 1100 or higher

BIOL 2566 a-INS. Molecular Neurobiology. Hadley Horch. Every Spring. Spring 2016

Examination of the molecular control of neuronal structure and function. Topics include the molecular basis of neuronal excitability, the factors involved in chemical and contact-mediated neuronal communication, and the complex molecular control of developing and regenerating nervous systems. Weekly laboratories complement lectures by covering a range of molecular and cellular techniques used in neurobiology and culminate in brief independent projects. (Same as NEUR 2566)

PREREQUISITE: Two of: | | either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level | | and either BIOL 2112 or BIOL 2124 (same as BIOC 2124) or BIOL 2135 (same as NEUR 2135) or BIOL 2553 (same as NEUR 2553) or PSYC 2050 (same as NEUR 2050)

BIOL 2581 a. Forest Ecology and Conservation. Vladimir Douhovnikoff. Non-Standard Rotation. Fall 2016

An examination of how forest ecology and the principles of silviculture inform forest ecosystem restoration and conservation. Explores ecological dynamics of forest ecosystems, the science of managing forests for tree growth and other goals, natural history and historic use of forest resources, and the state of forests today, as well as challenges and opportunities in forest restoration and conservation. Consists of lecture, discussions, field trips, and guest seminars by professionals working in the field. (Same as ENV5 2281)

BIOL 3307 a-INS. Evolutionary Developmental Biology. William Jackman. Every Spring. Spring 2016

Advanced seminar investigating the synergistic but complex interface between the fields of developmental and evolutionary biology. Topics include the evolution of novel structures, developmental constraints to evolution, evolution of developmental gene regulation, and the generation of variation. Readings and discussions from the primary scientific literature.

PREREQUISITE: BIOL 2175 or BIOL 2316

BIOL 3314 a. Advanced Genetics and Epigenetics. Jack Bateman. Every Fall. Fall 2016

A seminar exploring the complex relationship between genotype and phenotype, with an emphasis on emerging studies of lesser-known mechanisms of inheritance and gene regulation. Topics include dosage compensation, parental imprinting, paramutation, random monoallelic expression, gene regulation by small RNAs, DNA elimination, copy number polymorphism, and prions. Reading and discussion of articles from the primary literature.

PREREQUISITE: BIOL 2112

BIOL 3317 a-INS. Molecular Evolution. Michael Palopoli. Every Spring. Spring 2016

Examines the dynamics of evolutionary change at the molecular level. Topics include neutral theory of molecular evolution, rates and patterns of change in nucleotide sequences and proteins, molecular phylogenetics, and genome evolution. Students read and discuss papers from the scientific literature.

PREREQUISITE: BIOL 2112 or BIOL 2118 or BIOL 2124 or BIOL 2175 or BIOL 2316

BIOL 3325 a-INS. Topics in Neuroscience. Patsy Dickinson. Every Spring. Spring 2016

An advanced seminar focusing on one or more aspects of neuroscience, such as neuronal regeneration and development, modulation of neuronal activity, or the neural basis of behavior. Students read and discuss original papers from the literature. (Same as NEUR 3325)

PREREQUISITE: BIOL 2135 or BIOL 2553 or BIOL 2566 or PSYC 2750 - 2751

BIOL 3333 a-INS. Advanced Cell and Molecular Biology. Bruce Kohorn. Every Spring. Spring 2016

An exploration of the multiple ways cells have evolved to transmit signals from their external environment to cause alterations in cell architecture, physiology, and gene expression. Examples are drawn from both single-cell and multi-cellular organisms, including bacteria, fungi, algae, land plants, insects, worms, and mammals. Emphasis is on the primary literature, with directed discussion and some background introductory remarks for each class.

PREREQUISITE: BIOL 2124 or CHEM 2310 or BIOL 2423

BIOL 3399 a-INS. Advanced Winter Field Ecology. Nathaniel Thoreau Wheelwright. Non-Standard Rotation. Spring 2016

Exploration of advanced concepts in ecology and evolutionary biology, and the natural history of plants, animals, and ecosystems in Maine winters. Structured around group research projects in the field. Each week, field trips focus on a different study site, set of questions, and taxon (e.g., host specificity in wood fungi, foraging behavior of aquatic insects under the ice, estimation of mammal population densities, winter flocking behavior in birds). Students learn to identify local winter flora and fauna, critically evaluate readings from the primary literature, analyze data from field research projects, and present their results each week in a research seminar. Required field trip to the Bowdoin Scientific Station on Kent Island. (Same as ENVS 3997)

PREREQUISITE: BIOL 2315 (same as ENVS 2224) or BIOL 2558 (same as ENVS 2558) or ENVS 2224

Chemistry

CHEM 1055 a-INS. Science of Food and Wine. Richard Broene. Non-Standard Rotation. Fall 2016

Methods of food and wine preparation and production emerged from essentially controlled scientific experiments, even if the techniques of cooking are often carried out without thought of the underlying physical processes at play. Considers the science behind food and wine using bread baking, cooking techniques, the role of microbes in our diet, and wine making and appreciation to explore the chemistry and biology that underlie our gastronomy. Molecular structures and complex interactions central to cooking and wine are examined in integrated laboratory exercises. Assumes no background in science. Not open to students who have credit for a chemistry course numbered 1090 or higher. (Same as BIOL 1055)

CHEM 1060 a-INS. Chemistry and the Quest for Discovery. Benjamin Gorske. Non-Standard Rotation. Spring 2016

An exploration of the nature and evolution of the scientific discovery process as viewed through the lens of important historical and contemporary innovations in the field of chemistry. Examines relationships between cultural context and the motivation, practice, and impact of scientific research. Assumes no background in science. Students participate in weekly laboratory discovery experiences. Not open to students who have credit for a chemistry course numbered 1090 or above.

CHEM 1091 a-INS. Introductory Chemistry and Quantitative Reasoning I. Michael Danahy. New Course. Fall 2016

The first course in a two-semester introductory college chemistry sequence covering the same content as Chemistry 1101/1102 with additional instruction focused on developing quantitative reasoning and problem-solving skills in the context of learning chemistry. Topics include the properties of matter, atomic and molecular structure, quantum and periodic trends, chemical bonding, intermolecular forces, stoichiometry, and aqueous solutions. Three hours of lecture, mandatory one-hour problem-solving session, and three hours of laboratory work per week. To ensure proper placement, students must take the chemistry placement examination prior to registration and must be recommended for placement in Chemistry 1091. Not open to students who have taken Chemistry 1101, 1102, or 1109. Students continuing in chemistry take Chemistry 1092 as their next chemistry course.

PREREQUISITE: Placement in CHEM 1091

CHEM 1092 a-MCSR, INS. Introductory Chemistry and Quantitative Reasoning II. Michael Danahy. New Course. Spring 2016

The second course in a two-semester introductory college chemistry sequence that follows Chemistry 1091. Incorporates additional instruction focused on developing quantitative reasoning and problem-solving skills in the context of learning chemistry. Topics include gases, properties of solutions, thermodynamics and thermochemistry, kinetics, equilibrium, electrochemistry, and acid-base chemistry. Three hours of lecture, mandatory one-hour problem-solving session, and four hours of laboratory work per week.

PREREQUISITE: CHEM 1091

CHEM 1101 a-INS. Introductory Chemistry I. The Department. Every Fall. Fall 2016

The first course in a two-semester introductory college chemistry sequence. Introduction to the states of matter and their properties, stoichiometry and the mole unit, properties of gases, thermochemistry, atomic structure, and periodic properties of the elements. Lectures, review sessions, and four hours of laboratory work per week. To ensure proper placement, students must take the chemistry placement examination and must be recommended for placement in Chemistry 1101. Students continuing in chemistry take Chemistry 1102, not Chemistry 1109, as their next chemistry course.

CHEM 1102 a-MCSR, INS. Introductory Chemistry II. The Department. Every Spring. Spring 2016

The second course in a two-semester introductory college chemistry sequence. Introduction to chemical bonding and intermolecular forces, characterization of chemical systems at equilibrium and spontaneous processes, the rates of chemical reactions, and special topics. Lectures, review sessions, and four hours of laboratory work per week. Students who have taken Chemistry 1109 may not take Chemistry 1102 for credit.

PREREQUISITE: CHEM 1101

CHEM 1105 a-MCSR, INS. Perspectives in Environmental Science. Phil Camill. Dharni Vasudevan. Every Spring. Spring 2016

Understanding environmental challenges requires scientific knowledge about the different spheres of the Earth -- land, water, air, and life -- and how they interact. Presents integrated perspectives across the fields of biology, chemistry, and earth and oceanographic science to examine the scientific basis for environmental change from the molecular to the global level. Foundational principles are developed to address major course themes, including climate change, energy, soil/air/water pollution, chemical exposure and risk, land use change, and biodiversity loss. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature.

(Same as BIOL 1158, ENVS 2201)

PREREQUISITE: BIOL 1101 or BIOL 1109 or CHEM 1091 - 2260 or PHYS 1130 or PHYS 1140 or EOS 1105 or EOS 1305 (same as ENVS 1104) or EOS 1505 (same as ENVS 1102) or EOS 2005 (same as ENVS 2221) or EOS 2115 or EOS 2335 or EOS 2365 or EOS 2525 (same as ENVS 2251) or EOS 2535 or ENVS 1101

CHEM 1109 a-MCSR, INS. General Chemistry. Kana Takematsu. Every Semester. Spring 2016

A one-semester introductory chemistry course. Introduction to models of atomic structure, chemical bonding, and intermolecular forces; characterization of chemical systems at equilibrium and spontaneous processes; the rates of chemical reactions; and special topics. Lectures, review sessions, and four hours of laboratory work per week. Students who have taken Chemistry 1102 may not take Chemistry 1109 for credit. To ensure proper placement, students must take the chemistry placement examination and must be recommended for placement in Chemistry 1109.

PREREQUISITE: Placement in CHEM 1109/1101 or Placement in CHEM 1109 or Placement in 2000/1109 or Placement in CHEM 2000 level

CHEM 2050 a-INS. Environmental Chemistry. Dharni Vasudevan. Every Spring. Spring 2016

Focuses on two key processes that influence human and wildlife exposure to potentially harmful substances, chemical speciation and transformation. Equilibrium principles as applied to acid-base, complexation, precipitation, and dissolution reactions are used to explore organic and inorganic compound speciation in natural and polluted waters; quantitative approaches are emphasized. Weekly laboratory sections are concerned with the detection and quantification of organic and inorganic compounds in air, water, and soils/sediments. (Same as ENVS 2255, EOS 2325)

PREREQUISITE: CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109

CHEM 2100 a-MCSR, INS. Chemical Analysis. Elizabeth Stemmler. Every Fall. Fall 2016

Methods of separating and quantifying inorganic and organic compounds using volumetric, spectrophotometric, electrometric, and chromatographic techniques are covered. Chemical equilibria and the statistical analysis of data are addressed. Lectures and four hours of laboratory work per week.

PREREQUISITE: CHEM 1092 or CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109

CHEM 2250 a. Organic Chemistry I. The Department. Every Fall. Fall 2016

Introduction to the chemistry of the compounds of carbon. Describes bonding, conformations, and stereochemistry of small organic molecules. Reactions of hydrocarbons, alkyl halides, and alcohols are discussed. Kinetic and thermodynamic data are used to formulate reaction mechanisms. Lectures, review sessions, and four hours of laboratory work per week.

PREREQUISITE: CHEM 1092 or CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109

CHEM 2260 a. Organic Chemistry II. The Department. Every Spring. Spring 2016

Continuation of the study of the compounds of carbon. Highlights the reactions of aromatic, carbonyl-containing, and amine functional groups. Mechanistic reasoning provides a basis for understanding these reactions. Skills for designing logical synthetic approaches to complex organic molecules are developed. Lectures, review sessions, and four hours of laboratory work per week.

PREREQUISITE: CHEM 2250

CHEM 2310 a. Fundamentals of Biochemistry. The Department. Non-Standard Rotation. Fall 2016

Focuses on the fundamentals of biochemistry. Topics include the influence of water on biomolecules; how structure dictates function; properties of the major classes of biomolecules (proteins, nucleic acids, carbohydrates, and lipids); enzyme mechanisms, kinetics, and regulation; metabolic transformations; energetics and metabolic control. Emphasis on how the physical and chemical properties of the universe impact living systems. Does NOT satisfy a requirement for the biochemistry major and not open to students who have credit for Chemistry 2320. Students who intend to enroll in Chemistry 2320 should not register for Chemistry 2310. (Same as BIOC 2310)

PREREQUISITE: CHEM 2260

CHEM 2320 a-MCSR. Biochemistry. Danielle Dube. Every Spring. Spring 2016

Focuses on the chemistry of living organisms. Topics include structure, conformation, and properties of the major classes of biomolecules (proteins, nucleic acids, carbohydrates, and lipids); enzyme mechanisms, kinetics, and regulation; metabolic transformations; energetics and metabolic control. Lectures and four hours of laboratory work per week. This course satisfies a requirement for the biochemistry major. (Same as BIOC 2320)

PREREQUISITE: CHEM 2260

CHEM 2400 a-MCSR, INS. Inorganic Chemistry. Jeffrey Nagle. Every Spring. Spring 2016

An introduction to the chemistry of the elements with a focus on chemical bonding, periodic properties, and coordination compounds. Topics in solid state, bioinorganic, and environmental inorganic chemistry are also included. Provides a foundation for further work in chemistry and biochemistry. Lectures and four hours of laboratory work per week.

PREREQUISITE: CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109

CHEM 2510 a-MCSR, INS. Chemical Thermodynamics and Kinetics. Kana Takematsu. Every Fall. Fall 2016

Thermodynamics and its application to chemical changes and equilibria that occur in the gaseous, solid, and liquid states. The behavior of systems at equilibrium and chemical kinetics are related to molecular properties by means of statistical mechanics and the laws of thermodynamics. Lectures and four hours of laboratory work per week. Mathematics 1800 is recommended.

PREREQUISITE: Three of: || CHEM 1092 or either CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109 || and MATH 1700 or higher or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH2000-2020-2206(MATH) || and PHYS 1140

CHEM 2520 a-MCSR, INS. Quantum Chemistry and Spectroscopy. Simbarashe Nkomo. Every Spring. Spring 2016

Development and principles of quantum chemistry with applications to atomic structure, chemical bonding, chemical reactivity, and molecular spectroscopy. Lectures and four hours of laboratory work per week. Mathematics 1800 is recommended. Note: Chemistry 2510 is not a prerequisite for Chemistry 2520 .

PREREQUISITE: Three of: || either CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109 || and MATH 1700 or higher or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH2000-2020-2206(MATH) || and PHYS 1140

CHEM 3100 a. Instrumental Analysis. Elizabeth Stemmler. Non-Standard Rotation. Spring 2016

Theoretical and practical aspects of instrumental techniques, including nuclear magnetic resonance spectroscopy, infrared spectroscopy, Raman spectroscopy, and mass spectrometry are covered, in conjunction with advanced chromatographic methods. Applications of instrumental techniques to the analysis of biological and environmental samples are covered. Lectures and two hours of laboratory work per week.

PREREQUISITE: CHEM 2100

CHEM 3270 a. Biomimetic and Supramolecular Chemistry. Benjamin Gorske. Non-Standard Rotation. Fall 2016

A guided exploration of the primary scientific literature concerning weak covalent and noncovalent interactions that collectively determine the three-dimensional structures of biomimetic and foldameric molecules and that govern the aggregation of molecules into discrete multi-molecular assemblies. Surveys practical applications in biochemical investigation, catalysis, and medicine, as well as in the young but rapidly expanding sciences of molecular and nanostructural engineering.

PREREQUISITE: CHEM 2260

CHEM 3310 a. Chemical Biology. Danielle Dube. Non-Standard Rotation. Spring 2016

The power of organic synthesis has had a tremendous impact on understanding of biological systems. Examines case studies in which synthetically derived small molecules have been used as tools to tease out answers to questions of biological significance. Topics include synthetic strategies that have been used to make derivatives of the major classes of biomolecules (nucleic acids, proteins, carbohydrates, and lipids) and the experimental breakthroughs these molecules have enabled (e.g., polymerase-chain reaction, DNA sequencing, microarray technology). Emphasis on current literature, experimental design, and critical review of manuscripts.

PREREQUISITE: CHEM 2320

CHEM 3520 a. Methods in Computational Chemistry. Soren Eustis. Every Other Fall. Fall 2016

Modern computational tools have deepened understanding of nearly all aspects of chemistry. Introduces a wide array of computational methods to solve problems ranging from atomic and molecular structure to experimental data analysis. Students work with commercial and open-source tools such as Matlab, R, GAMESS, Gaussian, and LabView.

PREREQUISITE: Two of: || CHEM 1092 or either CHEM 1109 or CHEM 1102 || and CSCI 1101

Cinema Studies

CINE 1007 c. Performance and Theory in James Bond. Sarah Bay-Cheng. Non-Standard Rotation. Fall 2016

Introduces students to performance theory, critical analysis, and cultural studies through diverse works related to the fictional British spy character, James Bond. Considers selected Bond films, Ian Fleming's novels, and other works related to the iconic series including parodies and spoofs (e.g., Austin Powers), advertising, and games, among others. A weekly group screening is encouraged, but students also have the opportunity to view required films individually. Writing assignments include performance and media analysis, critical reviews, and essays based on original research. (Same as ENGL 1011, THTR 1007)

CINE 1043 c. East Asian Genre Cinema: The Martial Arts. Shu-chin Tsui. Every Other Fall. Fall 2016

Explores East Asian cinema from a genre perspective with a focus on transnational martial arts films. The course calls on social-cultural history and genre theory in examining the form and content of such films. The role of local/global and national/transnational relations in cinema is considered. And genre-specific issues, such as spectators' perception or industry practices, are studied to discern the role of gender, nation, power, and historiography. After taking the course, students will be able to explain the theoretical concepts of genre cinema, analyze the genre's visual formation, and comprehend the social-cultural implications of the genre. (Same as ASNS 1043)

CINE 1101 c-VPA. Film Narrative. Allison Cooper. Non-Standard Rotation. Fall 2016

An introduction to a variety of methods used to study motion pictures, with consideration given to films from different countries and time periods. Examines techniques and strategies used to construct films, including mise-en-scène, editing, sound, and the orchestration of film techniques in larger formal systems. Surveys some of the contextual factors shaping individual films and our experiences of them (including mode of production, genre, authorship, and ideology). No previous experience with film studies is required. Attendance at weekly evening screenings is required.

CINE 1161 c-VPA. Introduction to Film Music. Vineet Shende. Non-Standard Rotation. Spring 2016

Film music does an incredible number of things; just to name a few, it establishes mood, creates and enhances emotions, clarifies character arcs, and foreshadows plot points. Students gain an understanding of the aesthetics, musical techniques, and tropes found in films of the last 100 years--from silent film scores to "Golden Age" classical scores, jazz scores, theme scores, and modern pop music scores. Composers studied include Korngold, Steiner, Hermann, Raskin, Williams, and Shore, among others. Attendance at weekly evening screenings is required. (Same as MUS 1261)

CINE 2078 c-IP, VPA. Asia in the Hollywood Imagination. Shu-chin Tsui. Every Other Year. Spring 2016

Considers how Hollywood has imagined Asia and Asians within the framework of globalization. Increasingly, film production and perception flows across national boundaries and involves different cultures. Orientalism and stereotypes of Asians have changed over time from earlier yellow peril to contemporary yellow fever, as transnational encounters between East and West have reshaped Hollywood's imagining of Asians. Examines Hollywood-Asia intersections through thematic and visual evidence in several forms: envisioning, style, remake, and co-production. Envisioning locates Asia as a cinematic setting and Asians as a cultural other for the projection of desires unfulfilled at home or lost in translation. The oriental style associates Asians with technology to render cultural complexity into easily recognizable visual motifs. The remake translates a cinematic other into a Hollywood self for market expansion and box-office values. The co-production, while bridging the Hollywood-Asia divide, cannot conceal the problems of ideological difference and power negotiations. Counts towards a minor in Chinese studies, as well as in cinema studies. (Same as ASNS 2900)

CINE 2116 c. Spanish Cinema: Taboo and Tradition. Elena Cueto Asin. Non-Standard Rotation. Spring 2016

Introduces students to film produced in Spain, from the silent era to the present, focusing on the ways in which cinema can be a vehicle for promoting social and cultural values, as well as for exposing religious, sexual, or historical taboos in the form of counterculture, protest, or as a means for society to process change or cope with issues from the past. Looks at the role of film genre, authorship, and narrative in creating languages for perpetuating or contesting tradition, and how these apply to the specific Spanish context. Taught in English. Note: Fulfills the non-US cinema requirement for cinema studies minors.

CINE 2201 c-VPA. History of Film 1895 to 1935. Tricia Welsch. Non-Standard Rotation. Fall 2016

Examines the development of film from its origins to the American studio era. Includes early work by the Lumières, Méliès, and Porter, and continues with Griffith, Murnau, Eisenstein, Chaplin, Keaton, Stroheim, Pudovkin, Lang, Renoir, and von Sternberg. Special attention is paid to the practical and theoretical concerns over the coming of sound. Attendance at weekly evening screenings is required.

CINE 2222 c-VPA. Images of America in Film. Tricia Welsch. Non-Standard Rotation. Spring 2016

Explores American culture and history by looking at studio- and independently-produced films. Topics include sex and race relations, ethnicity and the American Dream, work and money and their role in self-definition, war and nostalgia, and celebrity and the role of Hollywood in the national imagination. Attendance at weekly evening screenings is required.

CINE 2230 c-VPA. The Reality Effect: Documentary Film. Sarah Childress. Non-Standard Rotation. Spring 2016

Examines documentary history, theory, criticism, and practice. From the actuality films of the Lumière brothers to the theatrical reality of Errol Morris, documentaries work to persuade audiences to see the world in particular ways. Focuses on the debates that surround nonfiction narrative films, especially their contentious claims to represent reality, by examining films that work with and against notions of objectivity, subjectivity, power, knowledge, and truth. Explores the textual strategies that create documentary films' all-important reality effect. Attendance at weekly evening screenings is required.

CINE 2601 c-VPA. Russian Cinema. Lindsay Ceballos. Non-Standard Rotation. Spring 2016

Since Lenin declared cinema the most important art, Russian film often walks in the shadows of political change. Despite or because of this tension, Russian directors have created some of the finest cinema in the world. Investigates Russia's innovations in film technique and ideological questions that result from rewriting history or representing Soviet reality in film; attention to film construction balanced with trends in Russia's cinematic tradition. Directors studied include Eisenstein, Tarkovsky, and Vertov. Topics covered include film genre (documentary, comedy, western) and gender and sexuality in a changing sociopolitical landscape. All course content in English. Note: Fulfills the non-US cinema requirement for cinema studies minors. (Same as RUS 2222)

CINE 2800 c. Bad Teachers, Dead Poets, and Dangerous Minds: Movies about Education. T.B.A. Non-Standard Rotation. Fall 2016

Interdisciplinary course exploring films about elementary and secondary schools, —such as *Dead Poets Society*, *Half-Nelson*, and *Bad Teacher*—alongside readings from film studies, cultural studies, and education. Traces the history and development of the genre and explores how teaching and learning are imagined in popular culture—with an emphasis on movies that focus on “urban” schools. Discussions focus on genre theory and change, the cultural beliefs about schooling that inform and are informed by these movies, and the genre's depiction of race and gender in education. (Same as EDUC 2218)

CINE 2831 b-IP. Ethnographic Film. April Strickland. Non-Standard Rotation. Fall 2016

Looks at the development of ethnographic film from an anthropological lens and from international perspectives. Starting with the advent of the documentary and concluding with ethnographic new media, we will investigate how, why, and to what end film has been used as a tool by anthropologists and the communities that they work with to expand discussions about the modern world. Topics include filmmaking as a methodology for social scientists, the connections between ethnographic film and self-determination efforts in minority communities, and critical examinations of media making practices, onscreen and off, and the global impact these factors have had. (Same as ANTH 2340)

PREREQUISITE: ANTH 1101 or SOC 1101

CINE 3310 c. Gay and Lesbian Cinema. Tricia Welsch. Non-Standard Rotation. Spring 2016

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; the AIDS imperative. Writing intensive; attendance at evening film screenings is required. Note: Fulfills the film theory requirement for cinema studies minors. (Same as GLS 3310, GWS 3310)

PREREQUISITE: CINE 1000 or higher or FILM 1000 or higher

CINE 3321 c. German Expressionism and Its Legacy. Tricia Welsch. Non-Standard Rotation. Fall 2016

Considers the flowering of German cinema during the Weimar Republic and its enormous impact on American film. Examines work produced in Germany from 1919 to 1933, the films made by German expatriates in Hollywood after Hitler's rise to power, and the wide influence of the expressionist tradition in the following decades. Attendance at weekly evening screenings is required.

PREREQUISITE: CINE 1000 or higher or FILM 1000 or higher

Classics

ARCH 1102 c. Roman Archaeology. T.B.A. Every Other Fall. Fall 2016

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other minor arts. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as ARTH 2100)

ARCH 2208 c-IP. The Archaeology of Troy. Cynthia Shelmerdine. Non-Standard Rotation. Spring 2016

The city of Troy acts as the backdrop for the three greatest epics of the ancient world, Homer's "Iliad and Odyssey," and Virgil's "Aeneid." Examines the physical remains of Troy and investigates the problems associated with the archaeology of Aegean prehistory using literary, historical, and archaeological evidence. Also looks at the role that Troy and the Trojan legends played during the height of Greek and Roman power and the continuing legacy of Troy in the modern world.

ARCH 3301 c-IP. The Endangered Past: Archaeology and the Current Threat to Cultural Heritage. James Higginbotham. Non-Standard Rotation. Spring 2016

Archaeological exploration has exposed a rich array of sites and artifacts that can be experienced first-hand by an ever-growing number of visitors. This exposure has placed unprecedented pressures on countries to provide access while ensuring the protection of this important cultural heritage. Economic challenges, mass-tourism, and political strife challenge our effort to preserve the past. The heightened visibility of these remains coupled with their connections to ancient traditions has also attracted the ire of forces intent on obliterating the past. Examines the state of cultural heritage focusing on ancient sites in the Mediterranean and the Near East, including sites in Syria, Turkey, Greece, Italy, Lebanon, Egypt, and Libya. Explores the factors that have placed archaeological sites in jeopardy and examines possible solutions to these challenges. Meets in the Bowdoin College Museum of Art to incorporate select examples of the ancient collection that are connected to areas of the ancient world at risk. In this setting, explores the role of museums as custodians of the past and how current events have informed the discussions around cultural patrimony.

PREREQUISITE: ANTH 1101 or ANTH 1102 or ANTH 1150 or ARCH 1101 (same as ARTH 2090) or ARCH 1102 (same as ARTH 2100) or ARTH 1100

CLAS 1018 c. Cleopatra: Versions and Visions. Barbara Boyd. Non-Standard Rotation. Fall 2016

Who was Cleopatra, the last Pharaoh of Egypt and lover of two Roman leaders? Explores the historical character and inspirational charisma of a woman who has informed Western discourses of power, gender, and cultural identity for more than two millennia. Drawing on a variety of media, considers how Cleopatra's image has shaped and been shaped by the cultural contexts in which she appears. Readings include works by Virgil, Horace, Plutarch, Boccaccio, Shakespeare, Shaw, and Wilder; other sources to be studied include portrayals of Cleopatra by Hollywood and HBO.

CLAS 1101 c-ESD, IP. Classical Mythology. The Department. Every Other Spring. Spring 2016

Focuses on the mythology of the Greeks and the use of myth in classical literature. Other topics considered are recurrent patterns and motifs in Greek myths; a cross-cultural study of ancient creation myths; the relation of mythology to religion; women's roles in myth; and the application of modern anthropological, sociological, and psychological theories to classical myth. Concludes with an examination of Ovid's use of classical mythology in the "Metamorphoses."

CLAS 1112 c-ESD, IP. History of Ancient Rome: From Romulus to Justinian. Robert Sobak. Every Other Fall. Fall 2016

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multiculturalism. Introduces different types of sources -- literary, epigraphical, archaeological, etc. -- for use as historical documents. Note: Fulfills the pre-modern requirement for history majors. (Same as HIST 1112)

CLAS 2232 c-ESD, VPA. Ancient Greek Theater. Jennifer B. Clarke Kosak. Non-Standard Rotation. Fall 2016

Examines the development and character of tragedy and comedy in ancient Greece. Topics include the dramatic festivals of Athens, the nature of Greek theaters and theatrical production; the structure and style of tragic and comic plays; tragic and comic heroism; gender, religion and myth in drama; the relationship of tragedy and comedy to the political and social dynamics of ancient Athens. Some attention will be paid to the theory of tragedy and to the legacy of Greek drama. Authors include Aeschylus, Sophocles, Euripides, and Aristophanes. Includes a performance component.

CLAS 2233 c-ESD, IP. Egypt at the Margins. Ryan McConnell. Non-Standard Rotation. Spring 2016

Considers marginal people and places in Egypt from the time of Alexander the Great until the Arab Conquest. Provides a broad-stroke account of the history of Greco-Roman Egypt, but readings and discussion focus on groups at the margins of society (bandits, fugitives, and strikers), groups marginalized by society (slaves, women, and religious minorities), and marginal places (frontier zones, deserts, and the Delta marshes). These topics are evaluated using theoretical work written by social historians alongside primary sources from Egypt. Special attention given to Egypt's rural/urban divide; its intersecting religions, legal codes, and social norms; and parallels to modern, globalized societies. Examines the unique insights Egypt's papyri offer historians studying these issues by comparing documentary and literary sources. All readings are in English. (Same as HIST 2009)

GRK 1101 c. Elementary Greek I. Jennifer B. Clarke Kosak. Every Spring. Spring 2016

Introduces students to basic elements of ancient Greek grammar and syntax; emphasizes the development of reading proficiency and includes readings, both adapted and in the original, of various Greek authors. Focuses on Attic dialect.

GRK 1102 c. Elementary Greek II. Jennifer B. Clarke Kosak. Every Fall. Fall 2016

A continuation of Greek 1101; introduces students to more complex grammar and syntax, while emphasizing the development of reading proficiency. Includes readings, both adapted and in the original, of Greek authors such as Plato and Euripides. Focuses on Attic dialect.

GRK 2203 c. Intermediate Greek for Reading. Ryan McConnell. Every Spring. Spring 2016

A review of the essentials of Greek grammar and syntax and an introduction to the reading of Greek prose through the study of one of Plato's dialogues. Equivalent of Greek 1102 or two to three years of high school Greek is required.

GRK 2204 c-IP. Homer. Michael Nerdahl. Every Fall. Fall 2016

An introduction to the poetry of Homer. Focuses both on reading and on interpreting Homeric epic. All materials and coursework in Greek.

GRK 3302 c. Lyric Poetry. Barbara Boyd. Non-Standard Rotation. Spring 2016

Introduces students to three major types of early Greek poetry: Choral Lyric (Pindar and Bacchylides), Monodic Lyric (Sappho, Alcaeus, Simonides, and Anacreon), and Elegy (Archilochus, Tyrtaeus, Solon, Xenophanes, Simonides, and Theognis). Research Seminar.

PREREQUISITE: GRK 2204 or Placement in GRK 3000 level

LATN 1101 c. Elementary Latin I. The Department. Every Fall. Fall 2016

A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.

LATN 1102 c. Elementary Latin II. Michael Nerdahl. Every Spring. Spring 2016

A continuation of Latin 1101. During this term, readings are based on unaltered passages of classical Latin.

LATN 2203 c. Intermediate Latin for Reading. Robert Sobak. Every Fall. Fall 2016

A review of the essentials of Latin grammar and syntax and an introduction to the reading of Latin prose and poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of Latin 1102, or two to three years of high school Latin is required.

LATN 2204 c-IP. Studies in Latin Literature. Jennifer B. Clarke Kosak. Every Spring. Spring 2016

An introduction to different genres and themes in Latin literature. The subject matter and authors covered may change from year to year (e.g., selections from Virgil's "Aeneid" and Livy's "History," or from Lucretius, Ovid, and Cicero), but attention is always given to the historical and literary context of the authors read. While the primary focus is on reading Latin texts, some readings from Latin literature in translation are also assigned. Equivalent of Latin 2203 or three to four years of high school Latin is required.

LATN 3311 c-IP. Sicily in the Roman Imagination. Barbara Boyd. Non-Standard Rotation. Spring 2016

The Roman poet Horace famously commented that captured Greece took captive its fierce captor -- in other words, that though Rome conquered Greece, the culture of Greece captivated uncivilized Rome; his reference to Greece includes first and foremost Sicily, which was the richest center of Greek culture in the Mediterranean and became Rome's first extra-peninsular colony in 242 BC. Regards the history of Sicily both before its transformation into a Roman province and during the first three centuries of Roman rule through a number of central primary texts: readings in Latin from the historian Livy, the politician Cicero, and the poets Ovid and Horace are supplemented by readings in English from relevant Greek sources, including the poet Pindar and the historian Thucydides, in the context of the archaeological record. Students have the option of participating in a study tour of Sicily during the spring break. Research seminar.

PREREQUISITE: LATN 2204 or LATN 3000 or higher or Placement in LATN 3300 level

LATN 3317 c. Ovid's Roman Calendar. Barbara Boyd. Non-Standard Rotation. Fall 2016

Ovid's "Fasti," an elegiac poem on the Roman calendar in six books, is the focus of much recent scholarship on Roman literature and culture. Rather than being read, as formerly, as an escapist and antiquarian foray into the byways of Roman religion and folklore, it is now read as a political poem—perhaps the most explicitly political of Ovid's career. Considers contemporary readings of the poem in an attempt to make sense of what it means to call Ovid an Augustan poet. In addition to reading three books of the "Fasti" in Latin, students read and discuss the whole work in translation. Research seminar.

Computer Science

CSCI 1101 a-MCSR. Introduction to Computer Science. The Department. Every Semester. Spring 2016

What is computer science, what are its applications in other disciplines, and what is its impact in society? A step-by-step introduction to the art of problem solving using the computer and programming. Provides a broad introduction to computer science and programming through real-life applications. Weekly labs provide experiments with the concepts presented in class. Assumes no prior knowledge of computers or programming. Final examination grade must be C or better to serve as a prerequisite for Computer Science 2101.

CSCI 2200 a-MCSR. Algorithms. Laura Toma. Every Semester. Spring 2016

An introductory course on the design and analysis of algorithms. Introduces a number of basic algorithms for a variety of problems such as searching, sorting, selection, and graph problems (e.g., spanning trees and shortest paths). Discusses analysis techniques, such as recurrences and amortization, as well as algorithm design paradigms such as divide-and-conquer, dynamic programming, and greedy algorithms.

PREREQUISITE: CSCI 2101

CSCI 2330 a. Introduction to Systems. Sean Barker. Non-Standard Rotation. Spring 2016

A broad introduction to how modern computer systems execute programs, store information, and communicate. Examines the hardware and software components required to go from a program expressed in a high-level programming language like C to the computer actually running the program. Topics include concepts of program compilation and assembly, machine code, data representation and computer arithmetic, basic microarchitecture, the memory hierarchy, processes, and system-level I/O. Regular, programming-intensive projects provide hands-on experience with the key components of computer systems.

PREREQUISITE: CSCI 2101

CSCI 2350 a. Social and Economic Networks. The Department. Non-Standard Rotation. Spring 2016

Examines the social and economic aspects of today's connected world from a multitude of perspectives; namely, network science, sociology, economics, and computer science. The fundamental questions to be addressed are: What is a network? What does a real-world network look like? What are its effects on various social and behavioral phenomena, such as smoking, obesity, or even videos going viral? Studies the network structure of the Internet, how companies like Google search it, and how they make money doing so. Further economic implications of networks, including networked economies and markets, addressed. Background required: basic probability theory (e.g., high school level) and basic matrix algebra (e.g, matrix multiplication). (Same as DCS 2350)

CSCI 2400 a-MCSR. Artificial Intelligence. Stephen Majercik. Every Year. Fall 2016

Explores the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations, reinforcement learning, neural networks, and other approaches are applied to a variety of problems with an emphasis on agent-based approaches.

PREREQUISITE: CSCI 2101

CSCI 2505 a. Mobile Computing. Eric Chown. Non-Standard Rotation. Spring 2016

As computer science enters the post-PC era, basic computing paradigms are shifting to take advantage of mobile platforms such as phones and tablets. Covers all aspects of programming for mobile devices including development environments, programming languages, the use of touch screens for input, and associated sensors such as accelerometers and GPS. Students engage in a series of introductory projects before taking on a large self-designed term project that highlights the differences between mobile applications and more traditional applications designed for the desktop.

PREREQUISITE: CSCI 2101

CSCI 3225 a. GIS Algorithms and Data Structures. Laura Toma. Every Year. Fall 2016

Geographic information systems (GIS) handle geographical data such as boundaries of countries; course of rivers; height of mountains; and location of cities, roads, railways, and power lines. GIS can help determine the closest public hospital, find areas susceptible to flooding or erosion, track the position of a car on a map, or find the shortest route from one location to another. Because GIS deal with large datasets, making it important to process data efficiently, they provide a rich source of problems in computer science. Topics covered include data representation, triangulation, range searching, point location, map overlay, meshes and quadtrees, terrain simplification, and visualization.

PREREQUISITE: Two of: || CSCI 2101 || and CSCI 2200

CSCI 3250 a. Computational Geometry. Laura Toma. Every Year. Spring 2016

Computational geometry studies algorithms for collections of geometric objects such as points, lines, polygons. For example: given a set of locations, find the closest pair of locations; find a triangulation of a set of surface samples that maximizes the minimum angle of a triangle -- this type of meshing is often used in solid modeling, where small angles cause numerical instability; find whether two polygons intersect. Geometric algorithms arise in areas such as computer graphics, robotics, or image processing. Covers the basic geometric problems and techniques: polygon triangulations, convex hulls, Delaunay triangulations and Voronoi diagrams, visibility, geometric searching, and motion planning. Class work consists of a set of programming assignments in C/C++.

PREREQUISITE: Two of: || CSCI 2101 || and CSCI 2200

CSCI 3300 a. Computer Networks. Allen Harper. Non-Standard Rotation. Spring 2016

Computer networks are everywhere: e-mail, the Web, wireless networks, mobile devices, networked sensors, satellite communication, peer-to-peer applications. New applications based on networks appear constantly. Provides an introduction to the exciting field of computer networks by taking a top-down approach. Begins with an overview of computer networks, hardware and software components, the Internet, and the concept of protocols and layered service. Delves into details about the four main layers making up the computer network stack: Application (HTTP, FTP, e-mail, DNS, peer-to-peer applications and socket programming), Transport (TCP, UDP, and congestion control), Network (IP, routers, and routing algorithms) and Link Layer and Local Area Networks (medium access control, switches, and Ethernet). Also covers wireless and mobile networks (CDMA, WiFi, cellular internet access, mobile IP, and managing mobility).

PREREQUISITE: CSCI 2101

CSCI 3415 a. Robotics. Eric Chown. Non-Standard Rotation. Fall 2016

Robotics is a challenging discipline that encourages students to apply theoretical ideas from a number of different areas—artificial intelligence, cognitive science, operations research—in pursuit of an exciting, practical application: programming robots to do useful tasks. Two of the biggest challenges are building effective models of the world using inaccurate and limited sensors, and using such models for efficient robotic planning and control. Addresses these problems from both a theoretical perspective (computational complexity and algorithm development) and a practical perspective (systems and human/robot interaction) through multiple programming projects involving simulated and actual robots.

PREREQUISITE: CSCI 2101

CSCI 3420 a. Optimization and Uncertainty. Stephen Majercik. Non-Standard Rotation. Spring 2016

Optimization problems and the need to cope with uncertainty arise frequently in the real world. A numeric framework, rather than the symbolic one of traditional artificial intelligence, is useful for expressing such problems. In addition to providing a way of dealing with uncertainty, this approach sometimes permits performance guarantees for algorithms. Topics include constraint satisfaction, systematic and non-systematic search techniques, probabilistic inference and planning, and population-based optimization techniques (e.g., genetic algorithms and ant colony optimization). Formerly Computer Science 3425.

PREREQUISITE: CSCI 2101

Digital and Computational St

DCS 1100 c-MCSR. Introduction to Digital and Computational Studies. Crystal Hall. Mohammad Irfan. Non-Standard Rotation. Fall 2016

How are digital tools and computational methods being applied and studied in different fields? How are they catalyzing changes in daily life? Uses two case studies to introduce these new tools and methods, and to analyze and evaluate their scholarly and practical applications. The first case study is based on Bowdoin's own history: how can the use of new methods recreate what Joshua Chamberlain could see at the Battle of Gettysburg, and thus better understand the battle and his decisions? Next, considers the contemporary, and asks what is identity in the era of social media and algorithms? Students learn the basics of the Python programming language, introductory spatial analysis with ArcGIS, elementary text and social network analysis, and basic environmental modeling. Assumes no prior knowledge of a programming language.

DCS 2016 b-MCSR. Campaign Data in the Twenty-First Century. Michael Kowal. Every Other Year. Spring 2016

Computational tools and data sources have revolutionized the way campaigns are run in the United States, and the 2016 election promises to continue this trend. Explores how political operatives and scholars alike can analyze these data sources to better understand modern campaigning. What can presidential candidate Twitter followers tell us about polarization? What does the text of candidate speeches tell us about their ideology, or how can a campaign use marketing data to target undecided voters? Students engage with and think critically about the promise and pitfalls of computational social science techniques. (Same as GOV 2081)

DCS 2331 b-MCSR. The Nature of Data: Introduction to Environmental Analysis. Eileen Sylvan Johnson. Crystal Hall. Non-Standard Rotation. Spring 2016

Examines emerging digital techniques in environmental management and analysis within government, academic, and media sectors. Topics include collaborative resource management, leveraging the power of social networks, social-ecological system management, the role of volunteered information and citizen science, and expanding capacities for adaptation and resilience. Labs introduce the basics of a programming language such as R or Python for network and text analysis, spatial analysis and GIS, geotagging, and crowdsourcing. (Same as ENVS 2331)

DCS 2350 a. Social and Economic Networks. The Department. Non-Standard Rotation. Spring 2016

Examines the social and economic aspects of today's connected world from a multitude of perspectives; namely, network science, sociology, economics, and computer science. The fundamental questions to be addressed are: What is a network? What does a real-world network look like? What are its effects on various social and behavioral phenomena, such as smoking, obesity, or even videos going viral? Studies the network structure of the Internet, how companies like Google search it, and how they make money doing so. Further economic implications of networks, including networked economies and markets, addressed. Background required: basic probability theory (e.g., high school level) and basic matrix algebra (e.g, matrix multiplication). (Same as CSCI 2350)

DCS 2420 MCSR. Data Driven Societies. Eric Gaze. Crystal Hall. Non-Standard Rotation. Spring 2016

Tackles a number of cutting-edge issues and questions that confront society today: What sorts of questions can be answered using digital and computational methods to rethink our relationships to data and what can data show us about the world? How do we construct models to help us better understand social phenomena and associated data? Covers topics such as data gathering, validation, analysis, presentation, as well as statistics and software skills such as contributing to a data-oriented web site, programming, and employing GIS and network analysis. Substantive experience in digital and computational methods, and a critical lens for understanding and evaluating what computers can (and cannot) bring to the study of economy, politics, and society, is achieved.

DCS 3030 c. Site-Specifics: Production of Socially Engaged Media. Erin Johnson. Non-Standard Rotation. Spring 2016

Students gain an understanding of how digital media technologies can serve as tools for creative cultural practice through the production of site-specific, socially engaged video, sound, and new media artworks. Site visits and meetings with community organizations will contribute to the development of works distributed and displayed through mobile devices, projection, installation and online platforms. Lectures, readings, and discussions provide a historical overview of the intersection of site-specificity and community-based sound and video works. Students develop technical skills in camerawork, lighting, audio recording, and editing, and are introduced to video and sound artists who consider race, class, gender, sexuality, labor and environmental politics. (Same as VART 3030)

PREREQUISITE: VART 1000 - 1999

Earth and Oceanographic Sci

EOS 1105 a-INS. Investigating Earth. Emily Peterman. Every Fall. Fall 2016

Dynamic processes, such as earthquakes and volcanoes, shape the earth. Class lectures and exercises examine these processes from the framework of plate tectonics. Weekly field laboratories explore rocks exposed along the Maine coast. During the course, students complete a research project on Maine geology.

EOS 1305 a-MCSR, INS. Environmental Geology and Hydrology. Peter Lea. Every Spring. Spring 2016

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include lakes, watersheds and surface-water quality, groundwater contamination, coastal erosion, and/or landslides. Weekly labs and fieldwork examine local environmental problems affecting Maine's rivers, lakes, and coast. Students complete a community-based research project. (Same as ENVS 1104)

EOS 1505 a-INS. Oceanography. Michele LaVigne. Every Spring. Spring 2016

The fundamentals of geological, physical, chemical, and biological oceanography. Topics include tectonic evolution of the ocean basins; deep-sea sedimentation as a record of ocean history; global ocean circulation, waves, and tides; chemical cycles; ocean ecosystems and productivity; and the ocean's role in climate change. Weekly labs and fieldwork demonstrate these principles in the setting of Casco Bay and the Gulf of Maine. Students complete a field-based research project on coastal oceanography. (Same as ENVS 1102)

EOS 2005 a. Biogeochemistry: An Analysis of Global Change. Phil Camill. Every Fall. Fall 2016

Understanding global change requires knowing how the biosphere, geosphere, oceans, ice, and atmosphere interact. An introduction to earth system science, emphasizing the critical interplay between the physical and living worlds. Key processes include energy flow and material cycles, soil development, primary production and decomposition, microbial ecology and nutrient transformations, and the evolution of life on geochemical cycles in deep time. Terrestrial, wetland, lake, river, estuary, and marine systems are analyzed comparatively. Applied issues are emphasized as case studies, including energy efficiency of food production, acid rain impacts on forests and aquatic systems, forest clearcutting, wetland delineation, eutrophication of coastal estuaries, ocean fertilization, and global carbon sinks. Lectures and three hours of laboratory or fieldwork per week. (Same as ENVS 2221)

PREREQUISITE: EOS 1100 - 1999 or BIOL 1102 or BIOL 1109 or CHEM 1092 or CHEM 1102 or CHEM 1109 or ENVS 1102 or ENVS 1104 or ENVS 1515

EOS 2115 a-INS. Volcanology. Christian Schrader. Non-Standard Rotation. Spring 2016

Volcanism is responsible for the crusts and atmospheres of all the rocky planets (and some of the icy ones as well) and also affects human civilization. Survey of volcanic rocks and landforms and the impacts of volcanism on human and Earth history and climate. Volcanism serves as a probe into planetary interiors and allows comparison across the solar system. During weekly laboratory sessions students examine volcanic rocks in hand sample and thin section, volcanic deposits in the field and in maps and photos; and investigate the links between eruptive style of magma and its composition. Not open to students with credit in Earth and Oceanographic Science 2110.

PREREQUISITE: EOS 1105 or EOS 1305 (same as ENVS 1104) or EOS 1505 (same as ENVS 1102) or EOS 1515 or ENVS 1102 or ENVS 1104 or ENVS 1515 or EOS 2005 (same as ENVS 2221) or ENVS 2221

EOS 2125 a-MCSR, INS. Field Studies in Structural Geology. Christian Schrader. Non-Standard Rotation. Fall 2016

Geologic structures yield evidence for the dynamic deformation of the earth's crust. Examines deformation at scales that range from the plate-tectonic scale of the Appalachian mountains to the microscopic scale of individual minerals. A strong field component provides ample opportunity for describing and mapping faults, folds, and other structures exposed along the Maine coast. Class exercises focus on problem solving through the use of geologic maps, cross-sections, stereographic projections, strain analysis, and computer applications.

PREREQUISITE: EOS 1100 - 1999 or EOS 2005 (same as ENVS 2221) or ENVS 1102 or ENVS 1104 or ENVS 1515 or ENVS 2221

EOS 2325 a-INS. Environmental Chemistry. Dharni Vasudevan. Every Spring. Spring 2016

Focuses on two key processes that influence human and wildlife exposure to potentially harmful substances, chemical speciation and transformation. Equilibrium principles as applied to acid-base, complexation, precipitation, and dissolution reactions are used to explore organic and inorganic compound speciation in natural and polluted waters; quantitative approaches are emphasized. Weekly laboratory sections are concerned with the detection and quantification of organic and inorganic compounds in air, water, and soils/sediments. (Same as CHEM 2050, ENVS 2255)

PREREQUISITE: CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109

EOS 2345 a. Landscapes and Global Change. Peter Lea. Every Other Fall. Fall 2016

Earth's surface is marked by the interactions of the atmosphere, water and ice, biota, tectonics, and underlying rock and soil. Even familiar landscapes beget questions on how they formed, how they might change, and how they relate to patterns at both larger and smaller scales. Examines Earth's landscapes and the processes that shape them, with particular emphasis on how future changes may both influence and be influenced by humans. Topics include specific land-shaping agents (rivers, glaciers, landslides, groundwater), as well as how these agents interact with one another and with changing climate, tectonics, and human activities. (Same as ENVS 2270)

PREREQUISITE: EOS 2005 (same as ENVS 2221) or ENVS 2221

EOS 2620 a. Topics in Gulf of Maine Oceanography. Meredith White. Non-Standard Rotation. Spring 2016

Explores oceanography of the Gulf of Maine through a variety of topical issues including harmful algal blooms, input of freshwater, and historical changes in chemical and biological properties. Fundamental principles of physical, chemical, and biological oceanography are explored together to consider the Gulf of Maine as a microcosm of the North Atlantic. Multiple presentations throughout allow students to communicate Gulf of Maine science to a variety of intended audiences.

PREREQUISITE: EOS 1100 - 1999 or EOS 2005 (same as ENVS 2221) or ENVS 2221

EOS 2625 a. Ocean Acidification. Meredith White. Non-Standard Rotation. Spring 2016

Anthropogenic carbon dioxide emissions are causing acidification of the ocean at a rate unprecedented in the geologic record. The associated changes in ocean chemistry present myriad potential difficulties for marine organisms. Considers the biological implications of ocean acidification, including the highly variable and extreme coastal carbonate chemistry conditions. Builds skills in critically evaluating scientific papers. Laboratory component includes active culturing work to experimentally determine the impacts of acidification on marine organisms. Lectures and three hours of laboratory or fieldwork per week.

PREREQUISITE: EOS 1100 - 1999 or EOS 2005 (same as ENVS 2221) or ENVS 2221

EOS 2665 a-MCSR, INS. Chemical Tracers of Ocean Processes. T.B.A. Non-Standard Rotation. Fall 2016

Chemical tracers including gases, nutrients, stable isotopes, and radioisotopes provide a valuable tool for investigating both biological and physical processes in the marine environment. Explores the foundational principles of these tracers and their applications, including identifying water masses and global ocean circulation and quantifying air-sea gas exchange, sea ice meltwater input, and particle export. Weekly labs involve analysis of cutting-edge global data from GEOTRACES and other programs in Matlab and the development of analytical techniques. Local data collected along the Maine coastline is placed in a global context.

PREREQUISITE: Two of: | EOS 1050 - 1999 | and EOS 2005 (same as ENVS 2221) or ENVS 2221

EOS 3020 a. Earth Climate History. Phil Camill. Every Year. Spring 2016

The modern world is experiencing rapid climate warming and some parts extreme drought, which will have dramatic impacts on ecosystems and human societies. How do contemporary warming and aridity compare to past changes in climate over the last billion years? Are modern changes human-caused or part of the natural variability in the climate system? What effects did past changes have on global ecosystems and human societies? Students use environmental records from rocks, soils, ocean cores, ice cores, lake cores, fossil plants, and tree rings to assemble proxies of past changes in climate, atmospheric CO₂, and disturbance to examine several issues: long-term carbon cycling and climate, major extinction events, the rise of C₄ photosynthesis and the evolution of grazing mammals, orbital forcing and glacial cycles, glacial refugia and post-glacial species migrations, climate change and the rise and collapse of human civilizations, climate/overkill hypothesis of Pleistocene megafauna, climate variability, drought cycles, climate change impacts on disturbances (fire and hurricanes), and determining natural variability versus human-caused climate change.

(Same as ENVS 3902)

PREREQUISITE: EOS 2005 (same as ENVS 2221) or ENVS 2221

EOS 3115 a. Research in Mineral Science. Rachel Beane. Every Year. Spring 2016

Minerals are the earth's building blocks and an important human resource. The study of minerals provides information on processes that occur within the earth's core, mantle, crust, and at its surface. At the surface, minerals interact with the hydrosphere, atmosphere and biosphere, and are essential to understanding environmental issues. Minerals and mineral processes examined using hand-specimens, crystal structures, chemistry, and microscopy. Class projects emphasize mineral-based research.

PREREQUISITE: EOS 2005 (same as ENVS 2221) or ENVS 2221

EOS 3140 a. Tectonics and Climate. Christian Schrader. Every Spring. Spring 2016

Exploration of the complex interactions between tectonics and climate. Discussion of current research is emphasized by reading primary literature, through class discussions and presentations, and by writing scientific essays. The emphasis on current research means topics may vary, but include: the rise of continents, the evolution of plate tectonics on Earth over the last 4.5 billion years, ancient mountain belts, supercontinents, the record of earth system processes preserved in the geologic record, predictions of how the modern earth system will be recorded in the future rock record, the topographic growth of mountain belts, and Cenozoic climate change.

PREREQUISITE: EOS 2005 (same as ENVS 2221) or ENVS 2221

EOS 3525 a-MCSR, INS. Research Experience in Oceanography: Topics in Coastal Ocean Dynamics and Ecosystems. Collin Roesler. Non-Standard Rotation. Fall 2016

Explores the coastal waters from estuaries and bays to the continental shelf. Emphasis on the interconnectedness of physical processes that control the dynamics (e.g., waves, tides, coastal currents, upwelling, and estuarine circulation) and the response of biological processes that structure planktonic ecosystems (e.g., bottom up versus top down controls, carrying capacity, life history, and species succession). Weekly labs and semester-long research project focus on developing skills in field observation, experimentation, and data analysis. Course with separate lab fulfills the 3000-level capstone research requirement for the EOS major.

Economics

ECON 1018 b. The Art of the Deal: Commerce and Culture. Zorina Khan. Non-Standard Rotation. Fall 2016

Explores the economics of culture, including the analysis of markets for art, music, literature, and movies. If culture is priceless, then why do artists starve while providers of pet food make billions? Why are paintings by dead artists generally worth more than paintings by living artists? Could music piracy on the information superhighway benefit society? Can Tom Hanks turn a terrible movie into a contender at the box office? Students are not required to have any prior knowledge of economics, and will not be allowed to argue that baseball comprises culture.

ECON 1050 b-MCSR. Introductory Microeconomics and Quantitative Reasoning. Rachel Connelly. Non-Standard Rotation. Fall 2016

A quantitative reasoning supported introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. Covers the same content as Economics 1101 with added instruction in the quantitative skills used in modern microeconomics, providing a firm foundation for further coursework in economics. Students desiring a comprehensive introduction to economic reasoning should take both this course (or Economics 1101) and 1102. To ensure proper placement, students must fill out economics department placement form and must be recommended for placement in Economics 1050. Not open to students have taken Economics 1101.

PREREQUISITE: MATH 1050 or Placement in ECON 1050

ECON 1102 b-MCSR. Principles of Macroeconomics. The Department. Every Semester. Spring 2016

An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

PREREQUISITE: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101

ECON 2001 b. Economic Policy. Gregory DeCoster. Every Year. Spring 2016

Economic analysis can bring clarity to confused and contentious policy debates. Focuses on using economic analysis to anticipate the potential consequences of implementing major policy proposals, including those relating to globalization, international trade and finance, inequality of income and wealth, economic growth and development, the financial system, the government budget and debt, price stability and employment, and the environment.

PREREQUISITE: ECON 1101 or ECON 1050 or Placement in earned ECON 1101 or Placement in ECON 2000 Level

ECON 2210 b. Economics of the Public Sector. John Fitzgerald. Non-Standard Rotation. Fall 2016

Theoretical and applied evaluation of government activities and the role of government in the economy. Topics include public goods, public choice, income redistribution, benefit-cost analysis, health care, social security, and incidence and behavioral effects of taxation. Not open to students who have credit for Economics 3510.

PREREQUISITE: ECON 1101 or ECON 1050 or Placement in earned ECON 1101 or Placement in ECON 2000 Level

ECON 2218 b-MCSR. Environmental Economics and Policy. Erik Nelson. Non-Standard Rotation. Spring 2016

An exploration of environmental degradation and public policy responses in industrial economies. Market failures, property rights, and materialistic values are investigated as causes of pollution and deteriorating ecosystem functions. Guidelines for equitable and cost-effective environmental policy are explored, with an emphasis on the roles and limitations of cost-benefit analysis and techniques for estimating non-monetary values. Three core themes are the transition from “command and control” to incentive-based policies; the evolution from piecemeal regulation to comprehensive “green plans” (as in the Netherlands); and the connections among air pollution, energy systems, and global warming. (Same as ENVS 2302)

PREREQUISITE: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101

ECON 2227 b-MCSR, IP. Human Resources and Economic Development. Deborah DeGraff. Non-Standard Rotation. Fall 2016

An analysis of human resource issues in the context of developing countries. Topics include the composition of the labor force by age and gender, productivity of the labor force, unemployment and informal sector employment, child labor and the health and schooling of children, and the effects of structural adjustment policies and other policy interventions on the development and utilization of human resources. Examples from selected African, Asian, and Latin American countries are integrated throughout and the interaction of sociocultural environments with economic forces is considered.

PREREQUISITE: ECON 1101 or ECON 1050 or Placement in earned ECON 1101 or Placement in ECON 2000 Level

ECON 2239 b-IP. Topics on Asian Economies. Yao Tang. Non-Standard Rotation. Spring 2016

A study of the similarities and differences in growth experience and the level of economic output per person in Asian countries. Explores possible causes of differences in economic paths, with a focus on several important economies, including China and Japan. Also discusses the relationship between the Asian economies and the United States economy. (Same as ASNS 2830)

PREREQUISITE: Two of: | either ECON 1050 or ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level | | and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level

ECON 2304 b-MCSR, IP. Economics of the European Union. Gonca Senel. Non-Standard Rotation. Fall 2016

Focuses on the core economic aspects of the EU integration while taking into account historical and political influences. Major contemporary macroeconomic issues like monetary unification, fiscal policy in a monetary union, theory of customs unions, labor markets and migration, and financial markets and EU crises analyzed through theoretical approaches and empirical evidence.

PREREQUISITE: Two of: | | ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level | | and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level

ECON 2323 b-MCSR. The Economics of Information. Julia Manzella. Non-Standard Rotation. Spring 2016

Many standard economic models assume perfect and complete information. The economics of information explores how economic phenomena can be better understood by relaxing this assumption. Topics include decision-making under risk, adverse selection, moral hazard, information processing/belief updating, communication, the efficient market hypothesis, firm competition and reputation, advertising and media. Develops and uses selected tools from probability theory and game theory.

PREREQUISITE: ECON 1101 or ECON 1050 or Placement in earned ECON 1101 or Placement in ECON 2000 Level

ECON 2555 b-MCSR. Microeconomics. The Department. Every Semester. Spring 2016

An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

PREREQUISITE: Three of: | | ECON 1050 or either ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level | | and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level | | and MATH 1600 or higher or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH2000-2020-2206(MATH)

ECON 2556 b-MCSR. Macroeconomics. The Department. Every Semester. Spring 2016

An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

PREREQUISITE: Three of: | | ECON 1050 or either ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level | | and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level | | and MATH 1600 or higher or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH2000-2020-2206(MATH)

ECON 2557 b-MCSR. Economic Statistics. The Department. Every Semester. Spring 2016

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro- and macro-. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed. Students who have taken Mathematics 2606 are encouraged to take Economics 3516 instead of this course.

PREREQUISITE: Three of: | | ECON 1050 or either ECON 1101 or Placement in earned ECON 1101 or Placement in ECON 2000 Level | | and ECON 1102 or Placement in earned ECON 1102 or Placement in ECON 2000 Level | | and MATH 1600 or higher or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH2000-2020-2206(MATH)

ECON 3302 b. Topics in Finance. Gonca Senel. Every Spring. Spring 2016

Provides hands-on practice of financial theory using financial modeling. Addresses real-life financial problems using Excel and VBA. Topics include arbitrage pricing theory, capital asset pricing model, portfolio selection, fixed income securities, and option pricing. Builds on materials covered in Economics 2301.

PREREQUISITE: Two of: | | ECON 2301 | | and ECON 2555

ECON 3516 b. Econometrics. Jonathan Goldstein. Every Fall. Fall 2016

Seminar. A study of the mathematical formulation of economic models and the statistical methods of testing them. A detailed examination of the general linear regression model, its assumptions, and its extensions. Applications to both micro- and macroeconomics are considered. Though most of the course deals with single-equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required.

PREREQUISITE: Two of: | | ECON 2557 or MATH 2606 | | and MATH 1600 or higher or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH2000-2020-2206(MATH)

ECON 3518 b. Environmental and Natural Resource Economics. Guillermo Herrera. Non-Standard Rotation. Spring 2016

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation. Permission of instructor required during add/drop for students who have credit for Economics 2218. (Same as ENVS 3918)

PREREQUISITE: Two of: | | ECON 2555 | | and ECON 2557

ECON 3521 b. The Economics of Land Use, Ecosystem Services, and Biodiversity. Erik Nelson. Non-Standard Rotation. Fall 2016

Seminar. Analysis of the economic forces that shape land-use patterns, the relationship between land-use patterns and ecosystem service provision and biodiversity persistence, and the economic value of ecosystem service provision. Investigates methods for increasing ecosystem service values on the landscape and the economic cost of these methods. Analysis of land-use externalities and the failure of land-use patterns to generate maximum societal net benefits; neoclassical economic theory on land-use; methods for estimating market value of land; methods of non-market valuation; efficient land-use patterns from a societal perspective; methods for finding efficient land-use patterns; and governmental and non-governmental organization land conservation programs. Permission of instructor required during add/drop for all students; required at all times for students who have credit for Economics 2218 (same as Environmental Studies 2302) or 2228 (same as Environmental Studies 2228). (Same as ENVS 3921)

PREREQUISITE: ECON 2555

ECON 3526 b. Trade Doctrines and Trade Deals. Stephen Meardon. Non-Standard Rotation. Spring 2016

Seminar. An inquiry into the consequences of theory meeting practice in international trade negotiations. The historical relationship between economic ideas and the bilateral trade treaties, multilateral trade arrangements, and retaliatory tariff laws of Great Britain and the United States considered. The timeline extends from the eighteenth century to the present, from the Treaty of Methuen (1703) to the World Trade Organization.

PREREQUISITE: ECON 2555

ECON 3531 b. The Economics of the Family. Rachel Connelly. Non-Standard Rotation. Spring 2016

Seminar. Microeconomic analysis of the family, gender roles, and related institutions. Topics include marriage, fertility, married women's labor supply, divorce, and the family as an economic organization. (Same as GWS 3302)

PREREQUISITE: Two of: | | ECON 2555 | | and ECON 2557

ECON 3534 b. Behavioral Finance. Matthew Botsch. Non-Standard Rotation. Spring 2016

Seminar. An extensive literature from psychology documents that decision-makers do not behave fully rationally. Behavioral economic theories that incorporate these insights have revolutionized the study of finance. Explores the implications of behavioral deviations from the standard model for financial markets and financial decision-making, including nonstandard preferences, nonstandard beliefs, and heuristics and biases. Emphasizes recent empirical research in the field. Topics may include: noise traders, news models of bubbles, predictability, the disposition effect, status-quo bias, investor inattention, overconfidence, managerial traits, learning from experience effects.

PREREQUISITE: Two of: | | either ECON 2555 or ECON 2556 | | and ECON 2557 or MATH 2606

Education

EDUC 1020 c. The Educational Crusade. Charles Dorn. Non-Standard Rotation. Spring 2016

Why do you go to school? What is the central purpose of public education in the United States? Should public schools prepare students for college? The workforce? Competent citizenship? Who makes these decisions and through what policy process are they implemented? Explores the ways that public school reformers have answered such questions, from the Common School Crusaders of the early nineteenth century to present advocates of No Child Left Behind. Examining public education as both a product of social, political, and economic change and as a force in molding American society, highlights enduring tensions in the development and practice of public schooling in a democratic republic.

EDUC 1027 c. "To Market, To Market": Public Education and School Choice Policies. Sarah Jessen. Non-Standard Rotation. Fall 2016

School choice policies have emerged in the last few decades as a way to save the “failing” public educational system. Many policy-makers have argued that the introduction of market competition into public schools will “in and of itself” spur lasting change, resulting in improved performance and more innovative practices. Critics have argued, however, that, in practice, school choice policies produce different behaviors and results than market advocates had anticipated. Examines a range of school choice policies—from open enrollment plans, to charter schools and vouchers— from a variety of different perspectives, including in-depth reviews of the roles of the parents, students, educators, schools, and policymakers. Also incorporates case studies of several districts around the country, and the choice policies they have implemented.

EDUC 1101 c-ESD. Contemporary American Education. The Department. Every Semester. Spring 2016

What are the purposes of public education and what makes it public? Do schools serve an individual good or a collective good? Is Americas system of public education organized to serve these purposes? What is the public’s responsibility towards public education? How do current school reforms affect various stakeholders? The primary objective is to examine the cultural, social, economic, and institutional dilemmas confronting public schooling in the United States today. By approaching these dilemmas as unsolved puzzles instead of systematic failures, important insights are gained into the challenges confronting a democratic society historically committed to the public provision of education. Considers which theories and purposes of education motivate current reform efforts. Likewise, examines who shapes public discourse about public education and by what strategies. Employs a mixed approach of reading, discussion, and class-based activities to explore important educational issues including school reform and finance, charter schools, busing, vouchers, unequal educational opportunities and outcomes; and accountability, standardization, and testing.

EDUC 2203 c-ESD. Educating All Students. Alison Miller. Every Fall. Spring 2016

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. Focuses on the right of every child, including physically handicapped, learning disabled, and gifted, to equal educational opportunity. Requires a minimum of twenty-four hours of observation in a local secondary school.

PREREQUISITE: EDUC 1101

EDUC 2206 b-ESD. Sociology of Education. Ingrid Nelson. Non-Standard Rotation. Spring 2016

Examines the ways that formal schooling influences individuals and the ways that social structures and processes affect educational institutions. Explores the manifest and latent functions of education in modern society; the role education plays in stratification and social reproduction; the relationship between education and cultural capital; the dynamics of race, class, and gender in education; and other topics. (Same as SOC 2206)

PREREQUISITE: Two of: || SOC 1101 or ANTH 1101 || and SOC 2000 - 2969

EDUC 2218 c. Bad Teachers, Dead Poets, and Dangerous Minds: Movies about Education. T.B.A. Non-Standard Rotation. Fall 2016

Interdisciplinary course exploring films about elementary and secondary schools, —such as Dead Poets Society, Half-Nelson, and Bad Teacher—alongside readings from film studies, cultural studies, and education. Traces the history and development of the genre and explores how teaching and learning are imagined in popular culture—with an emphasis on movies that focus on “urban” schools. Discussions focus on genre theory and change, the cultural beliefs about schooling that inform and are informed by these movies, and the genre’s depiction of race and gender in education. (Same as CINE 2800)

EDUC 2250 c. Education and Law. George Isaacson. Every Other Fall. Fall 2016

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers’ rights, school financing, and the education of those with disabilities. (Same as GOV 2940)

EDUC 2251 c. Teaching Writing: Theory and Practice. Kathleen O'Connor. Every Fall. Fall 2016

Explores theories and methods of teaching writing, emphasizing collaborative learning, and peer tutoring. Examines relationships between the writing process and the written product, writing and learning, and language and communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project.

EDUC 2260 c. Science Education: Purpose, Policy, and Potential. Alison Miller. Non-Standard Rotation. Fall 2016

Why do all Americans need to learn science and what is being done to improve science education in schools? With the release of the Next Generation Science Standards and in response to America's poor standing on international assessments of math and science, there has been a shift in public interest and dialogue around why and how science reminiscent of the 1950s is taught. Considers the goals of science education in the United States and explores research and policy related to science curriculum, teaching practice, and student learning.

PREREQUISITE: EDUC 1101

EDUC 2290 c. Public Schools, Private Goals. Sarah Jessen. Non-Standard Rotation. Spring 2016

Should public schools be run like businesses? Should corporations, foundations, and philanthropists significantly influence school reform? Investigates current educational policies traditionally aligned with privatization agendas, including competition and school choice, marketing practices in schools, test-based accountability and sanctions, finance and fundraising, school closure, and standardization. Course readings review current debates on these issues; highlight the tensions between private and public interests; examine questions of equity and access in public education; and review intended and unintended policy outcomes from student, parent, and teacher perspectives.

PREREQUISITE: EDUC 1101

EDUC 3301 c. Teaching and Learning. Doris Santoro. Every Fall. Fall 2016

Teaching and Learning A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of local classrooms. Peer teaching is an integral part of the course experience. Requires a minimum of thirty-six hours of observation in a local secondary school. Education 3302 must be taken concurrently with this course. In order to qualify for this course students must have Education 1101 and 2203; junior or senior standing; a concentration in a core secondary school subject area (English: four courses in English; foreign language: four courses in the language; life science: four courses in biology; mathematics: four courses in mathematics; physical science: three courses in chemistry, earth and oceanographic science, or physics and one course in one of the other departments listed; or social studies: three courses in history and one course in anthropology, economics, government, psychology, or sociology); and permission of the instructor.

EDUC 3302 c. Curriculum Development. Doris Santoro. Every Fall. Fall 2016

A study of the knowledge taught in schools; its selection and the rationale by which one course of study rather than another is included; its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components. Education 3301 must be taken concurrently with this course. In order to qualify for this course, students must have Education 1101 and 2203; junior or senior standing; and a concentration in a core secondary school subject area (English: four courses in English; foreign language: four courses in the language; life science: four courses in biology; mathematics: four courses in mathematics; physical science: three courses in chemistry, earth and oceanographic science, or physics and one course in one of the other departments listed; or social studies: three courses in history and one course in anthropology, economics, government, psychology, or sociology).

EDUC 3303 c. Student Teaching Practicum. Alison Miller. Every Spring. Spring 2016

Required of all students who seek secondary public school certification, this final course in the student teaching sequence requires that students work full time in a local secondary school from early January to late April. Grading is Credit/D/Fail. Education 3304 must be taken concurrently. Students must complete an application and interview. Students with the following are eligible for this course: Education 2203, 3301, and 3302; junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in Education 3301 and 3302; and eight courses in a subject area that enables them to be certified by the State of Maine (English: eight courses in English; world language: eight courses in the language; life science: six courses in biology and two additional courses in biology, biochemistry, or neuroscience; mathematics: eight courses in mathematics; physical science: six courses in chemistry, earth and oceanographic science, or physics, and one course in each of the other departments listed; or social studies: six courses in history (at least two must be non-United States history) and one course each in two of the following departments: anthropology, economics, government, psychology, or sociology).

EDUC 3304 c. Bowdoin Teacher Scholars Seminar. Alison Miller. Every Spring. Spring 2016

Taken concurrently with Education 3303, Student Teaching Practicum. Considers theoretical and practical issues related to effective classroom instruction. Students with the following are eligible for this course: Education 2203, 3301, and 3302; junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in Education 3301 and 3302; and eight courses in a subject area that enables them to be certified by the State of Maine (English: eight courses in English; world language: eight courses in the language; life science: six courses in biology and two additional courses in biology, biochemistry, or neuroscience; mathematics: eight courses in mathematics; physical science: six courses in chemistry, earth and oceanographic science, or physics, and one course in each of the other departments listed; or social studies: six courses in history (at least two must be non-United States history) and one course each in two of the following departments: anthropology, economics, government, psychology, or sociology).

English

ENGL 1011 c. Performance and Theory in James Bond. Sarah Bay-Cheng. Non-Standard Rotation. Fall 2016

Introduces students to performance theory, critical analysis, and cultural studies through diverse works related to the fictional British spy character, James Bond. Considers selected Bond films, Ian Fleming's novels, and other works related to the iconic series including parodies and spoofs (e.g., Austin Powers), advertising, and games, among others. A weekly group screening is encouraged, but students also have the opportunity to view required films individually. Writing assignments include performance and media analysis, critical reviews, and essays based on original research. (Same as CINE 1007, THTR 1007)

ENGL 1012 c. Jane Austen. Ann Kibbie. Non-Standard Rotation. Fall 2016

A study of Jane Austen's major works, *Sense and Sensibility*, *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*, and their film adaptations. (Same as GSWS 1025)

ENGL 1013 c. Asian Dystopias. Belinda Kong. Non-Standard Rotation. Fall 2016

Focuses on contemporary dystopian novels by Asian and Asian diaspora writers. Explores the idea that dystopic fiction works not simply by reimagining time and forecasting bleak futures but also by remapping political spaces and redrawing social boundaries. Anarchists and vigilantes, aliens and clones, murderous children and mythic animal deities populate these worlds as writers examine totalitarianism and dissidence, globalization and labor slavery, pandemics and biotechnology, race riots and environmental devastation. (Same as ASNS 1041)

ENGL 1023 c. (Im)Possible Lives: Young Adult Speculative Fiction. T.B.A. Non-Standard Rotation. Fall 2016

How do wizards, monsters, cyborgs, and giant killer insects shed light on precarious issues such as sexism, homophobia, racism, poverty, and illness? Examines representations of identity and difference in young adult speculative fiction -- texts created for younger audiences that include elements from genres such as fantasy, horror, science fiction, and magical realism. Students not only analyze the approaches that writers implement to construct hypothetical settings and characters, but also examine how speculative young adult novels depict different possibilities for existing and mattering in the world. Potential authors include Cassandra Clare, Patrick Ness, Rainbow Rowell, and Andrew Smith. (Same as GSWS 1028)

ENGL 1028 c. What We Talk about When We Talk about Love. Guy Mark Foster. Non-Standard Rotation. Fall 2016

Examines literary texts in which writers from the United States and Europe follow a well-worn literary dictum to “show rather than tell” narratives dramatizing the always complex, sometimes painful, but always endlessly challenging negotiations of intimate relationships. Throughout the term, students read a variety of literary works: from an Anton Chekhov play to short stories by Edwidge Danticat and Raymond Carver. Attention given to the impact on these narratives of historical and cultural shifts in race, gender, class, and sexual discourses. (Same as GSWS 1026)

ENGL 1043 c. Fact and Fiction. Brock Clarke. Non-Standard Rotation. Fall 2016

An introduction to the study and creation of various kinds of narrative forms (short story, travel essay, bildungsroman, detective fiction, environmental essay, satire, personal essay, etc.). Students write critical essays and use the readings in the class as models for their own short stories and works of creative nonfiction. Class members discuss a wide range of published canonical and contemporary narratives and workshop their own essays and stories. In doing so, the class dedicates itself to both the study of literature and the making of it.

ENGL 1060 c. English Composition. Meredith McCarroll. Every Semester. Spring 2016

Practice in developing the skills needed to write and revise college-level expository essays. Explores the close relationship between critical reading and writing. Assignment sequences and different modes of analysis and response enable students to write fully developed expository essays. Does not count toward the major or minor in English.

ENGL 1070 c. The Art of Rhetoric and Composition. Marilyn Reizbaum. Non-Standard Rotation. Spring 2016

Intended for confident writers who want to ensure that they leave college speaking and writing not just proficiently, but also magnificently and irresistibly. Learn the challenging art of rhetoric from the best, beginning with classics and moving to the current period: authors may include Philip Sydney, Jonathan Swift, Mark Twain, George Orwell, Jessica Mitford, and David Foster Wallace. Writing intensive. Does not count toward the major or minor in English.

ENGL 1105 c. Introduction to Poetry. Marilyn Reizbaum. Non-Standard Rotation. Fall 2016

Aims to understand poetry’s varied workings, considering, most extensively, the basic materials -- words, lines, metaphors, sentences -- from which poems have traditionally been assembled. By studying closely the components of meter, diction, syntax and line, rhyme, and figure -- in essence, how poems work -- aims to see more clearly into the ends poems work for: meaning, rhapsody, transport, etc.

ENGL 1106 c. Introduction to Drama. Emma Maggie Solberg. Non-Standard Rotation. Spring 2016

Traces the development of Western drama from Ancient Greece through the Renaissance to the present day, particularly on drama written in English. Focuses on Aristotle's concept of catharsis, exploring how plays across time have moved their audiences to laugh, cry, gasp, and sometimes even vomit. Authors include Euripides, Aristophanes, Marlowe, Shakespeare, Oscar Wilde, Samuel Beckett, Tennessee Williams, and Martin McDonagh. (Same as THTR 1806)

ENGL 1109 c. Introduction to Narrative. Morten Hansen. Non-Standard Rotation. Fall 2016

Explores some of the many ways that narrative allows literature to instruct and delight. Why do we need stories to make sense of our lives? How have the ways we tell stories about ourselves changed over the course of the last two centuries? Surveying a range of short stories and novels, considers how formal elements such as theme, plot, perspective, style, and genre shape our understanding of a text. Authors include Edgar Allan Poe, Herman Melville, Ernest Hemingway, Flannery O'Connor, Alice Munro, David Foster Wallace, and Chimamanda Ngozi Adichie.

ENGL 1228 c. Introductory Fiction Workshop. Brock Clarke. Every Semester. Spring 2016

Introduces the beginning fiction writer to the craft of fiction writing, with an emphasis on the literary short story. Studies a wide range of published stories as well as examines student work. Critical writings on craft introduce students to technical aspects of the form: character, dialogue, setting, point of view, scene, summary, etc. Exercises and short assignment lead to longer works. All are expected to read, comment on, and discuss in depth each story that passes through the workshop, as well as to complete a major revision.

ENGL 1300 c. Black Biography. Tess Chakkalakal. New Course. Spring 2016

Introduces students to the genre of African American biography by examining the form from its first inception in the eighteenth century with biographical sketches of important black figures -- such as Crispus Attucks, Phillis Wheatley, Frederick Douglass, and Benjamin Banneker -- to the contemporary African American biopic feature film of figures including Jackie Robinson, Mohammad Ali, and Nina Simone. (Same as AFRS 1300)

ENGL 2003 c. Trolls, Frogs, and Princesses: Fairy Tales and Retellings. Elizabeth Muther. Non-Standard Rotation. Spring 2016

Intermediate seminar. Explores the resiliency of fairy tales across cultural boundaries and historical time. Traces the genealogical origins of the classic tales, as well as their metamorphoses in historical and contemporary variants, fractured tales, and adaptations in literature and film. Engages a spectrum of related texts in literary and cultural theory and criticism.

ENGL 2012 c. Chaucer. Emma Maggie Solberg. Non-Standard Rotation. Spring 2016

Intermediate seminar. Introduces students to the major works of Geoffrey Chaucer, the father of English literature, focusing on his comic masterpiece, “The Canterbury Tales.” Explores Chaucer's work in the context of its sources (from Plato to Dante) as well as its early modern and post-modern descendants (from Shakespeare to the controversial Italian filmmaker Pier Paolo Pasolini). Note: Fulfills the pre-1800 requirement for English majors.

ENGL 2013 c. African American Writers and Autobiography. Guy Mark Foster. Non-Standard Rotation. Spring 2016

Intermediate Seminar. The struggle against anti-black racism has often required that individual African Americans serve as representative figures of the race. How have twentieth- and twenty-first-century black authors tackled the challenge of having to speak for the collective while also writing narratives that explore the singularity of an individual life? What textual approaches have these authors employed to negotiate this tension between what theorists of the genre broadly call referentiality and subjectivity? Authors include W. E. B. Du Bois, Zora Neale Hurston, Malcolm X, Jamaica Kincaid, Maya Angelou, Samuel Delaney, Barack Obama, among others. Note: Fulfills the literature of the Americas requirement for English majors. (Same as AFRS 2652)

ENGL 2014 c. Romantic Sexualities. David Collings. Every Other Year. Fall 2016

Intermediate seminar. Investigates constructions of sexuality in English romantic writing, especially tales of seduction by supernatural or demonic figures; the sexualized world of the Gothic; the Byronic hero; lyrical depictions of incest; the yearning for an eroticized muse or goddess; and same-sex desire in travel writing, diaries, and realist fiction. Discusses the place of such writing in the history of normative and non-normative sexual identities, repression, the unconscious, and the sublime. Authors may include Burke, Lewis, Mary Shelley, Byron, Wollstonecraft, Lister, Austen, Coleridge, and Keats, with further readings in queer theory and the history of sexuality. (Same as GSWS 2660)

ENGL 2015 c. Representing Race in the English Renaissance. Aaron Kitch. Non-Standard Rotation. Fall 2016

Intermediate Seminar. How does “race” signify in the English Renaissance, a period that witnessed the emergence of the Atlantic slave trade, intensified urbanization in European capital cities, and the development of new global trade route? Explores a range of literary strategies Renaissance authors use to represent ethnic, religious, and cultural otherness. Considers how literary and dramatic works might critique, justify, and reproduce racial ideologies. Texts include sonnets by Sidney and Shakespeare; plays by Marlowe, Shakespeare, and Middleton; masques by Ben Jonson; poetry by John Donne and William Herbert; and the first English “novel,” Aphra Behn’s “Oroonoko.” Note: Fulfills the pre-1800 literature requirement for English majors. (Same as AFRS 2205)

ENGL 2200 c-VPA. English Renaissance Drama. Aaron Kitch. Non-Standard Rotation. Fall 2016

Traces the emergence of new modes and genres of theater in the decades following the construction of the first permanent English commercial theater in 1576. Analyzes popular genres like revenge tragedy, domestic tragedy, and city comedy as expressions of political and cultural desires of the age. Topics include the politics and poetics of racial, gendered, and national identity; the use of language as a form of action; and the relation of drama to other forms of art in the period. Working in small groups, students select and study one scene that they perform for the class at the end of the semester. Authors include Thomas Kyd, Christopher Marlowe, William Shakespeare, Ben Jonson, Thomas Middleton, and John Webster. Note: Fulfills the pre-1800 literature requirement for English majors (Same as THTR 2823)

ENGL 2304 c. Age of Satire. Ann Kibbie. Non-Standard Rotation. Spring 2016

Explores various forms of satire and parody in the prose, poetry, drama, and visual art of the Restoration and the Eighteenth Century, as well as the various attempts to censor or otherwise control satire. Works include Alexander Pope's "Rape of the Lock," John Gay's "Beggars Opera," Jonathan Swift's "Gulliver's Travels," Henry Fielding's "Tom Jones," and the paintings and prints of William Hogarth. Note: Fulfills the pre-1800 literature requirement for English majors.

ENGL 2305 c. Imagining London in Eighteenth-Century Literature. Ann Kibbie. Non-Standard Rotation. Fall 2016

Focuses on journals, plays, poems, and novels in which London itself plays a vital role, including James Boswell's "London Journal," Daniel Defoe's "Moll Flanders," John Gay's "Trivia"; or the "Art of Walking the Streets of London," and Frances Burney's "Evelina." In addition to engaging in critical analysis of these literary texts, students learn how to use digital mapping, spatial analysis, and image markup to imagine eighteenth-century London and work collaboratively to create maps charting the movements of real people (such as Boswell) and fictional characters (such as Moll Flanders) within the city. Theaters, coffeehouses, shops, prisons, hospitals, and parks are among the public spaces explored in order to contextualize, enrich, and question the literature. Note: Fulfills the pre-1800 requirement for English majors.

ENGL 2405 c. Victorian Plots. Aviva Briefel. Non-Standard Rotation. Spring 2016

Focusing primarily on the novel, examines Victorian narrative form. Considers whether there are certain types of plots that are peculiar to the period; the ways in which characters develop (or not) as stories unravel; and how literary elements such as description, dialogue, and setting emerge in Victorian texts. Along the way, analyzes the economic, social, and cultural factors that determine aspects of the novel. Authors may include Emily Bronte, Wilkie Collins, Charles Dickens, George Eliot, Elizabeth Gaskell, and Anthony Trollope.

ENGL 2454 c. The Modern Novel. Marilyn Reizbaum. Non-Standard Rotation. Spring 2016

A study of the modern impulse in the novel genre in English. Considers origins of the modern novel and developments such as modernism, postmodernism, realism, formalism, impressionism, the rise of short fiction. Focuses on individual or groups of authors and takes into account theories of the novel, narrative theory, critical contexts. Topics shift and may include Philip Roth, Henry Roth, Virginia Woolf, James Joyce, Rebecca West, Dorothy Richardson, Lorrie Moore, Ford Madox Ford, J. M. Coetzee, W. G. Sebald, F. Scott Fitzgerald, John Banville, Ian Watt, Peter Brook, and Franco Moretti. (Same as GWS 2454)

ENGL 2504 c. Nineteenth-Century American Fiction. Tess Chakkalakal. Non-Standard Rotation. Spring 2016

Historical survey of nineteenth-century American fiction, including works by Washington Irving, Catherine Sedgwick, Herman Melville, Nathaniel Hawthorne, Frank Webb, Harriet Beecher Stowe, William Wells Brown, Mark Twain, Frank Norris, Henry James, John DeForest, Edith Wharton, William Dean Howells, and Charles Chesnutt. Note: Fulfills the literature of the Americas requirement for English majors. (Same as AFRS 2504)

ENGL 2544 c. The Great American Novel in the Twentieth Century. Morten Hansen. Non-Standard Rotation. Spring 2016

Examines the tradition of the great American novel across the twentieth century. Why are certain American novels considered great, and why does the genre of the novel invite aspirations to greatness? What makes the idea of the great American novel so resilient despite the many upheavals of the twentieth century, from the world wars through the revolutions of the 1960s to the invention of the internet? How does the inclusion of ethnic-American literature into the American canon change how the great American novel is viewed? Novelists include Henry Roth, F. Scott Fitzgerald, Thomas Pynchon, and Toni Morrison. Note: Fulfills the literature of the Americas requirement for English majors.

ENGL 2547 c. Topics in Twentieth-Century American Literature. Celeste Goodridge. Non-Standard Rotation. Spring 2016

Authors include Cather, Fitzgerald, Hemingway, and Faulkner. Considers how these authors both reflect and subvert the dominant ideologies of the period. Note: Fulfills the literature of the Americas requirement for English majors.

ENGL 2600 c. African American Poetry. Elizabeth Muther. Non-Standard Rotation. Fall 2016

African American poetry as counter-memory -- from Wheatley to the present -- with a focus on oral traditions, activist literary discourses, trauma and healing, and productive communities. Special emphasis on the past century: dialect and masking; the Harlem Renaissance; Brown, Brooks, and Hayden at mid-century; the Black Arts Movement; black feminism; and contemporary voices.

(Same as AFRS 2600)

ENGL 2603 c-ESD. African American Fiction: Humor and Resistance. Elizabeth Muther. Non-Standard Rotation. Spring 2016

Explores rich traditions of African American humor in fiction, comics, graphic narratives, and film. Considers strategies of cultural survival and liberation, as well as folkloric sources, trickster storytellers, comic double-voicing, and the lampooning of racial ideologies. Close attention paid to modes of burlesque, satirical deformation, caricature, tragicomedy, and parody in historical and contemporary contexts, including such writers and performers as Charles Chesnutt, Bert Williams, Langston Hughes, Zora Neale Hurston, Richard Pryor, Ishmael Reed, Aaron McGruder, Dave Chappelle, and Suzan-Lori Parks. Note: Fulfills the literature of the Americas requirement for English majors. (Same as AFRS 2603)

ENGL 2653 c. Interracial Narratives. Guy Mark Foster. Non-Standard Rotation. Fall 2016

Violence and interracial sex have long been conjoined in U.S. literary, televisual, and filmic work. The enduring nature of this conjoining suggests there is some symbolic logic at work in these narratives, such that black/white intimacy functions as a figural stand-in for negative (and sometimes positive) commentary on black/white social conflict. When this happens, what becomes of “sex” as a historically changing phenomenon when it is yoked to the historically unchanging phenomenon of the “interracial”? Although counter-narratives have recently emerged to compete with such symbolic portrayals, i.e. romance novels, popular films and television shows, not all of these works have displaced this earlier figural logic; in some cases, this logic has merely been updated. Explores the broader cultural implications of both types of narratives. Possible authors/texts: Richard Wright, Chester Himes, Ann Petry, Lillian Smith, Jack Kerouac, Frantz Fanon, Kara Walker, Amiri Baraka, Alice Walker, Octavia Butler, John R. Gordon, Kim McLarin, *Monster’s Ball*, *Far From Heaven*, and *Sex and the City*.

(Same as AFRS 2653, GSWS 2283)

ENGL 2705 c-ESD, IP. Literatures of Global English. Hilary Thompson. Non-Standard Rotation. Spring 2016

Explores modern and contemporary literature from around the world, considering modes of writing that have developed with the global spread of the English language and other languages’ collision with English. Attention given to vernacular writing and the embrace of so-called non-standard, weird, or rotten English. Examines ways writers have engaged with the history of colonialism and the forces of globalization as well as their attempts to forge a new cosmopolitan literature.

ENGL 2750 c. Introduction to Asian-American Literature. Belinda Kong. Non-Standard Rotation. Fall 2016

An introduction not only to the writings of Asian America, but also to the historical development of Asian American literature as a field of discussion, study, and debate. Begins by focusing on a seminal moment in the formation of this field: the critical controversy sparked by the publication of Maxine Hong Kingston's *The Woman Warrior* (1976). Then turns to earlier classics as well as more recent fiction and questions of how to reconceive Asian American literature in light of these works. In addition to Kingston, authors may include Amy Tan, David Henry Hwang, Frank Chin, John Okada, Jade Snow Wong, Carlos Bulosan, Chang-rae Lee, Jhumpa Lahiri, Susan Choi, Lan Cao, and Iê thi diêm thúy. (Same as ASNS 2801)

ENGL 2756 c-ESD, IP. Forbidden Capital: Contemporary Chinese and Chinese Diaspora Fiction. Belinda Kong. Non-Standard Rotation. Spring 2016

To get rich is glorious! -- so goes the slogan popularly attributed to Deng Xiaoping, who ushered 1980s China into an era of economic liberalization. Examines post-Tiananmen fiction from Mainland China as well as the diaspora that responds to, struggles with, and/or satirizes the paradoxes of socialist capitalism. Critical issues include representations of the Communist Party and the intertwined tropes of corruption and consumption, and sometimes cannibalism; debates on the democratizing promise of capital, with attention to the resurgence of nationalism and the geopolitics of the Beijing Olympics; and the new identities made possible but also problematic by this era's massive transformations of social life, along the axes of sexuality, gender, and class. (Same as ASNS 2803)

ENGL 2759 c-ESD. Early Asian American Literature. Belinda Kong. New Course. Spring 2016

What kinds of literature did authors of Asian descent in the US write before there was a category called Asian American literature? How did they represent the relations among America, Asia, themselves, and racial others in the decades before the civil rights movement? Examines Asian American writing from early to mid-twentieth century, before the rise of Asian American studies as a field. Studies a number of literary firsts: the first Asian American memoir, novel, and short story collection; the first poetry by Asian immigrants in the US; and the first full-length works published by writers of specific ethnic groups within Asian America. Authors may include Yan Phou Lee, Yung Wing, Sui Sin Far (Edith Maude Eaton), Onoto Watanna (Winnifred Eaton), Lin Yutang, Younghill Kang, Helena Kuo, Santha Rama Rau, Carlos Bulosan, Toshio Mori, John Okada, Louis Chu, and the Angel Island poets. (Same as ASNS 2807)

ENGL 2802 c. Writing about the Coastal Environment. Russell Rymer. Non-Standard Rotation. Fall 2016

A creative writing course whose subject is environmental science. Students spend a month in a concentrated writing program involving intensive reading and composition. The reading emphasizes the work of science journalists and of scientists writing for lay publications. Analyzes the readings to explore what makes a worthy (or flawed) translation of complicated science concepts into layman's language. Considerations of accuracy, complexity, readability, and style are applied directly to students' writing projects, which include daily blog posts, short assignments, and a longer opus requiring more extensive research and reporting whose final form incorporates all aspects of long-form science writing. Writing assignments are designed to help students bridge between their scientific research and the larger public world that their research involves and affects. To that end, stories may dovetail with lab work students have been pursuing during the semester. Taught in residence at the Bowdoin Coastal Studies Center, English 2802/Environmental Studies 2802 is a course-module in the Bowdoin Marine Science Semester. Biology 2501(same as Environmental Studies 2231), Biology 2330 (same as Environmental Studies 2233), and Biology 2232 (same as Environmental Studies 2232) are co-requisites of this course. (Same as ENVS 2802)

ENGL 2841 c. Introduction to Literary and Cultural Theory. David Collings. Non-Standard Rotation. Fall 2016

Explores some of the most important and compelling aspects of literary and cultural theory from the past century. Situates critical movements such as Marxism, psychoanalysis, feminism, structuralism, deconstruction, queer theory, postcolonial theory, critical race theory, and cultural studies in their historical and intellectual context. Includes such authors as Marx, Freud, Benjamin, Barthes, Derrida, Foucault, Lacan, Sedgwick, Butler, and Žižek.

ENGL 2852 c. Creative Writing: Poetry II. Anthony Walton. Non-Standard Rotation. Fall 2016

Builds upon the method of studying and crafting poetry encountered in English 1225. Students exposed to advanced methods of writing and interpretation, including the in-depth study of one particular poet's oeuvre and evolution. Students encouraged to develop a more comprehensive view of their own individual poetic practices. Each week students responsible for evaluating the assigned reading and for writing poems.

ENGL 2853 c. Advanced Fiction Workshop: The World in Prose. Brock Clarke. Every Spring. Spring 2016

An intensive writing workshop designed for students with experience, dedication, and a willingness to take risks with form, style, and content. Assigned readings include published fiction and critical writing on craft, but the central focus of conversation is on student work: on producing it, understanding its parts, and learning to revise in the most radical sense, to re-see.

ENGL 2854 c. Telling Environmental Stories. Anthony Walton. Non-Standard Rotation. Fall 2016

Intended for students with a demonstrated interest in environmental studies as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through the workshop method, and includes study of several texts, including “The Control of Nature,” “Cadillac Desert,” “Living Downstream,” and “Field Notes from a Catastrophe.” (Same as ENV5 2423)

ENGL 2856 c. Writing Creative Nonfiction through Photography. Russell Rymer. Non-Standard Rotation. Spring 2016

A nonfiction writing course using photography as a guide and muse for writing. Students take and critique photos and do a lot of writing: blog posts, profiles, and full reported articles. Pictorial concepts such as focus, composition, point of view, framing and depth of field are employed to illuminate literary concerns of structure, metaphor, tone, voice, and pacing. Admission is by instructor permission; applicants must submit a writing sample of approximately 1000 words. Course has co-requisite of Documentary Photography (VArts 2403), and students must enroll in both courses. Final project comprises a book, exhibit, or article employing text and photos.

ENGL 2902 c-ESD, VPA. Performing America: Identities on Stage. Sarah Bay-Cheng. Every Year. Spring 2016

What does it mean to act (or dance) like an American? In 1840, French writer Alexis de Tocqueville argued that the characteristics of this young nation, the United States of America, and its people could be studied in its theaters. He based this on a few key observations. Theater is a social event, where people gather in groups to watch other groups of people interact. Theater is also an immediate art, performed live in front of a specific audience. Takes its start from Tocqueville's observations by looking at American performances in drama, dance, and theatrical events as reflections of changing American identities. Looks at indigenous and colonial drama, but a majority of the course focuses on drama, musical theater, and dance of the nineteenth and twentieth centuries. In particular, looks at the ways in which specific performances defined what it meant to be American, as well how individual artists reshaped theater and dance to represent their own diverse identities. As part of the reading, attends to the variety of identities--racial, ethnic, gendered, classed, and religious--that emerge from and continue to define the diversity of America on stage. (Same as THTR 2510)

ENGL 3002 c. James Joyce Revolution. Marilyn Reizbaum. Non-Standard Rotation. Fall 2016

An examination of James Joyce's signal contributions to modern writing and critical theories. Reading includes the major works (“Dubliners,” “Portrait of the Artist as a Young Man,” “Ulysses”), essays by Joyce, and writings by others who testify to the Joyce mystique, e.g., Oliver St. John Gogarty, T. S. Eliot, Virginia Woolf, Jacques Derrida, Seamus Heaney, Maud Ellmann.

PREREQUISITE: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GLS 3000) or higher

ENGL 3012 c. Cosmopolitanism and Creaturely Life. Hilary Thompson. Non-Standard Rotation. Fall 2016

An exploration of the ways contemporary planetary consciousness has influenced conceptions of the human and the animal, as well as their supposed difference. Examines, in light of modern and current world literature, new models for both the exemplary world citizen and human species identity. Investigates to what extent, and by what creative means, reconsiderations of humans' impact on the planet and place in the world are recorded in narratives of other creatures and the perceptual possibilities of their worlds. Texts may include fiction by Kafka, Rilke, Borges, Woolf, Murakami, and Sinha, as well as the philosophies of Uexkull, Heidegger, Derrida, Latour, and Agamben.

PREREQUISITE: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GLS 3000) or higher

ENGL 3022 c. The Arts of Science in the English Renaissance. Aaron Kitch. Non-Standard Rotation. Spring 2016

Advanced seminar. Examines the convergence of new modes of scientific knowledge and new genres of fiction in the period between 1500 and 1650 when writers such as Philip Sidney, William Shakespeare, and Margaret Cavendish redefined imaginative literature as a tool of scientific inquiry. Topics include utopian technologies, alchemy and sexuality, natural philosophy, and the science of humanism. Authors (in addition to those mentioned above) include Thomas More, Christopher Marlowe, John Donne, and Ben Jonson. Secondary readings feature Francis Bacon, Bruno Latour, Steven Shapin, Bruce Moran, and Elizabeth Spiller, among others. Note: Fulfills the pre-1800 literature requirement for English majors.

PREREQUISITE: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GLS 3000) or higher

ENGL 3026 c. Law and Literature: Eighteenth-Century Case Studies. Ann Kibbie. Non-Standard Rotation. Spring 2016

Advanced seminar. Drawing on a variety of literary texts (plays, novels, poems, and creative non-fiction), focuses on the intersections between law and literature in the eighteenth century. Topics include aspects of criminal law, family law, property law, copyright, and libel law. Authors include William Congreve, Daniel Defoe, John Gay, Alexander Pope, Samuel Richardson, Samuel Johnson, and Mary Wollstonecraft. Note: Fulfills the pre-1800 literature requirement for English majors..

PREREQUISITE: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GLS 3000) or higher

ENGL 3027 c. Charles Dickens. Aviva Briefel. Non-Standard Rotation. Spring 2016

Advanced seminar. An in-depth study of a few of Dickens's major novels within the context of Victorian literature culture. Focus includes the work's narrative structure and engagement with realist form, representations of nineteenth-century urban life, and their treatment of gender and class. Also examines Dickens's position within current literary criticism.

PREREQUISITE: ENGL 1000 - 1049 or ENGL 1100 - 2969 or ENGL 3000 (same as GLS 3000) or higher

Environmental Studies

ENVS 1056 a-INS. Ecology and Society. Vladimir Douhovnikoff. Non-Standard Rotation. Spring 2016

Presents an overview of ecology covering basic ecological principles and the relationship between human activity and the ecosystems that support us. Examines how ecological processes, both biotic (living) and abiotic (non-living), influence the life history of individuals, populations, communities, and ecosystems. Encourages student investigation of environmental interactions and how human-influenced disturbance is shaping the environment. Required field trips illustrate the use of ecological concepts as tools for interpreting local natural history. (Same as BIOL 1056)

ENVS 1083 a-MCSR, INS. Energy, Physics, and Technology. Mark Battle. Every Other Spring. Spring 2016

How much can we do to reduce the disruptions of the Earth's physical, ecological and social systems caused by global climate change? How much climate change itself can we avoid? A lot depends on the physical processes that govern the extraction, transmission, storage and use of available energy. This course will introduce the physics of solar, wind, nuclear, and hydroelectric power and discuss the physical constraints on their efficiency, productivity and safety. We will review current technology and quantitatively analyze the effectiveness of different strategies to reduce greenhouse gas emissions. Not open to students with credit for Physics 1140 {104}. (Same as PHYS 1083)

ENVS 1090 a-INS. Understanding Climate Change. David Carlon. Non-Standard Rotation. Spring 2016

Why is the global climate changing and how will biological systems respond? Includes sections on climate systems and climate change, reconstructing ancient climates and past biological responses, predicting future climates and biological responses, climate policy, the energy crisis, and potential solutions. Incorporates a few field trips and laboratories designed to illustrate approaches to climate change science at the cellular, physiological, and ecological levels. (Same as BIOL 1090)

ENVS 1091 a-INS. Bird Song. Nathaniel Thoreau Wheelwright. Non-Standard Rotation. Spring 2016

A study of the biology of bird song, including the mechanics, anatomy, neurobiology, endocrinology, ecology, and evolution of sound production and recognition in birds. Students learn to recognize the songs and calls of common Maine birds and analyze them using sonograms. Also explores the sounds produced by other animals, particularly insects and frogs, and explores the relationships between music in humans and birds. Required field trips, research project, and anatomy laboratories. Although no biology (or music) experience is required or presumed, students should have a strong interest in learning about birds. Weekly one-hour lab. Not open to students who have credit for a biology course. (Same as BIOL 1091)

**ENVS 1101 Intro to Environmental Studies. Matthew Klinge. Dharni Vasudevan.
Every Fall. Fall 2016**

An interdisciplinary introduction to the environment framed by perspectives from the natural sciences, social sciences, and arts and humanities. Surveys past and present status of scientific knowledge about major global and regional problems, explores both successes and inadequacies of environmental ideas to address specific crises, and assesses potential responses of governments, corporations, and individuals. Topics include food and agriculture, pollution, fisheries, and climate change and energy. Other subjects include biodiversity, population, urbanization, consumption, environmental justice, human and ecological health, and sustainability.

ENVS 1102 a-INS. Oceanography. Michele LaVigne. Every Spring. Spring 2016

The fundamentals of geological, physical, chemical, and biological oceanography. Topics include tectonic evolution of the ocean basins; deep-sea sedimentation as a record of ocean history; global ocean circulation, waves, and tides; chemical cycles; ocean ecosystems and productivity; and the ocean's role in climate change. Weekly labs and fieldwork demonstrate these principles in the setting of Casco Bay and the Gulf of Maine. Students complete a field-based research project on coastal oceanography. (Same as EOS 1505)

ENVS 1104 a-MCSR, INS. Environmental Geology and Hydrology. Peter Lea. Every Spring. Spring 2016

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include lakes, watersheds and surface-water quality, groundwater contamination, coastal erosion, and/or landslides. Weekly labs and fieldwork examine local environmental problems affecting Maine's rivers, lakes, and coast. Students complete a community-based research project. (Same as EOS 1305)

ENVS 1155 c-IP. Into the Wild. Jens Klenner. Non-Standard Rotation. Fall 2016

An examination of the mix of conflicting ideas that shape the many conceptions of "wilderness." Among other questions, explores the ideas of wilderness as a space without or preceding culture and civilization, as a mental state, and as an aesthetic experience. Considers the place of wilderness in the 'urban jungle' of cities. Puts Anglo-American and European theories and images of the wilderness into dialogue by comparing literary works, film, artworks, and philosophical texts. No knowledge of German is required. (Same as GER 1155)

ENVS 2004 a-MCSR. Understanding Place: GIS and Remote Sensing. Eileen Sylvan Johnson. Every Year. Spring 2016

Geographical information systems (GIS) organize and store spatial information for geographical presentation and analysis. They allow rapid development of high-quality maps, and enable powerful and sophisticated investigation of spatial patterns and interrelationships. Introduces concepts of cartography, database management, remote sensing, and spatial analysis. The productive use of GIS and Remote Sensing technology with an emphasis on the biophysical sciences and environmental management is investigated through a variety of applied exercises and problems culminating in a semester project that addresses a specific environmental application.

ENVS 2201 a-MCSR, INS. Perspectives in Environmental Science. Phil Camill. Dharni Vasudevan. Every Spring. Spring 2016

Understanding environmental challenges requires scientific knowledge about the different spheres of the Earth -- land, water, air, and life -- and how they interact. Presents integrated perspectives across the fields of biology, chemistry, and earth and oceanographic science to examine the scientific basis for environmental change from the molecular to the global level. Foundational principles are developed to address major course themes, including climate change, energy, soil/air/water pollution, chemical exposure and risk, land use change, and biodiversity loss. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature.

(Same as BIOL 1158, CHEM 1105)

PREREQUISITE: BIOL 1101 or BIOL 1109 or CHEM 1091 - 2260 or PHYS 1130 or PHYS 1140 or EOS 1105 or EOS 1305 (same as ENVS 1104) or EOS 1505 (same as ENVS 1102) or EOS 2005 (same as ENVS 2221) or EOS 2115 or EOS 2335 or EOS 2365 or EOS 2525 (same as ENVS 2251) or EOS 2535 or ENVS 1101

ENVS 2221 a. Biogeochemistry: An Analysis of Global Change. Phil Camill. Every Fall. Fall 2016

Understanding global change requires knowing how the biosphere, geosphere, oceans, ice, and atmosphere interact. An introduction to earth system science, emphasizing the critical interplay between the physical and living worlds. Key processes include energy flow and material cycles, soil development, primary production and decomposition, microbial ecology and nutrient transformations, and the evolution of life on geochemical cycles in deep time. Terrestrial, wetland, lake, river, estuary, and marine systems are analyzed comparatively. Applied issues are emphasized as case studies, including energy efficiency of food production, acid rain impacts on forests and aquatic systems, forest clearcutting, wetland delineation, eutrophication of coastal estuaries, ocean fertilization, and global carbon sinks. Lectures and three hours of laboratory or fieldwork per week. (Same as EOS 2005)

PREREQUISITE: EOS 1100 - 1999 or BIOL 1102 or BIOL 1109 or CHEM 1092 or CHEM 1102 or CHEM 1109 or ENVS 1102 or ENVS 1104 or ENVS 1515

ENVS 2224 a-MCSR, INS. Behavioral Ecology and Population Biology. Nathaniel Thoreau Wheelwright. Every Fall. Fall 2016

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as BIOL 2315)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

ENVS 2229 a-MCSR, INS. Biology of Marine Organisms. Amy Johnson. Every Fall. Fall 2016

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and four hours of laboratory or field trip per week. One weekend field trip included. (Same as BIOL 2319)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

ENVS 2231 a-INS. Biological Oceanography. Bobbie Lyon. Non-Standard Rotation. Fall 2016

Features classroom, laboratory, and fieldwork emphasizing fundamental biological processes operating in pelagic environments. It includes a hybrid of topics traditionally taught in physical and biological oceanography courses: major ocean current systems, physical structure of the water column, patterns and process of primary production, structure and function of pelagic food webs. Field trips to Casco Bay and Harpswell Sound will introduce students to the methods and data structures of biological oceanography. Taught in residence at the Bowdoin Marine Laboratory, Biology 2501/Environmental Studies 2231 is a course-module in the Bowdoin Marine Science Semester. Biology 2232 (same as Environmental Studies 2232), Biology 2330 (same as Environmental Studies 2233), and English 2802 (same as Environmental Studies 2802) are co-requisites of this course. (Same as BIOL 2501)

PREREQUISITE: Two of: || either BIOL 1102 or BIOL 1109 || and MATH 1000 or higher

ENVS 2232 a-MCSR, INS. Benthic Ecology. David Carlon. Non-Standard Rotation. Fall 2016

The principles of ecology emphasizing the hard- and soft-bottom communities of Casco Bay and Harpswell Sound. Field trips and field exercises demonstrate the quantitative principles of marine ecological research, including good practices in sampling designs and field experiments. A class field project designs and implements a long-term study, based at the Bowdoin Marine Laboratory, to monitor and detect changes in community structure driven by climate change in the twenty-first century. Assumes a basic knowledge of biological statistics. Taught in residence at the Bowdoin Marine Laboratory, Biology 2232/Environmental Studies 2232 is a course-module in the Bowdoin Marine Science Semester. Biology 2501 (same as Environmental Studies 2231), Biology 2330 (same as Environmental Studies 2233), and English 2802 (same as Environmental Studies 2802) are co-requisites of this course. (Same as BIOL 2232)

PREREQUISITE: Two of: | | either BIOL 1102 or BIOL 1109 | | and MATH 1000 or higher

ENVS 2233 a-MCSR, INS. Marine Molecular Ecology and Evolution. Sarah Kingston. Non-Standard Rotation. Fall 2016

Features the application of molecular data to ecological and evolutionary problems in the sea. Hands on laboratory work will introduce students to sampling, generation, and analysis of molecular data sets with Sanger-based technology and Next Generation Sequencing. Lectures, discussions, and computer-based simulations will demonstrate the relevant theoretical principles of population genetics and phylogenetics. A class project will begin a long-term sampling program that uses DNA barcoding to understand temporal and spatial change in the ocean. Taught in residence at the Bowdoin Marine Laboratory, Biology 2330/Environmental Studies 2233 is a course-module in the Bowdoin Marine Science Semester. Biology 2232 (same as Environmental Studies 2232), Biology 2501 (same as Environmental Studies 2231), and English 2802 (same as Environmental Studies 2802) are co-requisites of this course. (Same as BIOL 2330)

PREREQUISITE: Two of: | | either BIOL 1102 or BIOL 1109 | | and MATH 1000 or higher

ENVS 2255 a-INS. Environmental Chemistry. Dharni Vasudevan. Every Spring. Spring 2016

Focuses on two key processes that influence human and wildlife exposure to potentially harmful substances, chemical speciation and transformation. Equilibrium principles as applied to acid-base, complexation, precipitation, and dissolution reactions are used to explore organic and inorganic compound speciation in natural and polluted waters; quantitative approaches are emphasized. Weekly laboratory sections are concerned with the detection and quantification of organic and inorganic compounds in air, water, and soils/sediments. (Same as CHEM 2050, EOS 2325)

PREREQUISITE: CHEM 1102 or CHEM 1109 or CHEM 2000 - 2969 or Placement in CHEM 2000 level or Placement in 2000/1109

ENVS 2270 a. Landscapes and Global Change. Peter Lea. Every Other Fall. Fall 2016

Earth's surface is marked by the interactions of the atmosphere, water and ice, biota, tectonics, and underlying rock and soil. Even familiar landscapes beget questions on how they formed, how they might change, and how they relate to patterns at both larger and smaller scales. Examines Earth's landscapes and the processes that shape them, with particular emphasis on how future changes may both influence and be influenced by humans. Topics include specific land-shaping agents (rivers, glaciers, landslides, groundwater), as well as how these agents interact with one another and with changing climate, tectonics, and human activities. (Same as EOS 2345)

PREREQUISITE: EOS 2005 (same as ENVS 2221) or ENVS 2221

ENVS 2281 a. Forest Ecology and Conservation. Vladimir Douhovnikoff. Non-Standard Rotation. Fall 2016

An examination of how forest ecology and the principles of silviculture inform forest ecosystem restoration and conservation. Explores ecological dynamics of forest ecosystems, the science of managing forests for tree growth and other goals, natural history and historic use of forest resources, and the state of forests today, as well as challenges and opportunities in forest restoration and conservation. Consists of lecture, discussions, field trips, and guest seminars by professionals working in the field. (Same as BIOL 2581)

ENVS 2301 b-MCSR. Building Resilient Communities. Eileen Sylvan Johnson. Every Year. Fall 2016

Examines efforts by communities and regions to build resilience in the face of changing environmental and social conditions. Examines how local leaders can work in complex settings to set goals and mobilize federal, private, and non-profit resources to achieve specific, cross-cutting objectives that include strengthening local economies, safeguarding important environmental values, protecting public health, and addressing issues of economic and social justice. Provides students with firsthand understanding of how Geographic Information Systems (GIS) are playing an increasingly important role in understanding and informing effective approaches for expanding resilience at a community level by integrating social and natural data to inform policy decision. Students learn GIS as part of the course.

PREREQUISITE: ENVS 1101

ENVS 2302 b-MCSR. Environmental Economics and Policy. Erik Nelson. Non-Standard Rotation. Spring 2016

An exploration of environmental degradation and public policy responses in industrial economies. Market failures, property rights, and materialistic values are investigated as causes of pollution and deteriorating ecosystem functions. Guidelines for equitable and cost-effective environmental policy are explored, with an emphasis on the roles and limitations of cost-benefit analysis and techniques for estimating non-monetary values. Three core themes are the transition from "command and control" to incentive-based policies; the evolution from piecemeal regulation to comprehensive "green plans" (as in the Netherlands); and the connections among air pollution, energy systems, and global warming. (Same as ECON 2218)

PREREQUISITE: ECON 1050 or ECON 1101 or Placement in ECON 1102 or Placement in earned ECON 1101

ENVS 2306 b-IP. Comparative Environmental Politics. Laura Henry. Non-Standard Rotation. Fall 2016

Examines environmental politics from a comparative perspective, drawing on case material from the United States, Europe, Latin America, Africa, and Asia. Asks why, despite the fact that many contemporary environmental problems are shared globally, states develop different environmental policies. Readings cover issues ranging from forest conservation to climate policy and consider explanatory factors such as type of political regime, level of economic development, activism by citizens, and culture and values. (Same as GOV 2484)

ENVS 2312 b-ESD, IP. Contemporary Arctic Environmental and Cultural Issues. Susan Kaplan. Non-Standard Rotation. Fall 2016

Throughout the Arctic, northern peoples face major environmental changes and cultural and economic challenges. Landscapes, icescapes, and seascapes on which communities rely are being transformed, and arctic plants and animals are being affected. Many indigenous groups see these dramatic changes as endangering their health and cultural way of life. Others see a warming Arctic as an opportunity for industrial development. Addressing contemporary issues that concern northern peoples in general and Inuit in particular involves understanding connections between leadership, global environmental change, human rights, indigenous cultures, and foreign policies, and being able to work on both a global and local level. (Same as ANTH 2572)

PREREQUISITE: Two of: | either ANTH 1150 or ANTH 1101 or ANTH 1102 | | and ENVS 1101

ENVS 2331 b-MCSR. The Nature of Data: Introduction to Environmental Analysis. Eileen Sylvan Johnson. Crystal Hall. Non-Standard Rotation. Spring 2016

Examines emerging digital techniques in environmental management and analysis within government, academic, and media sectors. Topics include collaborative resource management, leveraging the power of social networks, social-ecological system management, the role of volunteered information and citizen science, and expanding capacities for adaptation and resilience. Labs introduce the basics of a programming language such as R or Python for network and text analysis, spatial analysis and GIS, geotagging, and crowdsourcing. (Same as DCS 2331)

ENVS 2341 b-IP. Community-Based Natural Resource Management: Stories from East and West. Divya Gupta. New Course. Spring 2016

Focuses on the role of community participation in natural resource management -- both traditional and contemporary practices -- by considering cases from around the world. Details of the methodology involved in studying these cases are discussed to better grasp different ways information is gathered in comprehending community practice and participation. Explores how community participation can be used to facilitate devolution of power, promote resource equity, and sustain resources for the long term.

PREREQUISITE: ENVS 1101

ENVS 2350 b. Embodied Environments: The Anthropology of the Environment and Health. Emily Wanderer. Non-Standard Rotation. Spring 2016

Examines how elements of social and natural environment are incorporated into understandings of the human body. Analyzes changes in perceptions of the relationship between bodies and environments, examining the long history of ecological understandings of the human body beginning with the Columbian Exchange and colonial medicine and continuing to the present day. Draws on research in political ecology and environmental anthropology to consider how the natural world is entangled with social, political, and economic systems, and the effect of these systems on human health and disease. (Same as ANTH 2150)

PREREQUISITE: ANTH 1101 or SOC 1101

ENVS 2403 c-ESD. Environment and Culture in North American History. Connie Chiang. Every Spring. Spring 2016

Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the “Columbian exchange” and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of “nature”; agriculture, industrialization, and urbanization; and the rise of modern environmentalism. (Same as HIST 2182)

PREREQUISITE: ENVS 1101

ENVS 2423 c. Telling Environmental Stories. Anthony Walton. Non-Standard Rotation. Fall 2016

Intended for students with a demonstrated interest in environmental studies as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through the workshop method, and includes study of several texts, including “The Control of Nature,” “Cadillac Desert,” “Living Downstream,” and “Field Notes from a Catastrophe.” (Same as ENGL 2854)

ENVS 2425 c-ESD, IP. Natives, Borderlands, and Empires in Early North America. Matthew Klinge. Non-Standard Rotation. Spring 2016

Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent’s three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent’s diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture. This course is part of the following field(s) of study: United States, Atlantic Worlds, Colonial Worlds, and Latin America. (Same as HIST 2180, LAS 2180)

ENVS 2431 c-VPA. Modern Architecture: 1750 to 2000. Jill Pearlman. Non-Standard Rotation. Spring 2016

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. (Same as ARTH 2430)

ENVS 2432 c-ESD. History of the American West. Connie Chiang. Every Other Fall. Fall 2016

Survey of what came to be called the Western United States from the nineteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of Western myths in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. This course is part of the following field(s) of study: United States. (Same as HIST 2160)

ENVS 2436 c. Democracy and the Environment in Chile. Jennifer Baca. Non-Standard Rotation. Spring 2016

How does the environment influence the practice of democracy? How does the use of natural resources shape the boundaries of inclusion and exclusion in the nation? Interrogates this interplay of environment and democracy through the lived experiences of different social groups in Chile. Not only has Chile long depended upon its natural resources -- from nitrates and copper to fruits, forests and fisheries -- it has also been a key site of debate about the meaning and practice of democracy. Case studies include nitrate mining and the birth of the labor movement, private eco-reserves and national sovereignty, the 2011 student movement and its demands on copper profits. (Same as LAS 2536)

ENVS 2447 c. Maine: A Community and Environmental History. Sarah McMahon. Every Other Spring. Spring 2016

Seminar. Examines the evolution of various Maine social and ecological communities -- inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. This course is part of the following field(s) of study: United States. (Same as HIST 2607)

ENVS 2459 c. The Ethics of Climate Change. Kristi Olson. New Course. Spring 2016

Examines moral questions raised by climate change including: What would constitute a just allocation of burdens? What do we collectively owe to future generations? If collective action fails, what are our obligations as individuals? When, if at all, is civil disobedience justified? Readings drawn primarily from contemporary philosophy. (Same as PHIL 2359)

ENVS 2491 c-IP. Environmental History of East Asia. Sakura Christmas. Every Other Year. Spring 2016

Seminar. Examines the evolving relationship between states and nature in the emergence of modern East Asia. In debating the narrative of environmental decline in East Asia, readings and discussions focus on how successive regimes that ruled China, Japan, and Korea approached their environments and, conversely, how those environments also structured human societies across time. Spanning from the seventeenth to twentieth century, topics include: commodity frontiers, environmental sustainability, public health, industrial pollution, and nuclear technology, and how these issues link to formations of ethnic and economic difference in both national and imperial communities. Note: This course is part of the following field(s) of study: East Asia. (Same as ASNS 2890, HIST 2891)

ENVS 2504 c. Animals in American History. Strother Roberts. Non-Standard Rotation. Fall 2016

Seminar. Although modern humans tend to think of themselves as above nature, they are in fact part of it: partners in a myriad of relationships that have tied them to other members of the animal kingdom throughout their history. Examines a number of these relationships, focusing on North America from the sixteenth through the twentieth century. Topics considered include the role of animals in the development of the American economy, how domestic and wild animals have shaped the American environment, how Americans have conceived of the boundary between humanity and animality, and how pets have come to be viewed as part of the modern family. (Same as HIST 2504)

ENVS 2537 b. Political Ecology: Global Inequality, Social (In)justice, and the Environment. Jennifer Baca. Non-Standard Rotation. Fall 2016

From the water crisis in Flint, Michigan, to the assassination of environmental activists in Honduras, the news is filled with stories of environmental contamination, conflict, and climate change. This course will enable students to evaluate different understandings of key environmental issues using a Political Ecology framework. A sub-field of Geography, Political Ecology is an approach to understanding human-environment interactions that puts difference in social power at the heart of environmental conflict and change. Students will learn the origins and methodology of Political Ecology and apply this framework to case studies from across the globe, but with a particular emphasis on the US and Latin America. Case studies include, among others: environmental racism in the Bay Area; the global food sovereignty movement; and indigenous struggles for land rights in Chile. (Same as LAS 2537)

ENVS 2802 c. Writing about the Coastal Environment. Russell Rymer. Non-Standard Rotation. Fall 2016

A creative writing course whose subject is environmental science. Students spend a month in a concentrated writing program involving intensive reading and composition. The reading emphasizes the work of science journalists and of scientists writing for lay publications. Analyzes the readings to explore what makes a worthy (or flawed) translation of complicated science concepts into layman's language. Considerations of accuracy, complexity, readability, and style are applied directly to students' writing projects, which include daily blog posts, short assignments, and a longer opus requiring more extensive research and reporting whose final form incorporates all aspects of long-form science writing. Writing assignments are designed to help students bridge between their scientific research and the larger public world that their research involves and affects. To that end, stories may dovetail with lab work students have been pursuing during the semester. Taught in residence at the Bowdoin Coastal Studies Center, English 2802/Environmental Studies 2802 is a course-module in the Bowdoin Marine Science Semester. Biology 2501(same as Environmental Studies 2231), Biology 2330 (same as Environmental Studies 2233), and Biology 2232 (same as Environmental Studies 2232) are co-requisites of this course. (Same as ENGL 2802)

ENVS 2912 b. Governing the Commons: Common Pool Resource Management Theories, Challenges, and Opportunities. Divya Gupta. New Course. Spring 2016

Common pool resources are vulnerable to over-exploitation. Understanding the way they are managed is important to preventing their fast-paced depletion. Makes use of the intellectual frameworks and concepts in the common pool resource scholarship to learn about the institutions, rules, and norms that guide the interactions among humans and the environment. There is no simple formula for designing these rules, norms, and institutions because context matters, and when it comes to governance, the devil is often in the details. Students learn how context matters while also studying the frameworks needed to solve challenging collective action problems. (Same as GOV 2912)

ENVS 3391 c-IP. Mapping Germany: Nature and Knowledge. Jens Klenner. Non-Standard Rotation. Spring 2016

Considers how German terrain and culture were mapped or charted through representations of nature and the wilderness in a diverse range of texts. Examinations of discourses about nature and landscape reveal how Germany constitutes itself as a nation with a particular relationship to the environment. A comparison of Austrian, German, and Swiss novels, short stories, films, and artworks emphasize the varied but powerful place of nature in the German imagination. Possible works, among others, by Kant, Goethe, Humboldt, Fanck, Ransmayr, Kehlmann, Jelinek, Richter. All materials and coursework in German. (Same as GER 3391)

PREREQUISITE: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level

ENVS 3902 a. Earth Climate History. Phil Camill. Every Year. Spring 2016

The modern world is experiencing rapid climate warming and some parts extreme drought, which will have dramatic impacts on ecosystems and human societies. How do contemporary warming and aridity compare to past changes in climate over the last billion years? Are modern changes human-caused or part of the natural variability in the climate system? What effects did past changes have on global ecosystems and human societies? Students use environmental records from rocks, soils, ocean cores, ice cores, lake cores, fossil plants, and tree rings to assemble proxies of past changes in climate, atmospheric CO₂, and disturbance to examine several issues: long-term carbon cycling and climate, major extinction events, the rise of C₄ photosynthesis and the evolution of grazing mammals, orbital forcing and glacial cycles, glacial refugia and post-glacial species migrations, climate change and the rise and collapse of human civilizations, climate/overkill hypothesis of Pleistocene megafauna, climate variability, drought cycles, climate change impacts on disturbances (fire and hurricanes), and determining natural variability versus human-caused climate change.

(Same as EOS 3020)

PREREQUISITE: EOS 2005 (same as ENVS 2221) or ENVS 2221

ENVS 3918 b. Environmental and Natural Resource Economics. Guillermo Herrera. Non-Standard Rotation. Spring 2016

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation. Permission of instructor required during add/drop for students who have credit for Economics 2218. (Same as ECON 3518)

PREREQUISITE: Two of: || ECON 2555 || and ECON 2557

ENVS 3921 b. The Economics of Land Use, Ecosystem Services, and Biodiversity. Erik Nelson. Non-Standard Rotation. Fall 2016

Seminar. Analysis of the economic forces that shape land-use patterns, the relationship between land-use patterns and ecosystem service provision and biodiversity persistence, and the economic value of ecosystem service provision. Investigates methods for increasing ecosystem service values on the landscape and the economic cost of these methods. Analysis of land-use externalities and the failure of land-use patterns to generate maximum societal net benefits; neoclassical economic theory on land-use; methods for estimating market value of land; methods of non-market valuation; efficient land-use patterns from a societal perspective; methods for finding efficient land-use patterns; and governmental and non-governmental organization land conservation programs. Permission of instructor required during add/drop for all students; required at all times for students who have credit for Economics 2218 (same as Environmental Studies 2302) or 2228 (same as Environmental Studies 2228). (Same as ECON 3521)

PREREQUISITE: ECON 2555

ENVS 3940 b-ESD. Tractors, Chainsaws, Windmills, and Cul-de-Sacs: Communities and Natural Resources. Shaun Golding. Non-Standard Rotation. Spring 2016

Examines the central civic, economic, and institutional actors engaged in debates around resource-dependent development. Built around agriculture, energy, and sprawl in Maine and New England, considers how the natural environment is shaped through human interactions within the structures of the state, the economy, and community, and in response to changes brought about by globalization. Applies sociological theories and frameworks to the task of differentiating between conflicting interest groups, policies, and outcomes. (Same as SOC 3340)

PREREQUISITE: SOC 1101 or ANTH 1101

ENVS 3963 b-IP. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Allen Springer. Every Spring. Spring 2016

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the environmental studies senior seminar requirement. (Same as GOV 3610)

ENVS 3997 a-INS. Advanced Winter Field Ecology. Nathaniel Thoreau Wheelwright. Non-Standard Rotation. Spring 2016

Exploration of advanced concepts in ecology and evolutionary biology, and the natural history of plants, animals, and ecosystems in Maine winters. Structured around group research projects in the field. Each week, field trips focus on a different study site, set of questions, and taxon (e.g., host specificity in wood fungi, foraging behavior of aquatic insects under the ice, estimation of mammal population densities, winter flocking behavior in birds). Students learn to identify local winter flora and fauna, critically evaluate readings from the primary literature, analyze data from field research projects, and present their results each week in a research seminar. Required field trip to the Bowdoin Scientific Station on Kent Island. (Same as BIOL 3399)

PREREQUISITE: BIOL 2315 (same as ENVS 2224) or BIOL 2558 (same as ENVS 2558) or ENVS 2224

ENVS 3998 c. The City since 1960. Jill Pearlman. Every Other Fall. Fall 2016

Seminar. Focuses on important issues in the history of the American city during the past half century with some comparative excursions to cities beyond. Issues include urban renewal and responses to it, historic preservation, gentrification, high-rise syndrome, the loss and creation of public places, and the making of a humane and successful city today. Considers both the city's appearance and form and the social and cultural issues that help shape that form. Examines these issues in depth through primary and secondary source readings. Throughout the semester students pursue a research project of their own, culminating in a presentation to the class and a substantial (twenty-five page) paper.

Gender, Sexuality and Women St

GLS 2001 ESD. Queer Theory. Guy Mark Foster. Every Spring. Spring 2016

An introduction to the materials, major themes, and defining methodologies of gay and lesbian studies. Considers in detail both the most visible contemporary dilemmas involving homosexuality (queer presence in pop culture, civil rights legislation, gay-bashing, AIDS, identity politics) as well as the great variety of interpretive approaches these dilemmas have, in recent years, summoned into being. Such approaches borrow from the scholarly practices of literary and artistic exegesis, history, political science, feminist theory, and psychoanalysis -- to name only a few. An abiding concern over the semester is to discover how a discipline so variously influenced conceives of and maintains its own intellectual borders. Course materials include scholarly essays, journalism, films, novels, and a number of lectures by visiting faculty.

GLS 2112 b-ESD. Sociology of Sexuality. Theodore Greene. Non-Standard Rotation. Spring 2016

Examines the theoretical and methodological approaches used in the sociological study of sex and sexuality. Explores how people construct meanings around sex, how people use and question notions of sexuality, and why sexuality is socially and politically regulated. Links sexuality to broader sociological questions pertaining to culture and morality, social interaction, social and economic stratification, social movements, urbanization and community, science, health, and public policy. Topics also include the historical and legal construction of heterosexuality, sexual fluidity, gay identity, masculinities and femininities, the queer dilemma, and the "post-gay" phenomenon. (Same as SOC 2212)

PREREQUISITE: SOC 1101 or ANTH 1101

GLS 2235 c-ESD. Gender and Sexuality in Early Christianity. Todd Berzon. New Course. Spring 2016

Investigates the ways in which gender and sexuality can serve as interpretive lenses for the study of early Christian history, ideas, and practices. Can the history of early Christianity--from the apostle Paul to Augustine of Hippo--be rewritten as a history of gender and sexuality? In answer to that question, addresses a range of topics, including prophecy, sainthood, militarism, mysticism, asceticism, and martyrdom. In addition, by oscillating between close readings and contemporary scholarship about gender, feminism, masculinity, sexuality, and the body, looks beyond the world of antiquity. Aims to show how theories of and about sexuality and gender can fundamentally reorient understandings of Christian history. (Same as GWS 2231, REL 2235)

GLS 2251 c-ESD, IP. Making Sex a Science: Sexology and its Cultural Representation from Krafft-Ebing to Kinsey. Jill Smith. Non-Standard Rotation. Spring 2016

Traces the development of sexual science, or sexology, from its roots in late nineteenth-century Austria and Germany to its manifestations in twentieth-century Great Britain and the United States. Examines ideas of key figures within sexual science and the myriad ways they sought to define, categorize, and explain non-normative sexual behaviors and desires. Explores how claims of scientific authority and empirical knowledge were used to shape social attitudes toward sexual difference. Analyzes cultural works that either influenced or were influenced by these thinkers. Includes works by the sexologists Krafft-Ebing, Hirschfeld, Ellis, and Kinsey, as well as cultural texts by Boyle, Praunheim, and Sacher-Masoch. (Same as GER 2251, GWS 2258)

GLS 2266 c-ESD. The City as American History. Matthew Klinge. Non-Standard Rotation. Spring 2016

Seminar. America is an urban nation today, yet Americans have had deeply ambivalent feelings toward the city over time. Explores the historical origins of that ambivalence by tracing several overarching themes in American urban history from the seventeenth century to the present. Topics include race and class relations, labor, design and planning, gender and sexual identity, immigration, politics and policy, scientific and technological systems, violence and crime, religion and sectarian disputes, and environmental protection. Discussions revolve around these broad themes, as well as regional distinctions between American cities. Students are required to write several short papers and one longer paper based upon primary and secondary sources. This course is part of the following field(s) of study: United States. (Same as HIST 2660)

GLS 2504 c-ESD. American Queen: Drag in Contemporary Art and Performance. Christina Knight. Non-Standard Rotation. Spring 2016

Explores the intersection of queer subcultures and contemporary artistic production. Also considers what constitutes drag culture, including cross-dressing, hyper-stylized language (guuuuuuurl), and performative gestures (e.g., snapping, teeth-sucking, and eye-cutting). Emphasizes how drag links different kinds of explorations of self in a range of artistic mediums, alternately evoking gendered violence, humor, and transformative possibility. (Same as GWS 2504, THTR 2504)

GLS 3310 c. Gay and Lesbian Cinema. Tricia Welsch. Non-Standard Rotation. Spring 2016

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; the AIDS imperative. Writing intensive; attendance at evening film screenings is required. Note: Fulfills the film theory requirement for cinema studies minors. (Same as CINE 3310, GWS 3310)

PREREQUISITE: CINE 1000 or higher or FILM 1000 or higher

GWS 1101 b-ESD. Introduction to Gender and Women's Studies. Brittany Lewis. Every Semester. Spring 2016

An interdisciplinary introduction to the issues, perspectives, and findings of the new scholarship that examines the role of gender in the construction of knowledge. Explores what happens when women become the subjects of study; what is learned about women; what is learned about gender; and how disciplinary knowledge itself is changed.

GWS 2076 c-IP. Fashion and Gender in China. Shu-chin Tsui. Non-Standard Rotation. Spring 2016

Examines how the dress women wear and the fashion consumers pursuit reflect social-cultural identities and generate gender politics. Readings and discussions span historical periods, geographical locations, social-cultural groups, and identity categories. From bound feet to the Mao suit, and from qipao to wedding gowns, fashion styles and consumer trends inform a critical understanding of the nation, gender, body, class, and transnational flows. Topics include the intersections between foot-binding and femininity, qipao and the modern woman, the Mao suit and the invisible body, beauty and sexuality, oriental chic and re-oriental spectacle. With visual materials as primary source, and fashion theory the secondary, offers an opportunity to gain knowledge of visual literacy and to enhance analytical skills. (Same as ASNS 2076)

GWS 2200 c-ESD, IP. Gender, Class, and Citizenship in (West) European History. Frances Gouda. Non-Standard Rotation. Spring 2016

Examines the ways in which normative ideas about gender difference and class divisions shaped women's and men's political citizenship in western Europe since the eighteenth-century Enlightenment. By analyzing primary sources as well as current scholarship focusing on England, France, Germany, and the Netherlands, explores issues such as motherhood and parental rights, gendered constructions of the private and public spheres, women's access to education, and the evolution of legal entitlements and political agency. Ample attention devoted to the emergence of the first feminist (suffragist) movement beginning in the 1860s and the evolution of second-wave feminism during the late 1960s. A final topic to be explored is immigration into Western Europe since World War II and the controversies generated by multiculturalism, Islam, and the "politics of the veil." (Same as HIST 2103)

GWS 2231 c-ESD. Gender and Sexuality in Early Christianity. Todd Berzon. New Course. Spring 2016

Investigates the ways in which gender and sexuality can serve as interpretive lenses for the study of early Christian history, ideas, and practices. Can the history of early Christianity--from the apostle Paul to Augustine of Hippo--be rewritten as a history of gender and sexuality? In answer to that question, addresses a range of topics, including prophecy, sainthood, militarism, mysticism, asceticism, and martyrdom. In addition, by oscillating between close readings and contemporary scholarship about gender, feminism, masculinity, sexuality, and the body, looks beyond the world of antiquity. Aims to show how theories of and about sexuality and gender can fundamentally reorient understandings of Christian history. (Same as GLS 2235, REL 2235)

GWS 2236 c-IP. The Fantastic and Demonic in Japanese Literature. Vyjayanthi Selinger. Non-Standard Rotation. Spring 2016

From possessing spirits and serpentine creatures to hungry ghosts and spectral visions, Japanese literary history is alive with supernatural beings. The focus of study ranges from the earliest times to modernity, examining these motifs in both historical and theoretical contexts. Readings pose the following broad questions: How do representations of the supernatural function in both creation myths of the ancient past and the rational narratives of the modern nation? What is the relationship between liminal beings and a society's notion of purity? How might the uncanny return of dead spirits in medieval Japanese drama be understood? How does the construction of demonic female sexuality vary between medieval and modern Japan? Draws on various genres of representation, from legends and novels to drama, paintings, and cinema. Students develop an appreciation of the hold that creatures from the other side maintain over cultural and social imagination. (Same as ASNS 2270)

GWS 2246 c-ESD. Only a Game? Sport and Leisure in Europe and America. Susan Tananbaum. Non-Standard Rotation. Spring 2016

Seminar. Uses the lens of sport and leisure to analyze cultural and historical trends in modern Europe and the United States. Students read a range of primary and secondary texts exploring race, class, and gender and complete a significant research paper. Note: This course is part of the following field(s) of study: Europe and United States. (Same as HIST 2560)

PREREQUISITE: HIST 1000 - 2969 or GWS 1000 - 2969

GWS 2251 c-ESD. Women in American History, 1600-1900. Sarah McMahan. Every Other Spring. Spring 2016

A social history of American women from the colonial period through the nineteenth century. Examines women's changing roles in both public and private spheres; the circumstances of women's lives as these were shaped by class, ethnic, and racial differences; the recurring conflict between the ideals of womanhood and the realities of women's experience; and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women's rights, and feminism. This course is part of the following field(s) of study: United States. (Same as HIST 2126)

GWS 2258 c-ESD, IP. Making Sex a Science: Sexology and its Cultural Representation from Krafft-Ebing to Kinsey. Jill Smith. Non-Standard Rotation. Spring 2016

Traces the development of sexual science, or sexology, from its roots in late nineteenth-century Austria and Germany to its manifestations in twentieth-century Great Britain and the United States. Examines ideas of key figures within sexual science and the myriad ways they sought to define, categorize, and explain non-normative sexual behaviors and desires. Explores how claims of scientific authority and empirical knowledge were used to shape social attitudes toward sexual difference. Analyzes cultural works that either influenced or were influenced by these thinkers. Includes works by the sexologists Krafft-Ebing, Hirschfeld, Ellis, and Kinsey, as well as cultural texts by Boyle, Praunheim, and Sacher-Masoch. (Same as GER 2251, GLS 2251)

GWS 2259 c-ESD, IP. Sexual Politics in Modern India. Rachel Sturman. Every Other Spring. Spring 2016

Seminar. Explores the politics of sexuality in India from the colonial era to the present day. Topics include sexual violence; arranged marriage; courtesanship and sex work; sexuality and colonialism; sexuality and nationalism, and the emergence of a contemporary lesbian/gay/queer movement. This course is part of the following field(s) of study: South Asia and Colonial Worlds. (Same as ASNS 2583, HIST 2801)

PREREQUISITE: HIST 1000 or higher

GWS 2270 c-ESD. Spirit Come Down: Religion, Race, and Gender in America. Judith Casselberry. Every Spring. Spring 2016

Examines the ways religion, race, and gender shape people's lives from the nineteenth century into contemporary times in America, with particular focus on black communities. Explores issues of self-representation, memory, material culture, embodiment, and civic and political engagement through autobiographical, historical, literary, anthropological, cinematic, and musical texts. (Same as AFRS 2271, REL 2271)

GWS 2305 c-ESD. Transgender Latina Immigration: Politics of Belonging and Labor in the United States. Karla Padron. Non-Standard Rotation. Spring 2016

What happens to feminist theory and practice when the lives of transgender Latina immigrants in the US are explored? How does this academic practice shape the way the power of immigration policy, biological determinism, and nativism are analyzed? Drawing from transgender studies, women of color feminisms, and sociology of labor migration, uses an interdisciplinary approach to critically examine the lives of transgender Latina immigrants in the US. Considers social difference along the lines of class, race, gender identity, and immigration status illuminating the various ways in which social and material borders have been constructed around gender and geographical terrains. Focuses on the current social conditions of transgender Latinas in the US and brings to the surface the implications of socially constructed categories of gender and citizenship in the country. (Same as LAS 2305)

GWS 2310 b. Gender, Race, and Sexuality in Southeast Asian Colonial Histories. Frances Gouda. Non-Standard Rotation. Spring 2016

Examines Southeast Asia's imperial histories by focusing on the issue of gender, interracial sexuality, and patterns of command and subordination in the colonial encounter between "Occident" and "Orient." A comparative exploration of the intimate interactions between Western colonizers and native subjects in the Dutch East Indies (Indonesia), French Indochina, British Malaysia, and the US Philippines enables new insights into the overlap of Western political power, economic exploitation, and techno-medical knowledge with the "tense and tender ties" of interracial sexuality, marriage, and family formation. (Same as ASNS 2706)

GWS 2454 c. The Modern Novel. Marilyn Reizbaum. Non-Standard Rotation. Spring 2016

A study of the modern impulse in the novel genre in English. Considers origins of the modern novel and developments such as modernism, postmodernism, realism, formalism, impressionism, the rise of short fiction. Focuses on individual or groups of authors and takes into account theories of the novel, narrative theory, critical contexts. Topics shift and may include Philip Roth, Henry Roth, Virginia Woolf, James Joyce, Rebecca West, Dorothy Richardson, Lorrie Moore, Ford Madox Ford, J. M. Coetzee, W. G. Sebald, F. Scott Fitzgerald, John Banville, Ian Watt, Peter Brook, and Franco Moretti. (Same as ENGL 2454)

GWS 2504 c-ESD. American Queen: Drag in Contemporary Art and Performance. Christina Knight. Non-Standard Rotation. Spring 2016

Explores the intersection of queer subcultures and contemporary artistic production. Also considers what constitutes drag culture, including cross-dressing, hyper-stylized language (guuuuuuurl), and performative gestures (e.g., snapping, teeth-sucking, and eye-cutting). Emphasizes how drag links different kinds of explorations of self in a range of artistic mediums, alternately evoking gendered violence, humor, and transformative possibility. (Same as GLS 2504, THTR 2504)

GWS 3103 c. Gender, Sexuality, and Popular Music. Tracy McMullen. Every Other Spring. Spring 2016

Employs gender as a theoretical tool to investigate the production, consumption, and representation of popular music in the United States and around the world. Examines how gender and racial codes have been used historically, for example to describe music as “authentic” (rap, rock) or “commercial” (pop, new wave), and at how these codes may have traveled, changed, or re-appeared in new guises over the decades. Considers how gender and sexuality are inscribed at every level of popular music as well as how music-makers and consumers have manipulated these representations to transgress normative codes and open up new spaces in popular culture for a range of sexual and gender expressions. Juniors and seniors only; sophomores admitted with consent of the instructor during the add/drop period. (Same as MUS 3103)

GWS 3302 b. The Economics of the Family. Rachel Connelly. Non-Standard Rotation. Spring 2016

Seminar. Microeconomic analysis of the family, gender roles, and related institutions. Topics include marriage, fertility, married women’s labor supply, divorce, and the family as an economic organization. (Same as ECON 3531)

PREREQUISITE: Two of: | | ECON 2555 | | and ECON 2557

GWS 3304 c. Writing Women. Susan Faludi. Non-Standard Rotation. Spring 2016

Women have historically exerted their voice and power through writing, although the writing trades -- journalism and publishing -- have often been unwelcoming to their presence. Examines reporting and writing by and about women, and engages students in the practice of writing about modern women's concerns and lives. This is a hands-on workshop class, a laboratory where students produce their own investigative, magazine-style project related to women or gender, as the works of major writers who have confronted women's conditions and explored women's lives are studied.

GWS 3310 c. Gay and Lesbian Cinema. Tricia Welsch. Non-Standard Rotation. Spring 2016

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; the AIDS imperative. Writing intensive; attendance at evening film screenings is required. Note: Fulfills the film theory requirement for cinema studies minors. (Same as CINE 3310, GLS 3310)

PREREQUISITE: CINE 1000 or higher or FILM 1000 or higher

German

GER 1101 c. Elementary German I. The Department. Every Fall. Fall 2016

German 1101 is the first course in German language and culture and is open to all students without prerequisite. Facilitates an understanding of culture through language. Introduces German history and cultural topics. Three hours per week. Acquisition of four skills: speaking and understanding, reading, and writing. One hour of conversation and practice with teaching assistant. Integrated Language Media Center work.

GER 1102 c. Elementary German II. The Department. Every Spring. Spring 2016

Continuation of German 1101. Equivalent of German 1101 is required.

PREREQUISITE: GER 1101 or Placement in GER 1102

GER 1155 c-IP. Into the Wild. Jens Klenner. Non-Standard Rotation. Fall 2016

An examination of the mix of conflicting ideas that shape the many conceptions of “wilderness.” Among other questions, explores the ideas of wilderness as a space without or preceding culture and civilization, as a mental state, and as an aesthetic experience. Considers the place of wilderness in the ‘urban jungle’ of cities. Puts Anglo-American and European theories and images of the wilderness into dialogue by comparing literary works, film, artworks, and philosophical texts. No knowledge of German is required. (Same as ENVS 1155)

GER 2203 c. Intermediate German I: Germany within Europe. The Department. Every Fall. Fall 2016

Continued emphasis on the understanding of German culture through language. Focus on social and cultural topics through history, literature, politics, popular culture, and the arts. Three hours per week of reading, speaking, and writing. One hour of discussion and practice with teaching assistant. Language laboratory also available. Equivalent of German 1102 is required.

GER 2204 c. Intermediate German II: German History through Visual Culture. The Department. Every Spring. Spring 2016

Continuation of German 2203. Equivalent of German 2203 is required.

PREREQUISITE: GER 2203 or Placement in GER 2204

GER 2205 c-IP. Advanced German Texts and Contexts. Birgit Tautz. Every Fall. Fall 2016

Designed to explore aspects of German culture in depth, to deepen the understanding of culture through language, and to increase facility in speaking, writing, reading, and comprehension. Topics include post-war and/or post-unification themes in historical and cross-cultural contexts. Particular emphasis on post-1990 German youth culture and language. Includes fiction writing, film, music, and various news media. Weekly individual sessions with the teaching fellow from the Johannes-Gutenberg-Universität-Mainz. Equivalent of German 2204 is required.

PREREQUISITE: GER 2204 or Placement in GER 2205

GER 2251 c-ESD, IP. Making Sex a Science: Sexology and its Cultural Representation from Krafft-Ebing to Kinsey. Jill Smith. Non-Standard Rotation. Spring 2016

Traces the development of sexual science, or sexology, from its roots in late nineteenth-century Austria and Germany to its manifestations in twentieth-century Great Britain and the United States. Examines ideas of key figures within sexual science and the myriad ways they sought to define, categorize, and explain non-normative sexual behaviors and desires. Explores how claims of scientific authority and empirical knowledge were used to shape social attitudes toward sexual difference. Analyzes cultural works that either influenced or were influenced by these thinkers. Includes works by the sexologists Krafft-Ebing, Hirschfeld, Ellis, and Kinsey, as well as cultural texts by Boyle, Praunheim, and Sacher-Masoch. (Same as GLS 2251, GWS 2258)

GER 2262 c-IP. Not Lost in Translation: German Across the Disciplines. Birgit Tautz. Non-Standard Rotation. Spring 2016

Designed to explore aspects of contemporary German language and culture beyond literature and film, such as in the contexts of business, politics and law, environmental policy and science. Students acquire cultural competence through specialized linguistic and interpretive skills and appropriate techniques of translation. Focus on discipline-specific genres and discourses (report, prospectus, analysis and briefing papers, etc.) and across media (columns, blogs, television, news, statistics). Combines in-class forms of assessment (quizzes, presentations) with writing assignments and one discipline-specific translation project. All readings, writing, and discussion in German. Meets with German 3362. German 2205 is recommended. Equivalent of German 2204 is required.

PREREQUISITE: GER 2204 - 2969 or Placement in GER 2204

GER 3308 c-IP. Introduction to German Literature and Culture. Birgit Tautz. Every Other Spring. Spring 2016

Designed to be an introduction to the critical reading of texts by genre (e.g., prose fiction and nonfiction, lyric poetry, drama, opera, film) in the context of German intellectual, political, and social history. Focuses on various themes and periods. Develops students' sensitivity to generic structures and introduces terminology for describing and analyzing texts in historical and cross-cultural contexts. Weekly individual sessions with the teaching fellow from the Johannes-Gutenberg-Universität-Mainz. All materials and coursework in German.

PREREQUISITE: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level

GER 3316 c-IP. German Modernism -- Urbanity, Interiority, Sexuality. Jill Smith. Non-Standard Rotation. Fall 2016

Examines works of modern German literature, art, music, and film in their historical and social contexts. Analyzes the narrative modes used to deal with the interiority of modern protagonists and explores the particular urban settings in which works were conceived: Munich, Prague, Zurich, and Berlin. Familiarizes students with the intellectual history of the period by discussing the extent to which modernist writers were influenced by Nietzschean and Freudian thought and the questions of morality, sexuality, and pleasure raised by both of these thinkers. Asks why modernism is (or is perceived to be) rooted in urban settings, and how modernism became politicized during the Weimar Republic, as writers witnessed and sought to respond to the rise of Fascism. Contemporary artistic movements such as Expressionism, Dadaism, and Neue Sachlichkeit; literary texts by Brecht, Wedekind, Kafka, Mann, Rilke, Lasker-Schüler, and Kästner; musical works by Berg, Schoenberg, and Weill; and relevant films of the period.

PREREQUISITE: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level

GER 3362 c-IP. Not Lost in Translation: German Across the Disciplines. Birgit Tautz. Non-Standard Rotation. Spring 2016

Designed to explore aspects of contemporary German language and culture beyond literature and film, such as in the contexts of business, politics and law, environmental policy and science. Students acquire cultural competence through specialized linguistic and interpretive skills and appropriate techniques of translation. Focus on discipline-specific genres and discourses (report, prospectus, analysis and briefing papers, etc.) and across media (columns, blogs, television, news, statistics). Combines forms of in-class assessment (quizzes, presentations) with concise papers of different genres, discipline-specific translation, and individual and/or group research projects. Meets with German 2262. One previous 3000-level course in German recommended. Equivalent of German 2204 is required.

PREREQUISITE: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level

GER 3391 c-IP. Mapping Germany: Nature and Knowledge. Jens Klenner. Non-Standard Rotation. Spring 2016

Considers how German terrain and culture were mapped or charted through representations of nature and the wilderness in a diverse range of texts. Examinations of discourses about nature and landscape reveal how Germany constitutes itself as a nation with a particular relationship to the environment. A comparison of Austrian, German, and Swiss novels, short stories, films, and artworks emphasize the varied but powerful place of nature in the German imagination. Possible works, among others, by Kant, Goethe, Humboldt, Fanck, Ransmayr, Kehlmann, Jelinek, Richter. All materials and coursework in German. (Same as ENVS 3391)

PREREQUISITE: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level

GER 3398 c-IP. Colors: Signs of Ethnic Difference 1800/1900/2000. Birgit Tautz. Non-Standard Rotation. Fall 2016

In German culture, color/hue has played an important role in marking ethnic difference. We will investigate the presence of color – metaphorical and actual, as provocative rhetoric and residual thought – in Germany today (e.g., around 2000), before exploring to what extent this presence is a lingering effect of the cultures around 1900 and 1800. In German culture Color marks not only “racial difference” (e.g., “Black” v. ”White”), but also geographical difference (“tropical colors”) or diversity (“Bunte Republik Deutschland”). Considers changing discourse on color and ethnic difference in literary texts and films, all of which serve to illuminate the broader cultural context at three historical junctures: 1800, 1900, and 2000. Considers texts and films in conjunction with non-fiction, including examples from the visual arts (paintings, photographs, “Hagenbecks Völkerschauen”), medical and ‘scientific’, encyclopedic entries, policy statements and advertisements (“Reklamemarken”, commercials), and popular music (HipHop, lyrics), recognizing, in the process, how German culture (“national identity”) defines itself through and against color. Taught in German.

PREREQUISITE: GER 2204 - 2969 or GER 3000 or higher or Placement in GER 3000 level

Government and Legal Studies

GOV 1001 b. Representation, Participation, and Power in American Politics. Janet Martin. Non-Standard Rotation. Fall 2016

An introductory seminar in American national politics. Readings, papers, and discussion explore the changing nature of power and participation in the American polity, with a focus on the interaction between individuals (non-voters, voters, party leaders, members of Congress, the president) and political institutions (parties, Congress, the executive branch, the judiciary). Not open to students who have credit for or are concurrently taking Government 1100.

GOV 1003 b. Political Science and the American Founding. Jeffrey Selinger. Non-Standard Rotation. Fall 2016

Introduces the study of politics and the discipline of political science through an exploration of the people, interests, and ideas that shaped the Founding from the American Revolution to the framing of the US Constitution. In particular, uses concepts employed by scholars who study social movements, legislative coalition-building, and international relations to examine the movement for independence, the negotiations that unfolded at the Constitutional Convention, the rhetorical positioning of Federalists and Anti-Federalists during the ratification debate, and the ongoing negotiation over the status of slavery in the new republic.

GOV 1004 b. The Supreme Court and Social Change. T.B.A. Every Other Year. Fall 2016

The Supreme Court has played a role in adjudicating many of the nation's most important social issues, addressing matters such as segregation in schools, gender discrimination, and same-sex marriage. Since Thurgood Marshall orchestrated the NAACP's legal strategy to bring Civil Rights issues before the Court rather than Congress, many other interest groups have followed suit. This course will investigate the trend of seeking legal change via courts, focusing on the Supreme Court's role in social change by asking two connected questions: first, should the Supreme Court be deciding issues with such far-reaching impacts; second, since the Court does wade into these matters, how effective are the justices in moving public opinion and influencing social change? We will examine areas of policy in which the Court has been particularly active including civil rights, access to abortion, same-sex marriage among others.

GOV 1011 b. Fundamental Questions: Exercises in Political Theory. Jean Yarbrough. Every Fall. Fall 2016

Explores the fundamental questions in political life: What is justice? What is happiness? Are human beings equal or unequal by nature? Do they even have a nature, or are they "socially constructed"? Are there ethical standards for political action that exist prior to law and, if so, where do they come from? Nature? God? History? Readings may include Plato, Aristotle, the Bible, Machiavelli, Locke, Rousseau, Shakespeare, the American Founders, Tocqueville, and Nietzsche.

GOV 1012 b. Human Being and Citizen. Paul Franco. Every Other Fall. Fall 2016

An introduction to the fundamental issues of political philosophy: human nature, the relationship between individual and political community, the nature of justice, the place of virtue, the idea of freedom, and the role of history. Readings span both ancient and modern philosophical literature. Authors may include Plato, Aristotle, Hobbes, Locke, Rousseau, the American Founders, Tocqueville, Mill, and Nietzsche.

GOV 1025 b. NGOs in Politics. Laura Henry. Every Other Fall. Fall 2016

Nongovernmental organizations (NGOs) are thought to play a crucial role in politics -- monitoring the state, facilitating citizen participation in politics, and articulating policy alternatives. Yet the activities of NGOs vary significantly from one political system to another, most notably differing among developing and developed states and democratic and authoritarian states. In addition, NGOs' role in the political process is being transformed by globalization and the increasingly transnational nature of political activism. Explores the following questions: How do factors such as a state's level of economic development, its political culture, the nature of the political regime, and the arrangement of its political institutions shape NGOs' role and influence in the political process? When and where have NGOs been successful in influencing political developments? How do the growing transnational linkages among NGOs affect their role in domestic politics?

GOV 1028 b. The Daughters of Mars: Women at War. Christian Potholm. New Course. Fall 2016

Introduces the student to the nature of warfare throughout various cultures and epochs by focusing on the "Daughters of Mars," women warriors and warrior queens. Includes case studies from the Trojan war, the early Eurasian steppes, classical Greece and Rome, the High Middle Ages, nineteenth-century Africa, Samurai Japan, the American Civil War, World War II, Vietnam, Iraq, and Afghanistan. Also focuses on the arguments for and against having women in combat, culminating with the contemporary realities and debates concerning American women in combat today. Student research projects investigate these and other related subjects.

GOV 1030 b. The Pursuit of Peace. Allen Springer. Every Fall. Fall 2016

Examines different strategies for preventing and controlling armed conflict in international society, and emphasizes the role of diplomacy, international law, and international organizations in the peace-making process.

GOV 1100 b. Introduction to American Government. Jeffrey Selinger. Every Year. Spring 2016

Provides a comprehensive overview of the American political process. Specifically, traces the foundations of American government (the Constitution, federalism, civil rights, and civil liberties), its political institutions (Congress, presidency, courts, and bureaucracy), and its electoral processes (elections, voting, and political parties). Also examines other influences, such as public opinion and the mass media, which fall outside the traditional institutional boundaries, but have an increasingly large effect on political outcomes.

GOV 1400 b. Introduction to Comparative Government. Henry Laurence. Every Year. Spring 2016

Provides a broad introduction to key concepts in comparative politics. Most generally, asks why states are governed differently, both historically and in contemporary politics. Begins by examining foundational texts, including works by Marx, Smith, and Weber. Surveys subfields within comparative politics (the state, regime types, nations and nationalism, party systems, development, and civil society) to familiarize students with major debates and questions.

GOV 1600 b. Introduction to International Relations. Michael Franz. Every Year. Fall 2016

Provides a broad introduction to the study of international relations (IR). Designed to strike a balance between empirical and historical knowledge and the obligatory theoretical understanding and schools of thought in IR. Designed as an introductory course to familiarize students with no prior background in the subject, and recommended for first- and second-year students intending to take upper-level international relations courses.

GOV 2001 b. Watergate and American Politics. Andrew Rudalevige. Every Other Spring. Spring 2016

The “third-rate burglary” at the Watergate complex in 1972 ultimately revealed broad abuses of presidential power, led to the resignation of the president, and lent a suffix to a wide range of future scandals. Examines both Watergate itself and what it wrought in American politics. Topics include the relationship between the executive and legislative branches in areas ranging from budgetary policy to the war power; the role of the press; governmental ethics, investigations, and impeachment; and Watergate's place in popular and political culture.

GOV 2010 b. United States Congress. Jeffrey Selinger. Every Year. Spring 2016

An examination of the United States Congress, with a focus on members, leaders, constituent relations, the congressional role in the policy-making process, congressional procedures and their impact on policy outcomes, the budget process, and executive-congressional relations.

GOV 2020 b. Constitutional Law I. Michael Franz. Every Fall. Fall 2016

Examines the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

GOV 2021 b. Constitutional Law II: Civil Rights and Liberties. George Isaacson. Every Spring. Spring 2016

Examines questions arising under the First and Fourteenth Amendments.

PREREQUISITE: GOV 2020

GOV 2035 b. Maine Politics. Christian Potholm. Every Fall. Fall 2016

An analysis of politics in the state of Maine since World War II. Subjects covered include the dynamics of Republican and Democratic rivalries and the efficacy of the Independent voter, the rise of the Green and Reform parties, the growing importance of ballot measure initiatives, and the interaction of ethnicity and politics in the Pine Tree State. An analysis of key precincts and Maine voting paradigms is included, as well as a look at the efficacy of such phenomena as the north/south geographic split, the environmental movement, and the impact of such interest groups as SAM, the Tea Party, and the Roman Catholic Church. Students are expected to follow contemporary political events on a regular basis.

GOV 2055 b. Political Parties in the United States. Jeffrey Selinger. Non-Standard Rotation. Fall 2016

Throughout American political history, parties have been among the most adept institutions at organizing political conflict and, more generally, American political life. In this vein, the role of political parties in the evolution of American politics is discussed. Special attention is given to the present political context, which many characterize as an era of ideologically polarized parties. Explores and challenges this conventional wisdom.

GOV 2060 b. Campaigns and Elections. Michael Franz. Non-Standard Rotation. Fall 2016

Addresses current theories and controversies concerning political campaigns and elections in the United States. Takes advantage of the fact that the class meets during the heart of the next presidential and congressional campaigns. Uses concepts from the political science literature on elections to explore general trends in electoral choice at the legislative and presidential level. Students will be expected to follow journalistic accounts of the fall campaigns closely. A second set of readings introduces political science literature on campaigns and elections. These readings touch upon a wide range of themes, including voting behavior (e.g., economic voting and issue voting), campaign finance, media strategy, the role of incumbency, presidential primaries, the Electoral College, and trends in partisan realignment.

GOV 2080 b-MCSR. Quantitative Analysis in Political Science. Michael Franz. Every Other Spring. Spring 2016

Examines the use of quantitative methods to study political phenomena. Discusses the nature of empirical thinking and how principles used for years by natural scientists, such as causation and control, have been adopted by social scientists. Introduces what these methods are and how they might be useful in political research and applies these methods, with particular emphasis on the use of survey data. Using quantitative methods, employs statistical computing software as a research tool, with a focus on effective presentation of data and results. May be useful to those considering a senior honors project.

GOV 2081 b-MCSR. Campaign Data in the Twenty-First Century. Michael Kowal. Every Other Year. Spring 2016

Computational tools and data sources have revolutionized the way campaigns are run in the United States, and the 2016 election promises to continue this trend. Explores how political operatives and scholars alike can analyze these data sources to better understand modern campaigning. What can presidential candidate Twitter followers tell us about polarization? What does the text of candidate speeches tell us about their ideology, or how can a campaign use marketing data to target undecided voters? Students engage with and think critically about the promise and pitfalls of computational social science techniques. (Same as DCS 2016)

GOV 2200 b. Classical Political Philosophy. Jean Yarbrough. Every Fall. Fall 2016

A survey of classical political philosophy focusing on selected dialogues of Plato, the political writings of Aristotle, and St. Augustine's City of God. Examines ancient Greek and early Christian reflections on human nature, justice, the best regime, the relationship of the individual to the political community, the relationship of philosophy to politics, and the tension between reason and revelation.

GOV 2210 b. Modern Political Philosophy. Paul Franco. Every Spring. Spring 2016

A survey of modern political philosophy from Machiavelli to Mill. Examines the overthrow of the classical horizon, the movement of human will and freedom to the center of political thought, the idea of the social contract, the origin and meaning of rights, the relationship between freedom and equality, the role of democracy, and the replacement of nature by history as the source of human meaning. Authors may include Machiavelli, Hobbes, Locke, Hume, Rousseau, Kant, Hegel, and Mill.

GOV 2230 b. American Political Thought. Jean Yarbrough. Every Spring. Spring 2016

Examines the political thought of American statesmen and writers from the founding to the twentieth century, with special emphasis on three pivotal moments: the Founding, the Crisis of the House Divided, and the growth of the modern welfare state. Readings include the Federalist Papers, the Anti-federalists, Jefferson and Hamilton, Calhoun, Lincoln, William Graham Sumner, the Progressives, Franklin Delano Roosevelt, and contemporary thinkers on both the right and the left.

GOV 2250 b. Politics and Culture. Paul Franco. Every Other Spring. Spring 2016

In light of current debates about “culture wars,” “multiculturalism,” and the “clash of civilizations,” examines the relationship between culture and politics, primarily by looking at philosophical reflection on the subject over the last two centuries. Investigates many questions, including: What is culture? Why does it matter to politics? How has it been affected by democracy, capitalism, and technology? Is there a crisis of modern culture? If so, is there any way that it can be rectified? Authors may include: Schiller, Tocqueville, Carlyle, Ruskin, Mill, Arnold, Whitman, Nietzsche, Eliot, Horkheimer, Adorno, Raymond Williams, Allan Bloom, Clifford Geertz, and Charles Taylor.

PREREQUISITE: GOV 2200 - 2299 or GOV 3200 - 3299 or GOV 2800 or GOV 1010 or GOV 1011 or GOV 1012

GOV 2260 b. Contemporary Political Philosophy. Paul Franco. Non-Standard Rotation. Fall 2016

A survey of political philosophy in Europe and the United States since 1945. Examines a broad array of topics, including the revival of political philosophy, relativism, rationalism, contemporary liberal theory, communitarianism, conservatism, multiculturalism, feminism, and postmodernism. Authors may include Strauss, Arendt, Oakeshott, Berlin, Hayek, Rawls, Sandel, Taylor, Walzer, Okin, Habermas, and Foucault.

PREREQUISITE: GOV 1010 - 1012 or GOV 2200 or GOV 2210 or GOV 2220 or GOV 2230 or GOV 2250 or GOV 2270 or GOV 2280 or GOV 3200 or GOV 3220

GOV 2440 b-IP. Contemporary Chinese Politics. Christopher Heurlin. Non-Standard Rotation. Spring 2016

Examines the history and politics of China in the context of a prolonged revolution. Begins by examining the end of imperial rule, the development of Modern China, socialist transformations and the establishment of the PRC. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. Topics include political participation and civil society, urban and rural China, gender in China, and the effects of post-Mao economic reform. (Same as ASNS 2060)

GOV 2442 b. The Politics of India. Michael Franz. Non-Standard Rotation. Fall 2016

Explores politics in the world's largest democracy through the lens of big ideas in comparative politics. Focusing on the post-Independence period, discusses themes that are important both to India and to a general study of politics in developing countries, such as state-building, democracy, social and economic development, state institutions, political parties, conflict, and social movements. Asks, how has democratic politics shaped and been shaped by a society divided among numerous cleavages such as caste, class, language, and religion? How has the context of persistent poverty, low literacy, a history of single party dominance, and an active civil society shaped the workings of India's political institutions? (Same as ASNS 2710)

GOV 2445 b-IP. Asian Communism: The Politics of China, Vietnam, North Korea, and Mongolia. Christopher Heurlin. Non-Standard Rotation. Fall 2016

Examines the Asian communism in China, Vietnam, North Korea, and Mongolia. Asian communism presents a series of fascinating questions. Why did communist revolutions occur in some Asian states but not others? Why were relations between some Asian communist states peaceful while others were hostile? Why did some adopt significant economic reforms while others maintained command economies? Why did communist regimes persist in most Asian states, while Communism fell in Mongolia and all of Europe? The approach of the course is explicitly comparative and structured around thematic comparisons between the four states. (Same as ASNS 2860)

GOV 2484 b-IP. Comparative Environmental Politics. Laura Henry. Non-Standard Rotation. Fall 2016

Examines environmental politics from a comparative perspective, drawing on case material from the United States, Europe, Latin America, Africa, and Asia. Asks why, despite the fact that many contemporary environmental problems are shared globally, states develop different environmental policies. Readings cover issues ranging from forest conservation to climate policy and consider explanatory factors such as type of political regime, level of economic development, activism by citizens, and culture and values. (Same as ENVS 2306)

GOV 2486 b-IP. The Politics of Dictatorship: Authoritarian Resilience and Democratization. Christopher Heurlin. Non-Standard Rotation. Fall 2016

Despite the end of the Cold War, dictatorship has persisted, even thrived. At least 40 percent of states in the world remain authoritarian. Introduces students to the social and political logic of dictatorship. Explores questions such as: Where do dictatorships come from? Why might people support dictatorships? What effect does dictatorship have on political, economic, and social outcomes? How do dictatorships differ from one another? Why are some dictatorships resilient and stand the test of time while some quickly collapse? When dictatorships collapse, why are some dictatorships replaced by other dictatorships, while others democratize? Concentrates on the post-World War II era and explores the dynamics of dictatorship in regions throughout the world, including the Middle East, Latin America, Asia, Europe, and Africa.

GOV 2500 b-IP. The Politics of the European Union. Laura Henry. Every Other Spring. Spring 2016

Explores the historical foundations, scope, and consequences of European political and economic integration since 1951. Examines how the European Union's supranational political institutions, law, and policies have developed and how they affect the domestic politics of member states. Considers challenges faced by the European Union: enlargement to include Eastern European members, the loss of national sovereignty and the "democratic deficit," the creation of a European identity, and the development of a coordinated foreign policy.

GOV 2572 b-ESD, IP. The Politics of Ethnicity: Construction and Mobilization of Ethnic Identity Claims. Ericka Albaugh. Non-Standard Rotation. Spring 2016

Ethnicity is a crucial dividing line in most societies. Examines what ethnicity is, when it is mobilized peacefully and when it ignites violence, and what political tools exist to moderate these conflicts. Explores first the various definitions of ethnicity and theories of ethnic identity formation; then studies the different explanations for why ethnic divisions inspire conflict within societies and evaluates possible means of mitigating violence. Draws on case studies from around the world, particularly those in Africa and Asia.

GOV 2580 b-IP. Advanced Comparative Politics: Government, War, and Society. Christian Potholm. Every Spring. Spring 2016

An examination of the forces and processes by which governments and societies approach and wage or avoid wars. The theories and practices of warfare of various political systems are analyzed and particular attention is paid to the interface where politics, society, and the military come together under governmental auspices in various comparative contexts. Specific examples from Africa, Asia, Europe, and North America are examined.

GOV 2600 b-IP. International Law. Allen Springer. Every Fall. Fall 2016

The modern state system, the role of law in its operation, the principles and practices that have developed, and the problems involved in their application.

GOV 2670 b-IP. United States Foreign Policy. Allen Springer. Every Other Spring. Spring 2016

Examines the development and conduct of United States foreign policy. Analyzes the impact of intragovernmental rivalries, the media, public opinion, and interest groups on the policy-making process, and provides case studies of contemporary foreign policy issues.

GOV 2680 b-IP. International Security. Michael Franz. Non-Standard Rotation. Fall 2016

National security is a principal interest for states, but what exactly does that mean in international political life, and for the security of ordinary people like us? What strategic options are available to decision makers tasked with protecting national security? How much do national security policies reflect coherent planning, and how much are policies the product of competing international, economic, and technological constraints, or domestic political interests? Analyzing the strategy and politics of diplomacy, alliances, threats, aid, and war, aims to provide an overview of security studies within the field of international relations.

GOV 2690 b-IP. Islam and Politics. Barbara Elias. Non-Standard Rotation. Spring 2016

Analyzing the intersection of politics and multiple expressions of Islam in both state governments and transnational movements, studies Islam as a social, ethical, and political force in the modern era. Offers a basic introduction to Muslim history and the Islamic religion, explores various Islamic social and political movements, analyzes contending understandings of the interaction between politics and Islam, as well as investigating the tensions between the Islamic and western political traditions, including democracy and Islam. Relying on texts from influential revolutionaries such as Quth and Khomeini as well as perspectives on political Islam from academic scholars, explores the heart of politics, society, and religion in the modern Muslim world.

GOV 2911 b-IP. Natural Resource Management and Biodiversity Conservation. Divya Gupta. New Course. Fall 2016

Examines cases of natural resource management and biodiversity conservation, especially in developing countries. Focuses on global environmental matters such as the creation and management of protected areas, the role of international organizations, human rights, global economic inequities, and sustainability. Explores international environmental regulations in terms of resource allocation and how adopters from different cultures have perceived these regulations. Students examine their own ethics about these issues and critically evaluate and construct arguments for what they believe are the best approaches towards solving critical environmental issues.

GOV 2912 b. Governing the Commons: Common Pool Resource Management Theories, Challenges, and Opportunities. Divya Gupta. New Course. Spring 2016

Common pool resources are vulnerable to over-exploitation. Understanding the way they are managed is important to preventing their fast-paced depletion. Makes use of the intellectual frameworks and concepts in the common pool resource scholarship to learn about the institutions, rules, and norms that guide the interactions among humans and the environment. There is no simple formula for designing these rules, norms, and institutions because context matters, and when it comes to governance, the devil is often in the details. Students learn how context matters while also studying the frameworks needed to solve challenging collective action problems. (Same as ENVS 2912)

GOV 2940 c. Education and Law. George Isaacson. Every Other Fall. Fall 2016

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and the education of those with disabilities. (Same as EDUC 2250)

GOV 3020 b. Money and Politics. Michael Franz. Every Other Spring. Spring 2016

Considers the historical and contemporary relationship between money and government. In what ways have moneyed interests always had distinctive influences on American politics? Does this threaten the vibrancy of our representative democracy? Are recent controversies over campaign finance reform and lobbying reform signs that American government is in trouble? Reading, writing, and discussion intensive, considers the large academic literature on this subject, as well as the reflections of journalists and political practitioners, with the overall goal of understanding the money/politics relationship in ways that facilitate the evaluation of American democracy.

GOV 3035 b. Presidential Power and the Law. Andrew Rudalevige. New Course. Spring 2016

Grapples with current and historical questions of presidential power. Article II of the US Constitution is brief, and vague; the executive power is nowhere defined. How do presidents gain traction against the legislative and judicial (and even the executive) branches? Case studies include a variety of claims made by presidents about their unilateral administrative tools and in the contemporary "war on terror" (with regard to detention, interrogation, surveillance, due process, etc.), as well as the reaction they have provoked from other branches of government, such as Congress and the Supreme Court.

PREREQUISITE: GOV 1100 or GOV 2000 - 2099

GOV 3200 b. Advanced Seminar in Political Theory: Tocqueville. Jean Yarbrough. Every Other Spring. Spring 2016

More than 150 years after its publication, "Democracy in America" remains the most powerful sympathetic critique of modern liberal democracy ever written. Careful reading of the text and selected secondary sources leads to examination of Tocqueville's analysis of the defects to which the democratic passion for equality gives rise and consideration of possible solutions that, in contrast to the Marxist and Nietzschean critiques, aim at preserving the liberal democratic way of life.

GOV 3400 b-IP. Advanced Seminar in Japanese Politics. Henry Laurence. Every Other Spring. Spring 2016

Analyzes the political, social, and cultural underpinnings of modern politics and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining among the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as ASNS 3300)

PREREQUISITE: ASNS 2320 (same as GOV 2450) or GOV 2450

GOV 3410 b-IP. Advanced Seminar in Chinese Politics. Christopher Heurlin. Non-Standard Rotation. Spring 2016

Seminar. Asks the question: Why was China not only able to survive the collapse of international communism after the Cold War but become an economic superpower? Drawing on evidence from the past twenty years, examines the sources of strength and fragility in the regime. Areas of focus include elite politics and the Communist Party, reform of the state-owned sector, the rise of private entrepreneurs, social protest, religion, and corruption. Class is discussion-based and assignments include short writing responses and a research paper. (Same as ASNS 3060)

GOV 3500 b-IP. Social Protest and Political Change. Laura Henry. Every Other Spring. Spring 2016

Analyzes the role of social protest in generating political change on issues such as civil rights, environmentalism, women's rights, indigenous rights, and globalization. Begins by considering different theoretical approaches to understanding the emergence and effectiveness of social movements and non-governmental organizations. Then engages in comparative analysis of social protest in Europe, the United States, Latin America, and elsewhere, paying particular attention to the advantages and risks of the increasingly transnational nature of social activism.

GOV 3520 b-IP. State-Building in Comparative Perspective. Ericka Albaugh. Non-Standard Rotation. Spring 2016

States form the foundation of modern politics. Comparative government explores their variation; international relations examine their interaction. States can be instruments of oppression or engines of progress, and recent scholarship has focused on their strength, weakness, and failure. This capstone course explores the processes that produced the early modern state in Europe, then looks at more recent attempts to replicate state development in Latin America, Asia, the Middle East, and Africa. The role of war in state formation and the subject of citizenship receive particular attention.

GOV 3600 b-IP. Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution. Christian Potholm. Every Spring. Spring 2016

An upper-level interdisciplinary seminar on the nature of both international and national conflict. A variety of contexts and influence vectors are examined and students are encouraged to look at the ways conflicts can be solved short of actual warfare, as well as by it.

GOV 3610 b-IP. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Allen Springer. Every Spring. Spring 2016

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the environmental studies senior seminar requirement. (Same as ENVS 3963)

GOV 3620 b-IP. Advanced Seminar in International Relations: Counterinsurgencies. Barbara Elias. New Course. Spring 2016

Counterinsurgency warfare -- the political and military struggle to obstruct insurrection -- is complex, variable, and arduous. As one US Special Forces officer in Iraq noted, counterinsurgency is not just thinking man's warfare, it is the graduate level of war. How do we make sense of the intricate, violent contest between insurgent and counterinsurgent? Why have the United States' wars in Vietnam, Iraq, and Afghanistan been exceedingly drawn out, irregular, and destructive? Connecting classic and critical military texts such as Clausewitz and US Army/Marine Corps operational manuals, with case studies from Vietnam, Iraq, and Afghanistan (contrasting the US and Soviet interventions), entwines political/military theory with battlefield history to deepen understandings of thinking man's warfare.

History

HIST 1009 c. Reacting to the Past. Meghan Roberts. Non-Standard Rotation. Fall 2016

Immerses students in the religious, political, and scientific culture of early modern Europe through the study of two key episodes: Galileo's trial and Henry VIII's efforts to assume control of the Church of England. Students will participate in these debates through role-playing games. Each student will play a historical figure and attempt to shape the course of events. After an initial set-up phase, students take charge of the class, giving speeches, writing letters, conducting secret negotiations, and otherwise working to convince their classmates of their views.

HIST 1012 c. “Bad” Women Make Great History: Gender, Identity, and Society in Modern Europe, 1789–1945. Page Herrlinger. Every Other Fall. Fall 2016

Focuses on the lives and works of path-breaking women who defied the norms of modern European society in order to assume extraordinary and often controversial identities in a range of fields -- as writers, scientists, performers, athletes, soldiers, and social and political activists. What does each woman's deviance reveal about cultural constructions of identity and the self in Modern Europe; about contemporary views on issues such as women's work, gender relations, education, marriage, sexuality, motherhood, health, and the struggle for civil and political rights? When studied together, what do these women's experiences reveal about patterns of change and continuity with respect to definitions of masculinity versus femininity, the public versus private sphere, and the relationship of the individual to the modern state? Note: This course is part of the following field(s) of study: Europe. (Same as GSWS 1022)

HIST 1014 c. Utopia: Intentional Communities in America, 1630-1997. Sarah McMahan. Every Other Fall. Fall 2016

An examination of the evolution of utopian visions and utopian experiments that begins in 1630 with John Winthrop's "City upon a Hill," explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with an examination of twentieth-century counterculture communes, intentional communities, and dystopian separatists. Readings include primary source accounts by members (letters, diaries, essays, etc.), community histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussions and essays focus on teaching students how to subject primary and secondary source materials to critical analysis. This course is part of the following field(s) of study: United States.

HIST 1023 c. Science, Sex, and Politics. David Hecht. Non-Standard Rotation. Fall 2016

Examines the intersection of science, sex and politics in twentieth-century United States history. Issues of sex and sexuality have been contested terrain over the past hundred years, as varying conceptions of gender, morality, and proper sexual behavior have become politically and socially controversial. Explores the way that science has impacted these debates-- often as a tool by which activists of varying political and intellectual persuasions have attempted to use notions of scientific objectivity and authority to advance their agendas. Explores debates over issues such as birth control, eugenics, abortion, and the "gay gene." (Same as GSWS 1031)

HIST 1038 c. Globalizing India. Rachel Sturman. Non-Standard Rotation. Fall 2016

Interrogates contemporary globalization by examining how Indians have interacted with and been shaped by the broader world, with a focus on the last two centuries. Topics include the place of India in the European imagination and vice versa; India's role in the rise of modern global capitalism and imperialism; and the distinctive features of contemporary globalization. This course is part of the following field(s) of study: South Asia and Colonial Worlds. (Same as ASNS 1035)

HIST 1112 c-ESD, IP. History of Ancient Rome: From Romulus to Justinian. Robert Sobak. Every Other Fall. Fall 2016

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multiculturalism. Introduces different types of sources -- literary, epigraphical, archaeological, etc. -- for use as historical documents. Note: Fulfills the pre-modern requirement for history majors. (Same as CLAS 1112)

HIST 1240 c-ESD, IP. War and Society. Patrick Rael. Every Other Fall. Spring 2016

Explores the nature of warfare from the fifteenth century to the present. The central premise is that war is a reflection of the societies and cultures that wage it. This notion is tested by examining the development of war-making in Europe and the Americas from the period before the emergence of modern states, through the great period of state formation and nation building, to the present era, when the power of states to wage war in the traditional manner seems seriously undermined. Throughout, emphasis is placed on contact between European and non-European peoples. Students are required to view films every week outside of class. Note: This course is part of the following field(s) of study: Europe and United States.

HIST 1320 c. Racial and Ethnic Conflict in American Cities. Brian Purnell. Every Other Year. Spring 2016

American cities have been historic cauldrons of racial and ethnic conflict. Concentrates on urban violence in American cities since 1898. Students study moments of conflict during the early republic and the nineteenth century. Topics examined include the post-Reconstruction pogroms that overturned interracial democracy; the Red Summer and its historical memory; the ways race and ethnicity shaped urban residential space; the effects of immigration on urban political economy and society, and the conflicts over space, labor, and social relations that arose; and the waves of urban violence that spread across the country in the mid-1960s. (Same as AFRS 1320)

HIST 1440 c-IP. Merchants, Mughals, Mendicants: India and the Early Modern World. Rachel Sturman. Non-Standard Rotation. Fall 2016

Introductory lecture course that explores the early modern history of the Indian subcontinent and its connections to the broader world in an era shaped by the vibrant movement of people, goods, and ideas across the Indian Ocean, Europe, and Central Asia. (Same as ASNS 1560)

HIST 2009 c-ESD, IP. Egypt at the Margins. Ryan McConnell. Non-Standard Rotation. Spring 2016

Considers marginal people and places in Egypt from the time of Alexander the Great until the Arab Conquest. Provides a broad-stroke account of the history of Greco-Roman Egypt, but readings and discussion focus on groups at the margins of society (bandits, fugitives, and strikers), groups marginalized by society (slaves, women, and religious minorities), and marginal places (frontier zones, deserts, and the Delta marshes). These topics are evaluated using theoretical work written by social historians alongside primary sources from Egypt. Special attention given to Egypt's rural/urban divide; its intersecting religions, legal codes, and social norms; and parallels to modern, globalized societies. Examines the unique insights Egypt's papyri offer historians studying these issues by comparing documentary and literary sources. All readings are in English. (Same as CLAS 2233)

HIST 2042 c. The Good Life: From Plato to the Enlightenment. Dallas Denery. Every Other Spring. Fall 2016

What does it mean to lead a good life, a happy life? Examines changing responses to this question from the ancient Greeks to the twenty-first century. Primary sources include (among others) Plato, Aristotle, Christine de Pizan, Martin Luther, Earl of Shaftesbury, and Oprah Winfrey. Note: This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement.

HIST 2061 c-ESD, IP. Culture Wars in the Age of Enlightenment. Meghan Roberts. Every Other Spring. Spring 2016

Examines a series of intellectual, political, and cultural feuds in seventeenth- and eighteenth-century Europe, the so-called Age of Enlightenment during which thinkers aspired to implement sweeping changes in politics and society. Topics include the debate over who had the right to engage in intellectual work; the rise of atheistic thinking and the efforts of religious groups to combat it; the development of new scientific methods; and discussions of government, gender, and race. Note: This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement.

HIST 2062 c-IP. Europe's Age of Expansion, 1492-1789. Meghan Roberts. Every Other Fall. Fall 2016

The practice of European politics changed dramatically between the Renaissance and the American Revolution. National governments became more centralized and more powerful. At the same time, Europe transformed from a relatively weak region to a dominant world power. Specific topics include political thought, cross-cultural encounters, fiscal crisis and reform, policing, commerce, war, and rebellion. Note: This course is part of the following field(s) of study: Europe. It also meets the Atlantic worlds requirement.

HIST 2083 c-IP. History of England, 1485-1688. Susan Tananbaum. Every Other Spring. Spring 2016

A survey of the political, cultural, religious, social, and economic history of early modern England, from the reign of Henry VII, the first Tudor ruler, to the outbreak of the Glorious Revolution. Topics include the Tudor and Stuart Monarchs, the Elizabethan Settlement, the English Civil War, Oliver Cromwell, and the Restoration. Note: This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement.

HIST 2103 c-ESD, IP. Gender, Class, and Citizenship in (West) European History. Frances Gouda. Non-Standard Rotation. Spring 2016

Examines the ways in which normative ideas about gender difference and class divisions shaped women's and men's political citizenship in western Europe since the eighteenth-century Enlightenment. By analyzing primary sources as well as current scholarship focusing on England, France, Germany, and the Netherlands, explores issues such as motherhood and parental rights, gendered constructions of the private and public spheres, women's access to education, and the evolution of legal entitlements and political agency. Ample attention devoted to the emergence of the first feminist (suffragist) movement beginning in the 1860s and the evolution of second-wave feminism during the late 1960s. A final topic to be explored is immigration into Western Europe since World War II and the controversies generated by multiculturalism, Islam, and the "politics of the veil." (Same as GWS 2200)

HIST 2105 c-ESD, IP. The Paradox of Progress: Europe and the Experience of Modernity, 1815-1918. Page Herrlinger. Every Other Spring. Spring 2016

Survey course of the nineteenth century in Europe, from 1815 to the end of the First World War, with an emphasis on the social, cultural, and political impact of industrial and technological progress. Explores the way people lived and thought about the world around them as Europe industrialized, as well as the ambivalence that many Europeans came to attach to modernity by the end of the Great War in 1918. This course is part of the following field(s) of study: Europe.

HIST 2109 c-ESD, IP. Russia's Twentieth Century: Revolution and Beyond. Page Herrlinger. Non-Standard Rotation. Fall 2016

Examines major transformations in Russian society, culture, and politics from the Revolutions of 1917 through the fall of the Soviet Empire in 1991. Topics include the building of socialist society under Lenin and Stalin, the political Terror of the 1930s and the expansion of the Gulag system, the experience of World War II, Soviet influence in Central Asia and Eastern Europe, attempts at de-Stalinization under Khrushchev, everyday life under “developed socialism,” the period of “glasnost” and “perestroika” under Gorbachev, and the problems of de-Sovietization in the early 1990s.

HIST 2126 c-ESD. Women in American History, 1600-1900. Sarah McMahon. Every Other Spring. Spring 2016

A social history of American women from the colonial period through the nineteenth century. Examines women’s changing roles in both public and private spheres; the circumstances of women’s lives as these were shaped by class, ethnic, and racial differences; the recurring conflict between the ideals of womanhood and the realities of women’s experience; and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women’s rights, and feminism. This course is part of the following field(s) of study: United States. (Same as GWS 2251)

HIST 2128 c-ESD. Family and Community in American History, 1600–1900. Sarah McMahon. Every Other Fall. Fall 2016

Examines the social, economic, and cultural history of American families from 1600 to 1900, and the changing relationship between families and their kinship networks, communities, and the larger society. Topics include gender relationships; racial, ethnic, cultural, and class variations in family and community ideals, structures, and functions; the purpose and expectations of marriage; philosophies of child-rearing; organization of work and leisure time; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life and community organization. This course is part of the following field(s) of study: United States. (Same as GSWS 2248)

HIST 2141 c-ESD. The History of African Americans from 1865 to the Present. Patrick Rael. Every Other Spring. Spring 2016

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. This course is part of the following field(s) of study: United States. (Same as AFRS 2141)

HIST 2160 c-ESD. History of the American West. Connie Chiang. Every Other Fall. Fall 2016

Survey of what came to be called the Western United States from the nineteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of Western myths in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. This course is part of the following field(s) of study: United States. (Same as ENVS 2432)

HIST 2180 c-ESD, IP. Natives, Borderlands, and Empires in Early North America. Matthew Klinge. Non-Standard Rotation. Spring 2016

Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent's three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent's diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture. This course is part of the following field(s) of study: United States, Atlantic Worlds, Colonial Worlds, and Latin America. (Same as ENVS 2425, LAS 2180)

HIST 2182 c-ESD. Environment and Culture in North American History. Connie Chiang. Every Spring. Spring 2016

Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the "Columbian exchange" and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of "nature"; agriculture, industrialization, and urbanization; and the rise of modern environmentalism. (Same as ENVS 2403)

PREREQUISITE: ENVS 1101

HIST 2344 c-ESD, IP. A History of Human Rights. Rachel Sturman. Every Other Spring. Spring 2016

Traces the emergence of ideas of universal humanity and human rights, as these took shape in the context of European imperial expansion from the sixteenth through the twentieth centuries. Uses case studies of Europeans and their interlocutors in Latin America, Asia, and Africa to explore the seeming contradiction and actual historical connections between empire and appeals to humanity, as well as the operation of transnational institutions like the United Nations since the mid-twentieth century. This course is part of the following field(s) of study: South Asia and Colonial Worlds. (Same as ASNS 2750)

HIST 2362 c-ESD, IP. Africa and the Atlantic World, 1400-1880. David Gordon. Non-Standard Rotation. Fall 2016

A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social, and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? Ends by considering the contradictory effects of Abolition on Africa. Note: Fulfills the pre-modern requirement for history majors. (Same as AFRS 2362)

HIST 2364 c-ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880. David Gordon. Every Spring. Spring 2016

Focuses on conquest, colonialism, and its legacies in sub-Saharan Africa; the violent process of colonial pacification, examined from European and African perspectives; the different ways of consolidating colonial rule and African resistance to colonial rule, from Maji Maji to Mau Mau; and African nationalism and independence, as experienced by Africa's nationalist leaders, from Kwame Nkrumah to Jomo Kenyatta, and their critics. Concludes with the limits of independence, mass disenchantment, the rise of the predatory post-colonial state, genocide in the Great Lakes, and the wars of Central Africa. Note: This course is part of the following field(s) of study: Africa and Colonial Worlds. (Same as AFRS 2364)

HIST 2380 c-IP. Christianity and Islam in West Africa. Olufemi Vaughan. Every Fall. Fall 2016

Explores how Christianity, Islam, and indigenous African religious beliefs shaped the formation of West African states from the nineteenth-century Islamic reformist movements and mission Christianity, to the formation of modern nation-states in the twentieth century. While the course provides a broad regional West African overview, careful attention is paid to how religious themes shaped the communities of the Nigerian region--a critical West African region where Christianity and Islam converged to transform a modern state and society. Drawing on primary and secondary historical texts as well as Africanist works in sociology and comparative politics, this Nigerian experience illuminates broader West African, African, and global perspectives that underscore the historical significance of religion in politics and society, especially in non-Western contexts. (Same as AFRS 2380)

HIST 2381 b-IP. History of African and African Diaspora Thought. Olufemi Vaughan. Every Other Spring. Spring 2016

Lecture course on seminal works in African and African diasporic thought since the decline of Atlantic slavery in the nineteenth century to the period of decolonization after the Second World War. Topics include anti-slavery movement, mission Christianity, Islamic reformism, Pan-Africanism, Negritude, colonialism, nationalism, neocolonialism, and black feminist thought. Lectures presented in the context of global and regional historical currents in the nineteenth and twentieth centuries. (Same as AFRS 2841)

HIST 2401 c-IP. Colonial Latin America. Allen Wells. Every Other Fall. Fall 2016

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. This course is part of the following field(s) of study: Latin America, Atlantic Worlds, and Colonial Worlds. It also meets the pre-modern requirement. (Same as LAS 2401)

HIST 2404 c-IP. History of Mexico. Allen Wells. Every Other Spring. Spring 2016

A survey of Mexican history from pre-Columbian times to the present. Topics include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. This course is part of the following field(s) of study: Latin America. (Same as LAS 2104)

HIST 2421 c-ESD, IP. Modern Japan from Samurai to Salarymen. Sakura Christmas. Non-Standard Rotation. Spring 2016

In 1853, Commodore Matthew Perry sailed to Japan with four naval warships and issued an ultimatum: open up to trade or face foreign invasion. Charts Japan's swift emergence from its feudal origins to become the world's first non-Western, modern imperial power out of its feudal origins. Lectures introduce the origins, course, and consequences of building a modern state from the perspective of various actors that shaped its past: rebellious samurai, anarchist activists, the modern girl, imperial fascists, and office salarymen. Readings complicate dichotomies of East and West, modern and feudal, nation and empire through the lens of ethnicity, class, and gender. Note: This course is part of the following field(s) of study: East Asia. (Same as ASNS 2311)

HIST 2503 c-ESD. Radically Conservative?: Unraveling the Politics of the American Revolution. Strother Roberts. New Course. Spring 2016

Seminar. Different scholars have presented the American Revolution as either a radically egalitarian movement for universal human rights or as a fundamentally conservative rebellion led by elite men striving to protect their wealth and power from both the British Parliament and those occupying the lower rungs of American society. Unraveling the often-competing motives of Americans during the Revolution requires an understanding of the words and actions of Revolutionaries in light of their contemporary cultures and societies. Frequently this necessitates putting aside modern claims about what the Revolution means to better understand the interests and ideologies that underlay this foundational era of US history. This course is part of the following field(s) of study: United States.

HIST 2504 c. Animals in American History. Strother Roberts. Non-Standard Rotation. Fall 2016

Seminar. Although modern humans tend to think of themselves as above nature, they are in fact part of it: partners in a myriad of relationships that have tied them to other members of the animal kingdom throughout their history. Examines a number of these relationships, focusing on North America from the sixteenth through the twentieth century. Topics considered include the role of animals in the development of the American economy, how domestic and wild animals have shaped the American environment, how Americans have conceived of the boundary between humanity and animality, and how pets have come to be viewed as part of the modern family. (Same as ENVS 2504)

HIST 2520 c. The History of History. Dallas Denery. Non-Standard Rotation. Spring 2016

What is history and how do we come to know it? Does history follow a plan and, if so, what sort of plan? Examines theories of history from the ancient world until the present, including such figures as Augustine, Vico, Nietzsche, and Heidegger. Topics include theories of providence, secularization, and post-modernism. Some background in intellectual history, philosophy, or theory recommended. Note: This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement.

HIST 2524 c. Everything is Wrong! The History of Doubt. Dallas Denery. Every Other Year. Fall 2016

Seminar. Examines the history of doubt, suspicion, and skepticism from the ancient world to the present as both a philosophical and cultural problem. Particular attention paid to moments of radical doubt among historians, scientists, politicians, and public groups. Readings include works by Rene Descartes, Sextus Empiricus, Charles Fort, Jean Hardouin, and Erich von Daniken.

HIST 2541 c-IP. Crime and Punishment. Meghan Roberts. Every Other Spring. Spring 2016

Seminar. Crime provides a useful lens through which historians can understand the past because defining and punishing transgressions forced people to articulate their values and ideals. Considers criminal figures such as miscreant nuns, unfaithful wives, impostors, and murderers by examining celebrated court cases in Europe from 1500 to 1800. Also examines historical methods. Students write a research paper based on primary sources. This course is part of the following field(s) of study: Europe. It also meets the pre-modern requirement.

PREREQUISITE: HIST 1000 or higher

HIST 2560 c-ESD. Only a Game? Sport and Leisure in Europe and America. Susan Tananbaum. Non-Standard Rotation. Spring 2016

Seminar. Uses the lens of sport and leisure to analyze cultural and historical trends in modern Europe and the United States. Students read a range of primary and secondary texts exploring race, class, and gender and complete a significant research paper. Note: This course is part of the following field(s) of study: Europe and United States. (Same as GWS 2246)

PREREQUISITE: HIST 1000 - 2969 or GWS 1000 - 2969

HIST 2607 c. Maine: A Community and Environmental History. Sarah McMahan. Every Other Spring. Spring 2016

Seminar. Examines the evolution of various Maine social and ecological communities -- inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. This course is part of the following field(s) of study: United States. (Same as ENVS 2447)

HIST 2660 c-ESD. The City as American History. Matthew Klinge. Non-Standard Rotation. Spring 2016

Seminar. America is an urban nation today, yet Americans have had deeply ambivalent feelings toward the city over time. Explores the historical origins of that ambivalence by tracing several overarching themes in American urban history from the seventeenth century to the present. Topics include race and class relations, labor, design and planning, gender and sexual identity, immigration, politics and policy, scientific and technological systems, violence and crime, religion and sectarian disputes, and environmental protection. Discussions revolve around these broad themes, as well as regional distinctions between American cities. Students are required to write several short papers and one longer paper based upon primary and secondary sources. This course is part of the following field(s) of study: United States. (Same as GLS 2266)

HIST 2680 c. Image, Myth, and Memory. David Hecht. Every Other Spring. Spring 2016

Seminar. Which matters more: what happened, or what people think happened? Starts with the assumption that cultural reaction to an event is as consequential -- perhaps more so -- than what actually happened. Examines the cultural reception and changing historical memory of people, events, and ideas that have been central to modern American history and history of science. Seeks to answer questions about the nature and construction of public opinion, popular images, and historical memory -- and what the consequences of such processes and understandings have been. Introduces the themes and methods of studying popular and cultural history, drawing principally from examples in the history of science and post-World War II American culture. (Possible examples include nuclear weapons, evolution, genetics, climate change, student activism, feminism, abortion, education, and presidential politics.) Then follows a workshop format, in which classes revolve around the reading and writing that students do as part of self-designed research projects -- projects that may be on any subject in modern United States history. This course is part of the following field(s) of study: United States.

PREREQUISITE: HIST 1000 or higher

HIST 2801 c-ESD, IP. Sexual Politics in Modern India. Rachel Sturman. Every Other Spring. Spring 2016

Seminar. Explores the politics of sexuality in India from the colonial era to the present day. Topics include sexual violence; arranged marriage; courtesanship and sex work; sexuality and colonialism; sexuality and nationalism, and the emergence of a contemporary lesbian/gay/queer movement. This course is part of the following field(s) of study: South Asia and Colonial Worlds. (Same as ASNS 2583, GWS 2259)

PREREQUISITE: HIST 1000 or higher

HIST 2821 c-ESD, IP. After Mandela: History, Memory, and Identity in Contemporary South Africa. David Gordon. Non-Standard Rotation. Fall 2016

How do South Africans remember their past? Begins with the difficulties in developing a conciliatory version of the past during Nelson Mandela's presidency immediately after apartheid. Then explores the changing historiography and popular memory of diverse historical episodes, including European settlement, the Khoisan "Hottentot Venus" Sara Baartman, Shaka Zulu, the Great Trek, the Anglo-Boer War, the onset of apartheid, and resistance to it. Aims to understand the present-day social, economic, and cultural forces that shape the memories of South Africans and the academic historiography of South Africa. (Same as AFRS 2821)

HIST 2822 c-IP. Warlords and Child Soldiers in African History. David Gordon. Every Other Spring. Spring 2016

Seminar. Examines how gender, age, religion, and race have informed ideologies of violence by considering various historical incarnations of the African warrior across modern history, including the military slave, the mercenary, the revolutionary, the warlord, the religious warrior, and the child soldier. Analyzes the nature of warfare in modern African history and how fighters, followers, African civilians, and the international community have imagined the "work of war" in Africa. Readings include scholarly analyses of warfare, warriors, and warrior ideals alongside memoirs and fictional representations. Note: This course is part of the following field(s) of study: Africa. (Same as AFRS 2822)

HIST 2840 c. African Migration and Globalization. Olufemi Vaughan. Every Fall. Fall 2016

Seminar. Drawing on key readings on the historical sociology of transnationalism since World War II, examines how postcolonial African migrations transformed African states and their new transnational populations in Western countries. Discusses what concepts such as the nation state, communal identity, global relations, and security mean in the African context to critically explore complex African transnational experiences and globalization. These dynamic African transnational encounters encourage discussions on homeland and diaspora, tradition and modernity, gender and generation. (Same as AFRS 2840)

HIST 2860 c-IP. The United States and Latin America: Tempestuous Neighbors. Allen Wells. Non-Standard Rotation. Spring 2016

Seminar. Examines scholarship on the evolution of United States-Latin American relations since Independence. Topics include the Monroe Doctrine, commercial relations, interventionism, Pan Americanism, immigration, and revolutionary movements during the Cold War. This course is part of the following field(s) of study: Latin America, United States, and Atlantic Worlds. (Same as LAS 2160)

HIST 2862 c. The Haitian Revolution and its Legacy. Allen Wells. Non-Standard Rotation. Fall 2016

Seminar. Examines one of the most neglected revolutions in history, and arguably, one of its most significant. The first half of the course treats the Revolution's causes and tracks its evolution between 1791-1804. The second part studies its aftermath and its impact on Haiti, the Caribbean, Latin America, Europe, Africa, and the United States. Course requirements include four short papers on the readings and one substantive paper that assesses the scholarly literature on a topic of the student's choosing. This course is part of the following field(s) of study: Latin America, Atlantic Worlds, and Colonial Worlds. (Same as AFRS 2862, LAS 2162)

PREREQUISITE: HIST 1000 - 2969 or LAS 1000 - 2969

HIST 2891 c-IP. Environmental History of East Asia. Sakura Christmas. Every Other Year. Spring 2016

Seminar. Examines the evolving relationship between states and nature in the emergence of modern East Asia. In debating the narrative of environmental decline in East Asia, readings and discussions focus on how successive regimes that ruled China, Japan, and Korea approached their environments and, conversely, how those environments also structured human societies across time. Spanning from the seventeenth to twentieth century, topics include: commodity frontiers, environmental sustainability, public health, industrial pollution, and nuclear technology, and how these issues link to formations of ethnic and economic difference in both national and imperial communities. Note: This course is part of the following field(s) of study: East Asia. (Same as ASNS 2890, ENVS 2491)

HIST 2892 c-IP. Maps, Territory, and Power. Sakura Christmas. Non-Standard Rotation. Fall 2016

Seminar. Maps shape nearly every facet of our modern lives, from guiding us through unfamiliar streets on smart phones to legitimizing immigration restrictions in national policy. Explores the production, meanings, and implications of maps in charting the human relationship to the environment. Examines how modern cartography, from the Mercator projection to GPS, structures nature and society as much as it reflects “objective” representations of our surroundings. Readings emphasize how this technology has also sought to exert scientific hegemony over alternate conceptions of space in non-Western contexts. Sessions include analyzing original specimens in museum collections. (Same as ASNS 2892)

HIST 3102 c. Stalinism. Page Herrlinger. Non-Standard Rotation. Spring 2016

Explores questions of power, identity, and belief in Soviet society under Joseph Stalin’s totalitarian system of rule from 1928 to 1953. Readings, drawn from recent scholarship and primary documents, engage topics such as Stalin’s dictatorship and cult of personality; the project to build socialism; mechanisms of state violence and political terror; popular conformity/resistance; gender, family, and everyday life; mass culture and socialist realism in the arts; Stalinism at war (1941-1945), in post-war Eastern Europe, and in historical memory. Students expected to write an original research paper. This course is part of the following field(s) of study: Europe.

HIST 3160 c. The United States Home Front in World War II. Connie Chiang. Every Other Fall. Fall 2016

Examines social and cultural changes on the United States home front during World War II. While some Americans remember World War II as the good war, an examination of this period reveals a more complicated history. By analyzing a variety of historical sources -- scholarly writings, government documents and propaganda, films, memoirs, fiction, and advertising -- investigates how the war shaped and reshaped sexuality, family dynamics, and gender roles; race and ethnic relations; labor conflicts; social reform, civil rights, and citizenship; and popular culture. Also considers the war’s impact on the immediate postwar years and how Americans have remembered the war. Students write a major paper based on primary source research. This course is part of the following field(s) of study: United States.

HIST 3230 c. Research in Modern United States Metropolitan History. Brian Purnell. Every Other Year. Spring 2016

Complete a semester-long research project in United States metropolitan history. During the first weeks, students learn about some major research methodologies historians use when researching and writing history of US metropolises. Addresses how historians use demography, spatial theory, and histories of LGBT communities; financial, political, and cultural institutions; electoral politics; public policies; popular culture; African Americans; immigrants; women; workers; and capitalists to uncover the ways cities and suburbs change over time. Students design a topic, research primary historical sources, locate a historical problem relating to the topic from secondary historical sources, and develop a hypothesis addressing the question. The result is a paper of at least twenty-five pages. Choose any feasible topic on the history of modern US cities and suburbs that takes place during the twentieth century. The coursework involved is advanced, but the greatest challenge is the need for self-direction. Note: 3000-level research course fulfills the capstone requirement for Africana studies and history majors. (Same as AFRS 3230)

**HIST 3385 c. Research in African and African Diaspora History. Olufemi Vaughan.
Non-Standard Rotation. Spring 2016**

A research seminar focusing on major issues in African and African diaspora history, including: Africa and Atlantic slavery, colonialism in Africa, modern state formation in Africa, and Africa and globalization. (Same as AFRS 3365)

PREREQUISITE: AFRS 1000 or higher or HIST 1000 or higher

Interdisciplinary Studies

INTD 1030 The Moral Leader. Clayton Rose. Non-Standard Rotation. Fall 2016

The challenge of leadership is considered through the reading and analysis of works of fiction and non-fiction. Leadership is examined in three blocks – accountability (to whom or for what), values (how they inform and shape leadership), and effectiveness (what are the results). We will approach each text with an eye to understanding the challenge that is being confronted and the moral reasoning that guides action. Readings will likely include, *Antigone* (Sophocles), *Remains of the Day* (Ishiguro), *How to Get Filthy Rich in Rising Asia* (Hamid), *Things Fall Apart* (Achebe), *Just and Unjust Wars* (Walzer) & *Truman & the Bomb* (Sucher), *Personal History* (Graham) and *American Ground* (Langewiesche).

Latin American Studies

LAS 1300 c-IP, VPA. Introduction to the Arts of Ancient Mexico and Peru. Susan Wegner. Non-Standard Rotation. Spring 2016

A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as Chavin, Naca, and Inca are examined. Painting, sculpture, and architecture are considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest. (Same as ARTH 1300)

LAS 2005 c-ESD. The Making of a Race: Latino Fictions. Nadia Celis. Non-Standard Rotation. Fall 2016

Explores the creation, representation, and marketing of U.S. Latino/a identities in American literature and popular culture from the 1960s to the present. Focuses on the experiences of artists and writers of Puerto Rican, Cuban, and Dominican origin; their negotiations with notions of race, class, gender, and sexuality in the United States; and their role in the struggle for social rights, in cultural translation, and in the marketing of ethnic identities, as portrayed in a variety of works ranging from movies and songs to poetry and narrative. Authors include Álvarez, Blades, Braschi, Díaz, Hijuelos, Ovejas, Pietri, and Quiñones. Readings and writing in English, discussions in Spanish. Spanish speaking skills required. (Same as HISP 2505)

LAS 2104 c-IP. History of Mexico. Allen Wells. Every Other Spring. Spring 2016

A survey of Mexican history from pre-Columbian times to the present. Topics include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. This course is part of the following field(s) of study: Latin America. (Same as HIST 2404)

LAS 2160 c-IP. The United States and Latin America: Tempestuous Neighbors. Allen Wells. Non-Standard Rotation. Spring 2016

Seminar. Examines scholarship on the evolution of United States-Latin American relations since Independence. Topics include the Monroe Doctrine, commercial relations, interventionism, Pan Americanism, immigration, and revolutionary movements during the Cold War. This course is part of the following field(s) of study: Latin America, United States, and Atlantic Worlds. (Same as HIST 2860)

LAS 2162 c. The Haitian Revolution and its Legacy. Allen Wells. Non-Standard Rotation. Fall 2016

Seminar. Examines one of the most neglected revolutions in history, and arguably, one of its most significant. The first half of the course treats the Revolution's causes and tracks its evolution between 1791-1804. The second part studies its aftermath and its impact on Haiti, the Caribbean, Latin America, Europe, Africa, and the United States. Course requirements include four short papers on the readings and one substantive paper that assesses the scholarly literature on a topic of the student's choosing. This course is part of the following field(s) of study: Latin America, Atlantic Worlds, and Colonial Worlds. (Same as AFRS 2862, HIST 2862)

PREREQUISITE: HIST 1000 - 2969 or LAS 1000 - 2969

LAS 2180 c-ESD, IP. Natives, Borderlands, and Empires in Early North America. Matthew Klinge. Non-Standard Rotation. Spring 2016

Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent's three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent's diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture. This course is part of the following field(s) of study: United States, Atlantic Worlds, Colonial Worlds, and Latin America. (Same as ENVS 2425, HIST 2180)

LAS 2205 c. Advanced Spanish. The Department. Every Semester. Fall 2016

The study of topics in the political and cultural history of the Spanish-speaking world in the twentieth century, together with an advanced grammar review. Covers a variety of texts and media and is designed to increase written and oral proficiency, as well as appreciation of the intellectual and artistic traditions of Spain and Latin America. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as HISP 2305)

PREREQUISITE: SPAN 2204 or Placement in HISP 2305 or HISP 2204

LAS 2211 c-ESD, IP. Introduction to the Study and Criticism of Francophone Literature. Hanetha Vete-Congolo. Every Spring. Spring 2016

Introduces students to the literary tradition of the contemporary Francophone world. Focuses on major authors and literary movements in historical and cultural context. Conducted in French. (Same as AFRS 2411, FREN 2411)

PREREQUISITE: FREN 2305 or higher or Placement in FRS 2400 level

LAS 2305 c-ESD. Transgender Latina Immigration: Politics of Belonging and Labor in the United States. Karla Padron. Non-Standard Rotation. Spring 2016

What happens to feminist theory and practice when the lives of transgender Latina immigrants in the US are explored? How does this academic practice shape the way the power of immigration policy, biological determinism, and nativism are analyzed? Drawing from transgender studies, women of color feminisms, and sociology of labor migration, uses an interdisciplinary approach to critically examine the lives of transgender Latina immigrants in the US. Considers social difference along the lines of class, race, gender identity, and immigration status illuminating the various ways in which social and material borders have been constructed around gender and geographical terrains. Focuses on the current social conditions of transgender Latinas in the US and brings to the surface the implications of socially constructed categories of gender and citizenship in the country. (Same as GWS 2305)

LAS 2401 c-IP. Colonial Latin America. Allen Wells. Every Other Fall. Fall 2016

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. This course is part of the following field(s) of study: Latin America, Atlantic Worlds, and Colonial Worlds. It also meets the pre-modern requirement. (Same as HIST 2401)

LAS 2409 c-IP. Introduction to Hispanic Studies: Poetry and Theater. Gustavo Faveron Patriau. Every Semester. Fall 2016

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of poetry and theater. Examines major literary works and movements in their historical and cultural context. One weekly workshop with assistant in addition to class time. Conducted in Spanish. (Same as HISP 2409)

PREREQUISITE: SPAN 2305 (same as LAS 2205) or LAS 2205 or Placement in HISP 2409 or 2410 or HISP 2305 (same as LAS 2205)

LAS 2410 c-IP. Introduction to Hispanic Studies: Essay and Narrative. Carolyn Wolfenzon Niego. Every Semester. Spring 2016

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of essay and narrative. Examines major literary works and movements in their historical and cultural context. (Same as SPAN 2410)

PREREQUISITE: SPAN 2305 (same as LAS 2205) or LAS 2205 or Placement in HISP 2409 or 2410

LAS 2536 c. Democracy and the Environment in Chile. Jennifer Baca. Non-Standard Rotation. Spring 2016

How does the environment influence the practice of democracy? How does the use of natural resources shape the boundaries of inclusion and exclusion in the nation? Interrogates this interplay of environment and democracy through the lived experiences of different social groups in Chile. Not only has Chile long depended upon its natural resources -- from nitrates and copper to fruits, forests and fisheries -- it has also been a key site of debate about the meaning and practice of democracy. Case studies include nitrate mining and the birth of the labor movement, private eco-reserves and national sovereignty, the 2011 student movement and its demands on copper profits. (Same as ENVS 2436)

LAS 2537 b. Political Ecology: Global Inequality, Social (In)justice, and the Environment. Jennifer Baca. Non-Standard Rotation. Fall 2016

From the water crisis in Flint, Michigan, to the assassination of environmental activists in Honduras, the news is filled with stories of environmental contamination, conflict, and climate change. This course will enable students to evaluate different understandings of key environmental issues using a Political Ecology framework. A sub-field of Geography, Political Ecology is an approach to understanding human-environment interactions that puts difference in social power at the heart of environmental conflict and change. Students will learn the origins and methodology of Political Ecology and apply this framework to case studies from across the globe, but with a particular emphasis on the US and Latin America. Case studies include, among others: environmental racism in the Bay Area; the global food sovereignty movement; and indigenous struggles for land rights in Chile. (Same as ENVS 2537)

LAS 2707 b. Nation Building in Latin America: From Museums to Laboratories. Emily Wanderer. Non-Standard Rotation. Spring 2016

Surveys nation-building practices and the development of national identities in Latin America, examining how nations have been imagined and represented as coherent units. Analyzes the changes in identities produced as people are incorporated into the nation--looking at race, gender, and indigenous groups--as well as conflicts over political rights, social memory, and access to resources. Considers the roles of language, geography, history, and culture, and how practices and techniques like mapping, census-taking, the construction of museums, and scientific research contribute to nation building. Examines the role of the nation in an era of globalization and transborder lives. (Same as ANTH 2707)

PREREQUISITE: ANTH 1101 or SOC 1101

LAS 2708 b. Race and Ethnicity. Ingrid Nelson. Non-Standard Rotation. Fall 2016

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States. (Same as AFRS 2208, SOC 2208)

PREREQUISITE: SOC 1101 or AFRS 1101 or ANTH 1101

LAS 2746 b-IP. Immigration and the Politics of Exclusion. Marcos Lopez. Non-Standard Rotation. Spring 2016

Looks at comparative lessons in global immigration to understand the political, economic, and social causes of migration--the politics of immigrant inclusion/exclusion--and the making of diaspora communities. Specific topics will include: the politics of citizenship and the condition of illegality; the global migrant workforce; and how class, gender, race, and sexuality influence the migrant experience. (Same as SOC 2370)

PREREQUISITE: SOC 1101 or ANTH 1101

LAS 3005 c-ESD. The Making of a Race: Latino Fictions. Nadia Celis. Non-Standard Rotation. Fall 2016

Explores the creation, representation, and marketing of US Latino/a identities in American literature and popular culture from the 1960s to the present. Focuses on the experiences of artists and writers of Puerto Rican, Cuban, and Dominican origin, their negotiations with notions of race, class, gender, and sexuality in the United States, their role in the struggle for social rights, in cultural translation, and in the marketing of ethnic identities, as portrayed in a variety of works ranging from movies and songs to poetry and narrative. Authors include Álvarez, Blades, Braschi, Díaz, Hijuelos, Ovejas, Pietri, and Quiñones. Readings in English, discussions and writing in Spanish. (Same as HISP 3005)

PREREQUISITE: SPAN 2409 (same as LAS 2409)- 2410 or LAS 2409 - 2410 or HISP 2409 (same as LAS 2409)- 2410

LAS 3006 c. Metal, Food, and Bugs: Colonial Objects in Latina/o Histories. Matthew Goldmark. Non-Standard Rotation. Spring 2016

What do gold, tomatoes, and ants in the sixteenth century have to do with U.S. Latina/os today? This class reads colonial Latin American authors (e.g. Bartolomé de las Casas, el Inca Garcilaso de la Vega) alongside writers who focus on Latinas/os in the US in the last two centuries (e.g. María Ruiz de Burton, Sandra Cisneros, Arturo Islas) to explore this question. By reading works from different historical periods, considers how objects connect long histories of colonialism in the Americas to nineteenth- and twentieth-century ideas of national belonging. (Same as SPAN 3006)

PREREQUISITE: SPAN 2409 (same as LAS 2409)- 2410 or LAS 2409 - 2410

LAS 3202 c. The Idea of Latin America. Enrique Yepes. Non-Standard Rotation. Spring 2016

Studies how the region currently known as Latin America has been conceptualized from the fifteenth to the twenty-first centuries. Which geopolitical interests have shaped the idea of a geographical entity called "Latin America"? What does the term mean in different parts of the world? What has been the fate of alternate terms such as Abya-Yala, Indo-America, just America, Iberian-America, Spanish America, or the Indies? The analysis of various texts (in literature, history, cartography, philosophy, art, film, music, journalism) introduces intellectual and political debates around these terms, the region's vast diversity, and whether or not it makes sense to consider it a unit. Conducted in Spanish. (Same as SPAN 3002)

PREREQUISITE: SPAN 2409 (same as LAS 2409)- 2410 or LAS 2409 - 2410

LAS 3211 c. Bringing the Female Maroon to Memory: Female Marronage and Douboutism in French Caribbean Literature. Hanetha Vete-Congolo. Non-Standard Rotation. Fall 2016

History has retained the names of great male Caribbean heroes and freedom fighters during slavery such as the Haitians, Mackandal or Toussaint Louverture, the Jamaican, Cudjoe or the Cuban Caba. Enslaved Africans who rebelled against oppression and fled from the plantation system are called maroons and their act, marronage. Except for Queen Nanny of the Jamaican Blue Mountains, only male names have been consecrated as maroons. Yet, enslaved women did fight against slavery and practice marronage. Caribbean writers have made a point of bringing to memory forgotten acts of marronage by women during slavery or shortly thereafter. Proposes to examine the fictional treatment French-speaking Caribbean authors grant to African or Afro-descent women who historically rebelled against slavery and colonization. Literary works studied against the backdrop of douboutism, a conceptual framework derived from the common perception about women in the French Caribbean which means strong woman. Authors studied may include Suzanne Dracius (Martinique), Fabienne Kanor (Martinique), André Schwart-Bart (Guadeloupe), Maryse Condé (Guadeloupe), Evelyn Trouillot (Haiti). Conducted in French. (Same as AFRS 3211, FRS 3211, GSWS 3211)

PREREQUISITE: Two of: | either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher or either FRS 2407 (same as AFRS 2407 and LAS 2407) or FRS 2408 - 2411 or FRS 3000 or higher | and either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher or either FRS 2407 (same as AFRS 2407 and LAS 2407) or FRS 2408 - 2411 or FRS 3000 or higher

LAS 3239 c. Borges and the Borgesian. Gustavo Faveron Patriau. Non-Standard Rotation. Spring 2016

An examination of the Argentinian writer Jorge Luis Borges's work, focusing not only on his short stories, poems, essays, film scripts, interviews, and cinematic adaptations, but also on the writers who had a particular influence on his work. Also studies Latin American, European, and United States writers who were later influenced by the Argentinian master. An organizing concept is Borges's idea that a writer creates his own precursors. (Same as SPAN 3239)

PREREQUISITE: Two of: | either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) | and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)

LAS 3247 c. Translating Cultures. Janice Jaffe. Non-Standard Rotation. Fall 2016

Far beyond the linguistic exercise of converting words from one language to another, translation is an art that engages the practitioner in cultural, political, and aesthetic questions. How does translation influence national identity? What are the limits of translation? Can culture be translated? How does gender affect translation? Students explore these questions and develop strategies and techniques through translating texts from a variety of cultural contexts and literary and non-literary genres. Also explores ethics and techniques of interpreting between Spanish and English in different fields. (Same as HISP 3247)

PREREQUISITE: Two of: | either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) or either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher | and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) or either HISP 2409 (same as LAS 2409) or HISP 2410 (same as LAS 2410) or HISP 3200 or higher

LAS 3711 b-ESD, IP. Global Sexualities/Local Desires. Krista Van Vleet. Non-Standard Rotation. Fall 2016

Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks how Western conceptions of sexuality, sex, and gender help (or hinder) understanding of the lives and desires of people in other social and cultural contexts. Topics may include third gendered individuals; intersexuality and the naturalization of sex; language and the performance of sexuality; drag; global media and the construction of identity; lesbian and gay families; sex work; AIDS and HIV and health policy; migration, asylum, and human rights issues; ethical issues and activism. Ethnographic examples are drawn from United States, Latin America (Brazil, Dominican Republic, Mexico, Argentina, Cuba); Asia (India, Japan, Indonesia) and Oceania (Papua New Guinea); and Africa (Nigeria, South Africa). Presents issues of contemporary significance along with key theoretical perspectives and methodological approaches used by anthropologists. Integrates perspectives on globalization and the intersection of multiple social differences (including class, race, and ethnicity) with discussion of sexuality and gender. Not open to students with credit in Anthropology 210. (Same as ANTH 3100)

PREREQUISITE: Two of: || ANTH 1101 or SOC 1101 || and ANTH 2000 - 2969

Mathematics

MATH 1050 a-MCSR. Quantitative Reasoning. Eric Gaze. Every Semester. Spring 2016

Explores the ways and means by which we communicate with numbers; the everyday math we encounter on a regular basis. The fundamental quantitative skill set is covered in depth providing a firm foundation for further coursework in mathematics and the sciences. Topics include ratios, rates, percentages, units, descriptive statistics, linear and exponential modeling, correlation, logic, probability. A project-based course using Microsoft Excel, emphasizing conceptual understanding and application. Reading of current newspaper articles and exercises involving personal finance are incorporated to place the mathematics in real-world context.

PREREQUISITE: Placement in MATH 1050

MATH 1200 a-MCSR. Introduction to Statistics and Data Analysis. Christopher Chong. Every Spring. Spring 2016

A general introduction to statistics in which students learn to draw conclusions from data using statistical techniques. Examples are drawn from many different areas of application. The computer is used extensively. Topics include exploratory data analysis, planning and design of experiments, probability, one and two sample t-procedures, and simple linear regression. Not open to students who have credit for Mathematics 1300 {165}, Psychology 2520 {252}, or Economics 2557 {257}.

PREREQUISITE: Placement in MATH 1200 (STATISTICS) or MATH 1050

MATH 1300 a-MCSR. Biostatistics. Mario Micheli. Every Semester. Spring 2016

An introduction to the statistical methods used in the life sciences. Emphasizes conceptual understanding and includes topics from exploratory data analysis, the planning and design of experiments, probability, and statistical inference. One and two sample t-procedures and their non-parametric analogs, one-way ANOVA, simple linear regression, goodness of fit tests, and the chi-square test for independence are discussed. An average of four to five hours of class meetings and computer laboratory sessions per week. Not open to students who have credit for or are concurrently enrolled in Mathematics 1200, or Economics 2557, or Psychology 2520.

PREREQUISITE: Two of: | Placement in MATH 1300 (STATISTICS) or MATH 1050 | | and Placement in MATH 1300 (STATISTICS) or MATH 1600

MATH 1600 a-MCSR. Differential Calculus. Charles Cunningham. Every Semester. Spring 2016

Functions, including the trigonometric, exponential, and logarithmic functions; the derivative and the rules for differentiation; the anti-derivative; applications of the derivative and the anti-derivative. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students who have taken at least three years of mathematics in secondary school.

PREREQUISITE: MATH 1050 or Placement in MATH 1600 (MATHEMATICS)

**MATH 1700 a-MCSR. Integral Calculus. Charles Cunningham. Every Semester.
Spring 2016**

The definite integral; the Fundamental theorems; improper integrals; applications of the definite integral; differential equations; and approximations including Taylor polynomials and Fourier series. An average of four to five hours of class meetings and computer laboratory sessions per week.

PREREQUISITE: MATH 1600 or Placement in MATH 1700 (MATHEMATICS)

MATH 1750 a-MCSR. Integral Calculus, Advanced Section. Manuel Reyes. Every Semester. Spring 2016

A review of the exponential and logarithmic functions, techniques of integration, and numerical integration. Improper integrals. Approximations using Taylor polynomials and infinite series. Emphasis on differential equation models and their solutions. An average of four to five hours of class meetings and computer laboratory sessions per week. Open to students whose backgrounds include the equivalent of Mathematics 1600 and the first half of Mathematics 1700. Designed for first-year students who have completed an AB Advanced Placement calculus course in their secondary schools.

PREREQUISITE: Placement in MATH 1750 (MATHEMATICS)

**MATH 1800 a-MCSR. Multivariate Calculus. The Department. Every Semester.
Spring 2016**

Multivariate calculus in two and three dimensions. Vectors and curves in two and three dimensions; partial and directional derivatives; the gradient; the chain rule in higher dimensions; double and triple integration; polar, cylindrical, and spherical coordinates; line integration; conservative vector fields; and Green's theorem. An average of four to five hours of class meetings and computer laboratory sessions per week.

PREREQUISITE: MATH 1700 or MATH 1750 or Placement in MATH 1800 (MATHEMATICS)

MATH 2000 a-MCSR. Linear Algebra. Michael King. Every Semester. Spring 2016

Topics include vectors, matrices, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and quadratic forms. Applications to linear equations, discrete dynamical systems, Markov chains, least-squares approximation, and Fourier series.

PREREQUISITE: MATH 1800 or Placement in MATH2000-2020-2206(MATH)

MATH 2020 a-MCSR. Introduction to Mathematical Reasoning. The Department. Every Semester. Spring 2016

An introduction to logical deductive reasoning and mathematical proof through diverse topics in higher mathematics. Specific topics include set and function theory, modular arithmetic, proof by induction, and the cardinality of infinite sets. May also consider additional topics such as graph theory, number theory, and finite state automata.

PREREQUISITE: MATH 1800 or Placement in MATH2000-2020-2206(MATH)

MATH 2206 a-MCSR. Probability. Amanda Redlich. Every Semester. Spring 2016

A study of the mathematical models used to formalize nondeterministic or “chance” phenomena. General topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. Specific probability densities, such as the binomial, Poisson, exponential, and normal, are discussed in depth.

PREREQUISITE: MATH 1800 or Placement in MATH2000-2020-2206(MATH)

MATH 2208 a-MCSR. Ordinary Differential Equations. Christopher Chong. Non-Standard Rotation. Spring 2016

A study of some of the ordinary differential equations that model a variety of systems in the physical, natural and social sciences. Classical methods for solving differential equations with an emphasis on modern, qualitative techniques for studying the behavior of solutions to differential equations. Applications to the analysis of a broad set of topics, including population dynamics, oscillators and economic markets. Computer software is used as an important tool, but no prior programming background is assumed.

PREREQUISITE: MATH 2000

MATH 2209 a-MCSR. Numerical Methods. Adam Levy. Every Other Spring. Spring 2016

An introduction to the theory and application of numerical analysis. Topics include approximation theory, numerical integration and differentiation, iterative methods for solving equations, and numerical analysis of differential equations.

PREREQUISITE: MATH 2000

MATH 2301 a-MCSR. Intermediate Linear Algebra. Thomas Pietraho. Every Other Spring. Fall 2016

A continuation of Linear Algebra focused on the interplay of algebra and geometry as well as mathematical theory and its applications. Topics include matrix decompositions, eigenvalues and spectral theory, vector and Hilbert spaces, norms and low-rank approximations. Applications to biology, computer science, economics, and statistics, including artificial learning and pattern recognition, principal component analysis, and stochastic systems. Course and laboratory work balanced between theory and application.

PREREQUISITE: Two of: || MATH 2000 || and MATH 2020

MATH 2303 a-MCSR. Functions of a Complex Variable. Michael King. Every Other Spring. Spring 2016

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, the residue calculus, harmonic functions, and conformal mapping.

PREREQUISITE: MATH 1800 or Placement in MATH2000-2020-2206(MATH)

MATH 2602 a-MCSR. Group Theory. Jennifer Taback. Every Other Fall. Fall 2016

An introduction to the theory of finite and infinite groups, with examples ranging from symmetry groups to groups of polynomials and matrices. Properties of mappings that preserve algebraic structures are studied. Topics include cyclic groups, homomorphisms and isomorphisms, normal subgroups, factor groups, the structure of finite abelian groups, and Sylow theorems.

PREREQUISITE: Two of: || MATH 2000 || and MATH 2020

MATH 2603 a-MCSR. Introduction to Analysis. Jennifer Taback. Thomas Pietraho. Every Fall. Fall 2016

Building on the theoretical underpinnings of calculus, develops the rudiments of mathematical analysis. Concepts such as limits and convergence from calculus are made rigorous and extended to other contexts, such spaces of functions. Specific topics include metric spaces, point-set topology, sequences and series, continuity, differentiability, the theory of Riemann integration, and functional approximation and convergence.

PREREQUISITE: MATH 2020

MATH 2606 a-MCSR. Statistics. Mario Micheli. Every Spring. Spring 2016

An introduction to the fundamentals of mathematical statistics. General topics include likelihood methods, point and interval estimation, and tests of significance. Applications include inference about binomial, Poisson, and exponential models, frequency data, and analysis of normal measurements.

PREREQUISITE: MATH 2206

MATH 3109 a. Optimal Control. Adam Levy. Every Other Fall. Spring 2016

A study of infinite-dimensional optimization, including calculus of variations and optimal control. Classical, analytic techniques are covered, as well as numerical methods for solving optimal control problems. Applications in many topic areas, including economics, biology, and robotics.

PREREQUISITE: Three of: || MATH 2000 || and MATH 2020 || and MATH 2208

MATH 3204 a. Topology. Thomas Pietraho. Non-Standard Rotation. Spring 2016

A mathematical study of shape. Examination of surfaces, knots, and manifolds with or without boundary. Topics drawn from point-set topology, algebraic topology, knot theory, and computational topology, with possible applications to differential equations, graph theory, topological data analysis, and the sciences.

PREREQUISITE: Three of: || either MATH 2602 or MATH 2603 or MATH 2702 || and MATH 2000 || and MATH 2020

MATH 3209 a. Partial Differential Equations. Adam Levy. Every Other Fall. Fall 2016

A study of some of the partial differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving partial differential equations are covered, as well as modern, numerical techniques for approximating solutions. Applications to the analysis of a broad set of topics, including air quality, traffic flow, and imaging. Computer software is used as an important tool. Not open to students who have credit for Mathematics 264.

PREREQUISITE: Three of: || MATH 2000 || and MATH 2020 || and MATH 2208

MATH 3404 a. Projective and Non-Euclidean Geometries. William Barker. Every Other Fall. Fall 2016

A survey of affine, projective, and non-Euclidean geometries in two-dimensions, unified by the transformational viewpoint of Klein's Erlanger Programm. Special focus will be placed on conic sections and projective embeddings. Additional topics as time permits: complex numbers in plane geometry, quaternions in three-dimensional geometry, and the geometry of four-dimensional space-time in special relativity. Mathematics 2404 {247} is helpful but not required.

PREREQUISITE: Two of: || MATH 2000 || and MATH 2020

MATH 3702 a. Advanced Topics in Rings and Number Theory. Manuel Reyes. Non-Standard Rotation. Spring 2016

Advanced topics in modern algebra based on rings and fields. Possible topics include: Galois theory with applications to geometric constructions and (in)solvability of polynomial equations; algebraic number theory and number fields such as the p-adic number system; commutative algebra; algebraic geometry and solutions to systems of polynomial equations.

PREREQUISITE: MATH 2602 or MATH 2702

Music

MUS 1051 c-VPA. Fundamentals of Music. Jeffrey Christmas. Every Semester. Spring 2016

For the entry-level student. Explores the fundamental elements of music—form, harmony, melody, pitch, rhythm, texture, timbre—and teaches basic skills in reading and writing Western music notation for the purposes of reading, analyzing, and creating musical works.

MUS 1101 c. Sound, Self, and Society: Music and Everyday Life. Tracy McMullen. Every Year. Spring 2016

Explores the role of music and sound as social practice, political catalyst, market commodity, site of nostalgia, environment regulator, identity tool, and technology of the self. Enables students to communicate about sound and music. Addresses music in relation to: mood manipulation; signification and “noise”; taste and identity; race, class, gender, and sexuality codes; repetition and form; “urban tribes” and subcultures; the cult of the expert; economics and politics; power; authenticity; technology; and multinationalism. Musical genres will be primarily within American popular music. Case studies may include: gym, study, road trip, and party playlists; karaoke; tribute bands; music in film; music revivals; “cock rock”; the gendered nature of instruments; suburban punk; Muzak; advertising jingles; and Starbucks.

MUS 1261 c-VPA. Introduction to Film Music. Vineet Shende. Non-Standard Rotation. Spring 2016

Film music does an incredible number of things; just to name a few, it establishes mood, creates and enhances emotions, clarifies character arcs, and foreshadows plot points. Students gain an understanding of the aesthetics, musical techniques, and tropes found in films of the last 100 years--from silent film scores to "Golden Age" classical scores, jazz scores, theme scores, and modern pop music scores. Composers studied include Korngold, Steiner, Hermann, Raskin, Williams, and Shore, among others. Attendance at weekly evening screenings is required. (Same as CINE 1161)

MUS 1401 c-VPA. Introduction to Music Theory. Mary Hunter. Every Fall. Fall 2016

Designed for students with some beginning experience in music theory and an ability to read music. Covers scales, keys, modes, intervals, and basic tonal harmony.

PREREQUISITE: MUS 1051 or Placement in MUS 1401

MUS 1451 c-VPA. Introduction to Audio Recording Techniques. The Department. Every Spring. Spring 2016

Explores the history of audio recording technology as it pertains to music, aesthetic function of recording technique, modern applications of multitrack recording, and digital editing of sound created and captured in the acoustic arena. Topics include the physics of sound, microphone design and function, audio mixing console topology, dynamic and modulation audio processors, studio design and construction, principles of analog to digital (ADA) conversion, and artistic choice as an engineer. Students will create their own mix of music recorded during class time.

MUS 1501 c-VPA. A cappella. Robert Greenlee. Every Other Spring. Spring 2016

A study of arranging and rehearsing a cappella music in recent styles, focusing on folk song arrangements, pop music in the collegiate a cappella tradition, and spirituals. Techniques of arranging include the use of chords, spacing and voice leading, textures, vocables, and adaptation of instrumental accompaniments to choral music. Also covered are conducting and vocal techniques; students are expected to sing.

PREREQUISITE: MUS 1051 or MUS 1401 or MUS 2771 or MUS 2773

MUS 2261 c-ESD, VPA. Holy Songs in a Strange Land. Judith Casselberry. Every Other Spring. Spring 2016

Seminar. Examines black sacred music from its earliest forms, fashioned by enslaved Africans, through current iterations produced by black global actors of a different sort. Explores questions such as: What does bondage sound like? What does emancipation sound like? Can we hear corresponding sounds generated by artists today? In what ways have creators of sacred music embraced, rejected, and re-envisioned the "strange land" over time? Looks at musical and lyrical content and the context in which various music genres developed, such as Negro spirituals, gospel, and sacred blues. Contemporary artists such as Janelle Monáe, Beyoncé, Bob Marley, and Michael Jackson included as well. (Same as AFRS 2261)

MUS 2291 c-ESD, VPA. Black Women, Politics, Music, and the Divine. Judith Casselberry. Every Fall. Fall 2016

Seminar. Examines the convergence of politics and spirituality in the musical work of contemporary black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality generated across a range of religious and spiritual terrains with African diasporic/black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, the Clark Sisters, Meshell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as AFRS 2201 , GSWS 2207, REL 2201)

MUS 2292 c-ESD, VPA. Protest Music. Judith Casselberry. Non-Standard Rotation. Fall 2016

Focuses on the ways black people have experienced twentieth-century events. Examines social, economic, and political catalysts for processes of protest music production across genres including gospel, blues, folk, soul, funk, rock, reggae, and rap. Analysis of musical and extra-musical elements includes style, form, production, lyrics, intent, reception, commodification, mass-media, and the Internet. Explores ways in which people experience, identify, and propose solutions to poverty, segregation, oppressive working conditions, incarceration, sexual exploitation, violence, and war. (Same as AFRS 2228, ANTH 2227)

MUS 2301 c-VPA. The Western Canon. Mary Hunter. Every Other Fall. Fall 2016

The Western canon—the repertory of works and composers at the core of classical music—may seem pretty immutable. But in fact works and composers continually fall in and out of it, or move up and down in its hierarchy. At the same time, it has been extraordinarily difficult for the canon to include works by women, people of color, and non-Western composers. Examines the processes of, and pressures on, canon formation from about 1780 until the present and a number of pillars of classical music, from Handel’s Messiah and Haydn’s Creation to the symphonies of Shostakovich and the works of Nadia Boulanger’s students.

PREREQUISITE: MUS 1051 or MUS 1301 or MUS 1401

MUS 2401 c-VPA. Tonal Analysis. Mary Hunter. Every Other Spring. Spring 2016

Through a survey of music from Bach to Chopin, the student learns to recognize the basic processes and forms of tonal music, to read a score fluently, and to identify chords and modulations.

PREREQUISITE: MUS 1401 or MUS 2401 or MUS 2402 or MUS 2403

MUS 2403 c-VPA. Songwriting and Song Analysis. Vineet Shende. Every Fall. Fall 2016

An intensive project-oriented course in which students will learn skills such as melodic and rhythmic writing, arranging, studio production, text-setting, and basic chromatic harmony, and how those elements combine to affect listeners on an emotional level. Repertoire studied will largely be chosen by students, but will also include songs by the Beatles, various Motown artists, Joni Mitchell, Prince, and Radiohead. Small-group and individual lab sessions scheduled separately. Not open to students who have credit for Music 151.

PREREQUISITE: MUS 1401 or Placement in MUS 2403

MUS 2501 c-VPA. Introduction to Composition. Vineet Shende. Every Spring. Spring 2016

An introduction to the art of combining the elements of melody, harmony, rhythm, form, and orchestration to create cohesive and engaging music. Students learn techniques for generating and developing musical ideas through exercises and four main compositional assignments: a work for solo instrument, a theme and variations for solo instrument and piano, a song for voice and piano, and a multi-movement work for three to five instruments. Students also learn ways to discuss and critique their own and one another's work. Ends with a concert of student compositions.

PREREQUISITE: MUS 1401 or MUS 2401 or MUS 2402 or MUS 2403

MUS 2551 c-VPA. Introduction to Electronic Music. Frank Mauceri. Every Fall. Fall 2016

Examination of the history and techniques of electronic and computer music. Topics include compositional aesthetics, recording technology, digital and analog synthesis, sampling, MIDI (Musical Instrument Digital Interface), and computer-assisted composition. Ends with a concert of student compositions.

PREREQUISITE: MUS 1401 or MUS 2402 or MUS 2403

MUS 2561 c-MCSR, VPA. Interactive Media: Designing Applications for the Arts. Frank Mauceri. Non-Standard Rotation. Spring 2016

A hands-on introduction to the creation of interactive art and digital media. Students construct programs to analyze data from physical sensors to characterize motion, proximity, and sound. Through experimental and project-based studio work, students design and implement interactive applications for theater, dance, sculpture, installations, and video. Collaborative work focuses on problem solving at the intersections of creative arts and technology. Readings in media theory support the critical examination of contemporary interactive art. Note: This course does not serve as a prerequisite to 3000-level visual arts courses. Note: This course does not serve as a prerequisite to 3000-level visual arts courses. (Same as VART 1099)

MUS 2601 c-VPA. The Performance of Classical Music. Mary Hunter. Non-Standard Rotation. Spring 2016

Performing classical music is different from performing many other sorts of music partly because it requires detailed attention to the musical score, and partly because it inevitably raises questions of history. Considers how score-analysis contributes to performance and investigates a wider variety of historical performance practices and attitudes. Projects include student performances with commentary and comparisons of recorded performances. Includes concert attendance and visits by professional performers.

PREREQUISITE: MUS 1051 or MUS 1301 or MUS 1401 or MUS 2777 or MUS 2805

MUS 2602 c. Improvisation. Frank Mauceri. Every Other Spring. Spring 2016

Do we understand improvised and composed music differently, and if so how? Investigates musical syntax in improvised settings and its consequences for the organization of time in music. Also considers the social functions and meanings of improvisation. Analysis draws from recordings, interviews, and writings in ethnomusicology, semiotics, and music theory. At the same time, students participate in regular improvisation workshops exploring vernacular musics, avant-garde open forms, and interactive electronics.

PREREQUISITE: MUS 2402 or MUS 2403

MUS 2603 c-VPA. Art of Singing. Robert Greenlee. Every Other Fall. Fall 2016

A study of singing traditions, emphasizing American popular music, musical theater, and classical music. Topics comprise vocal color and production, the influence of language on singing, performing practices, improvisation, and aesthetic response. Projects include performances and analyses of recorded music.

PREREQUISITE: MUS 1401 or MUS 1501 or MUS 2402 or MUS 2403 or MUS 2771

MUS 2769 c. Middle Eastern Ensemble. Eric LaPerna. Amos Libby. Every Semester. Spring 2016

Meets once a week on Monday evenings, and performs pieces from the Arabic, Turkish, Armenian, and Greek traditions. Coached by oud player Amos Libby and percussionist Eric La Perna, the group performs one concert per semester. No experience is required to join; students have the option of singing, learning new percussion instruments, or playing an instrument with which they are already familiar.

MUS 2771 c-VPA. Chamber Choir. Robert Greenlee. Every Semester. Spring 2016

An auditioned group of about thirty-five student singers. Repertory ranges widely, from Renaissance music to American contemporary music and folk music of the world. The choir performs at festivals and society meetings in the U.S. (American Choral Directors Association and Society of Composers), and it tours abroad during some spring breaks. Recent trips have taken the ensemble to Germany, Ireland, England, Chile, Hungary, and Slovakia. Monday through Thursday late afternoons must be reserved, but the choir usually rehearses only three of those days.

MUS 2773 c-VPA. Chorus. Anthony Antolini. Every Semester. Spring 2016

An auditioned ensemble of students, faculty, staff, and community singers. At least one of the semesters features a large-scale work for chorus and orchestra. Recent tours have included all the major cities of New England, Serbia, Bulgaria, and Greece. Rehearsals are Thursday and Sunday evenings. Sight reading ability is desired but not required.

MUS 2775 c. Concert Band. John Morneau. Every Semester. Spring 2016

An ensemble open to all students with wind and percussion experience that performs several major concerts each year on campus, along with performances at campus events and ceremonies. Repertoire consists of a variety of literature, from the finest of the wind band repertoire to light classics, show tunes and marches. Students have been featured as soloists and conductors, and student compositions have been premiered by the ensemble. Rehearsals are Tuesday and Thursday evenings.

MUS 2777 c-VPA. Ensemble Performance. George Lopez. Every Semester. Spring 2016

Ensemble Performance is for instrumentalists who play orchestral instruments or piano and would like to play in chamber ensembles and the chamber orchestra. Participants (except pianists) must reserve Sunday evenings from 7:00 p.m. until 8:55 p.m., and chamber ensemble coachings will be scheduled on an individual basis.

MUS 2781 c. Afro-Latin Music Ensemble. Michael Wingfield. Every Semester. Spring 2016

Performs the musical forms of black populations in Latin America and the Caribbean, with particular emphasis on the marimba and drumming traditions of Afro-Colombians. May also include Afro-Cuban, Afro-Peruvian, Afro-Puerto Rican, Afro-Dominican, and other musics. Students learn and perform multiple instruments, drumming, singing, and dance, culminating in a concert every semester. Occasional texts and audiovisual materials supplement musical learning by offering cultural and aesthetic contextualization. Rehearsals are Monday and Wednesday evenings.

MUS 2783 c-VPA. Jazz Ensembles. Frank Mauceri. Every Semester. Spring 2016

Groups of four to six students, formed by audition, and performing both modern and classic standards, plus some original compositions by students and faculty. They perform one concert a semester on campus, and appear occasionally in other venues. Rehearsals are arranged to suit the players' and coach's schedules.

MUS 2805 c. Individual Performance Studies. The Department. Every Semester. Spring 2016

The following provisions govern applied music lessons for credit: (1) Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate. The first semester of study on the first instrument is designated Music 2805. The second and all subsequent semesters of credit lessons on the same instrument is designated Music 2806. The first semester of study on a different instrument is designated Music 2807. The second and all subsequent semesters of study on that second instrument is designated Music 2808. The number Music 2809 is reserved for all semesters of study on a third instrument. (2) One-half credit is granted for each semester of study. Students are graded with regular letter grades. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of the Registrar and the Department of Music. Note: Add/ drop dates for lessons are earlier than add/drop dates for other courses. The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes. (3) Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. Repertory classes, Lunchbreak Concerts, and other designated music department venues all count as public performances. Such performances must be registered with the department coordinator to count for credit. (5) To receive credit for Individual Performance Studies, the student must complete an academic course in music (which may include Music 3805) within the first year and a half of study, or by graduation, whichever comes first. (6) Students taking lessons for credit pay a fee of \$540 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. (7) Student Recitals. In most circumstances, a student is required to take Music 3805–3807 (see below) in order to perform a solo recital. In some cases, however, a student may be allowed to perform a recital without taking Music 3805–3807, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The performance date and accompanist should be established the semester before the recital is to take place.

MUS 2806 c. Individual Performance Studies. The Department. Every Semester. Spring 2016

The following provisions govern applied music lessons for credit: (1) Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate. The first semester of study on the first instrument is designated Music 2805. The second and all subsequent semesters of credit lessons on the same instrument is designated Music 2806. The first semester of study on a different instrument is designated Music 2807. The second and all subsequent semesters of study on that second instrument is designated Music 2808. The number Music 2809 is reserved for all semesters of study on a third instrument. (2) One-half credit is granted for each semester of study. Students are graded with regular letter grades. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of the Registrar and the Department of Music. Note: Add/ drop dates for lessons are earlier than add/drop dates for other courses. The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes. (3) Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. Repertory classes, Lunchbreak Concerts, and other designated music department venues all count as public performances. Such performances must be registered with the department coordinator to count for credit. (5) To receive credit for Individual Performance Studies, the student must complete an academic course in music (which may include Music 3805) within the first year and a half of study, or by graduation, whichever comes first. (6) Students taking lessons for credit pay a fee of \$540 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. (7) Student Recitals. In most circumstances, a student is required to take Music 3805–3807 (see below) in order to perform a solo recital. In some cases, however, a student may be allowed to perform a recital without taking Music 3805–3807, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The performance date and accompanist should be established the semester before the recital is to take place.

MUS 2807 c. Individual Performance Studies. The Department. Every Semester. Spring 2016

The following provisions govern applied music lessons for credit: (1) Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate. The first semester of study on the first instrument is designated Music 2805. The second and all subsequent semesters of credit lessons on the same instrument is designated Music 2806. The first semester of study on a different instrument is designated Music 2807. The second and all subsequent semesters of study on that second instrument is designated Music 2808. The number Music 2809 is reserved for all semesters of study on a third instrument. (2) One-half credit is granted for each semester of study. Students are graded with regular letter grades. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of the Registrar and the Department of Music. Note: Add/ drop dates for lessons are earlier than add/drop dates for other courses. The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes. (3) Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. Repertory classes, Lunchbreak Concerts, and other designated music department venues all count as public performances. Such performances must be registered with the department coordinator to count for credit. (5) To receive credit for Individual Performance Studies, the student must complete an academic course in music (which may include Music 3805) within the first year and a half of study, or by graduation, whichever comes first. (6) Students taking lessons for credit pay a fee of \$540 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. (7) Student Recitals. In most circumstances, a student is required to take Music 3805–3807 (see below) in order to perform a solo recital. In some cases, however, a student may be allowed to perform a recital without taking Music 3805–3807, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The performance date and accompanist should be established the semester before the recital is to take place.

MUS 2808 c. Individual Performance Studies. The Department. Every Semester. Spring 2016

The following provisions govern applied music lessons for credit: (1) Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate. The first semester of study on the first instrument is designated Music 2805. The second and all subsequent semesters of credit lessons on the same instrument is designated Music 2806. The first semester of study on a different instrument is designated Music 2807. The second and all subsequent semesters of study on that second instrument is designated Music 2808. The number Music 2809 is reserved for all semesters of study on a third instrument. (2) One-half credit is granted for each semester of study. Students are graded with regular letter grades. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of the Registrar and the Department of Music. Note: Add/ drop dates for lessons are earlier than add/drop dates for other courses. The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes. (3) Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. Repertory classes, Lunchbreak Concerts, and other designated music department venues all count as public performances. Such performances must be registered with the department coordinator to count for credit. (5) To receive credit for Individual Performance Studies, the student must complete an academic course in music (which may include Music 3805) within the first year and a half of study, or by graduation, whichever comes first. (6) Students taking lessons for credit pay a fee of \$540 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. (7) Student Recitals. In most circumstances, a student is required to take Music 3805–3807 (see below) in order to perform a solo recital. In some cases, however, a student may be allowed to perform a recital without taking Music 3805–3807, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The performance date and accompanist should be established the semester before the recital is to take place.

MUS 2809 c. Individual Performance Studies. The Department. Every Semester. Spring 2016

The following provisions govern applied music lessons for credit: (1) Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate. The first semester of study on the first instrument is designated Music 2806. The second and all subsequent semesters of credit lessons on the same instrument is designated Music 2807. The second and all subsequent semesters of study on that second instrument is designated Music 2808. The number Music 2809 is reserved for all semesters of study on a third instrument. (2) One-half credit is granted for each semester of study. Students are graded with regular letter grades. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of the Registrar and the Department of Music. Note: Add/ drop dates for lessons are earlier than add/drop dates for other courses. The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes. (3) Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted. (4) Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. Repertory classes, Lunchbreak Concerts, and other designated music department venues all count as public performances. Such performances must be registered with the department coordinator to count for credit. (5) To receive credit for Individual Performance Studies, the student must complete an academic course in music (which may include Music 3805) within the first year and a half of study, or by graduation, whichever comes first. (6) Students taking lessons for credit pay a fee of \$540 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge. (7) Student Recitals. In most circumstances, a student is required to take Music 3805–3807 (see below) in order to perform a solo recital. In some cases, however, a student may be allowed to perform a recital without taking Music 3805–3807, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The performance date and accompanist should be established the semester before the recital is to take place.

MUS 3103 c. Gender, Sexuality, and Popular Music. Tracy McMullen. Every Other Spring. Spring 2016

Employs gender as a theoretical tool to investigate the production, consumption, and representation of popular music in the United States and around the world. Examines how gender and racial codes have been used historically, for example to describe music as “authentic” (rap, rock) or “commercial” (pop, new wave), and at how these codes may have traveled, changed, or re-appeared in new guises over the decades. Considers how gender and sexuality are inscribed at every level of popular music as well as how music-makers and consumers have manipulated these representations to transgress normative codes and open up new spaces in popular culture for a range of sexual and gender expressions. Juniors and seniors only; sophomores admitted with consent of the instructor during the add/drop period. (Same as GWS 3103)

MUS 3805 c-VPA. Advanced Individual Performance Studies. The Department. Every Semester. Spring 2016

Prerequisite: Music 2806 and permission of the music department. The performance date and accompanist should be established the semester before the recital is to take place.

1. This option for private study is open only to students already advanced on their instruments. Students may take one or more semesters of this option. Music 3806 may be repeated for credit. The first semester of study is designated Music 3805. The second and all subsequent semesters of private lessons on the same instrument are designated Music 3806. The number 3807 is reserved for all semesters of study on a second instrument. 2. One credit is granted for each semester of study. Students are graded with regular letter grades. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of the Registrar and the Department of Music. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes. 3. Admission is by departmental audition only. Subsequent semesters of advanced lessons on the same instrument may require further auditions. 4. To receive credit for lessons, the student must perform a thirty- to forty-five-minute recital at the end of the semester. The student is expected to write program notes for this recital and other written work acceptable to the faculty advisor. 5. To receive credit, the student must have an advisor from the music department faculty, and be able to demonstrate to that faculty member that he or she understands the structure and/ or context of the music, and meet all deadlines. The letter grade is determined jointly by the applied teacher and the faculty member after the recital. 6. Fees as with half-credit lessons.

MUS 3806 c-VPA. Advanced Individual Performance Studies. The Department. Every Semester. Spring 2016

Prerequisite: Music 2806 and permission of the music department. The performance date and accompanist should be established the semester before the recital is to take place.

1. This option for private study is open only to students already advanced on their instruments. Students may take one or more semesters of this option. Music 3806 may be repeated for credit. The first semester of study is designated Music 3805. The second and all subsequent semesters of private lessons on the same instrument are designated Music 3806. The number 3807 is reserved for all semesters of study on a second instrument. 2. One credit is granted for each semester of study. Students are graded with regular letter grades. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of the Registrar and the Department of Music. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes. 3. Admission is by departmental audition only. Subsequent semesters of advanced lessons on the same instrument may require further auditions. 4. To receive credit for lessons, the student must perform a thirty- to forty-five-minute recital at the end of the semester. The student is expected to write program notes for this recital and other written work acceptable to the faculty advisor. 5. To receive credit, the student must have an advisor from the music department faculty, and be able to demonstrate to that faculty member that he or she understands the structure and/ or context of the music, and meet all deadlines. The letter grade is determined jointly by the applied teacher and the faculty member after the recital. 6. Fees as with half-credit lessons.

MUS 3807 c-VPA. Advanced Individual Performance Studies. The Department. Every Semester. Spring 2016

Prerequisite: Music 2806 and permission of the music department. The performance date and accompanist should be established the semester before the recital is to take place.

1. This option for private study is open only to students already advanced on their instruments. Students may take one or more semesters of this option. Music 3806 may be repeated for credit. The first semester of study is designated Music 3805. The second and all subsequent semesters of private lessons on the same instrument are designated Music 3806. The number 3807 is reserved for all semesters of study on a second instrument. 2. One credit is granted for each semester of study. Students are graded with regular letter grades. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of the Registrar and the Department of Music. Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes. 3. Admission is by departmental audition only. Subsequent semesters of advanced lessons on the same instrument may require further auditions. 4. To receive credit for lessons, the student must perform a thirty- to forty-five-minute recital at the end of the semester. The student is expected to write program notes for this recital and other written work acceptable to the faculty advisor. 5. To receive credit, the student must have an advisor from the music department faculty, and be able to demonstrate to that faculty member that he or she understands the structure and/ or context of the music, and meet all deadlines. The letter grade is determined jointly by the applied teacher and the faculty member after the recital. 6. Fees as with half-credit lessons.

MUS 4040 c. Senior Project in Music. Vineet Shende. Every Spring. Spring 2016

All senior majors must take this course, which involves either a single semester of independent work or the second semester of an honors thesis. In addition to weekly individual meetings with a faculty advisor, students will meet as a group with the entire faculty several times during the semester. Must be taken in the spring of the senior year. Open only to senior music majors.

Neuroscience

NEUR 2050 a. Physiological Psychology. Brian Piper. Every Spring. Spring 2016

An introductory survey of biological influences on behavior. The primary emphasis is on the physiological regulation of behavior in humans and other vertebrate animals, focusing on genetic, developmental, hormonal, and neuronal mechanisms. Additionally, the evolution of these regulatory systems is considered. Topics discussed include perception, cognition, sleep, eating, sexual and aggressive behaviors, and mental disorders. (Same as PSYC 2050)

PREREQUISITE: PSYC 1101 or BIOL 1102 or BIOL 1109 or Placement in above PSYC 1101

NEUR 2060 a. Cognitive Neuroscience. T.B.A. Every Fall. Fall 2016

An introduction to the neuroscientific study of cognition. Topics surveyed in the course include the neural bases of perception, attention, memory, language, executive function, and decision making. In covering these topics, the course will draw on evidence from brain imaging (fMRI, EEG, MEG), transcranial magnetic stimulation, electrophysiology, and neuropsychology. Also considers how knowledge about the brain constrains our understanding of the mind. (Same as PSYC 2060)

PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

NEUR 2135 a-MCSR, INS. Neurobiology. Hadley Horch. Every Fall. Fall 2016

Examines fundamental concepts in neurobiology from the molecular to the systems level. Topics include neuronal communication, gene regulation, morphology, neuronal development, axon guidance, mechanisms of neuronal plasticity, sensory systems, and the molecular basis of behavior and disease. Weekly lab sessions introduce a wide range of methods used to examine neurons and neuronal systems. (Same as BIOL 2135)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

NEUR 2214 a-MCSR, INS. Comparative Physiology. Patsy Dickinson. Every Spring. Spring 2016

An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week. (Same as BIOL 2214)

PREREQUISITE: BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level

NEUR 2553 a. Neurophysiology. Patsy Dickinson. Every Fall. Fall 2016

A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the mechanism that underlie both action potentials and patterns of spontaneous activity in individual nerve cells, interactions between neurons, and the organization of neurons into larger functional units. Lectures and four hours of laboratory work per week. (Same as BIOL 2553)

PREREQUISITE: Two of: || either BIOL 1102 or BIOL 1109 || and either BIOL 2135 or BIOL 2214 or PSYC 2050

NEUR 2566 a-INS. Molecular Neurobiology. Hadley Horch. Every Spring. Spring 2016

Examination of the molecular control of neuronal structure and function. Topics include the molecular basis of neuronal excitability, the factors involved in chemical and contact-mediated neuronal communication, and the complex molecular control of developing and regenerating nervous systems. Weekly laboratories complement lectures by covering a range of molecular and cellular techniques used in neurobiology and culminate in brief independent projects. (Same as BIOL 2566)

PREREQUISITE: Two of: || either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level || and either BIOL 2112 or BIOL 2124 (same as BIOC 2124) or BIOL 2135 (same as NEUR 2135) or BIOL 2553 (same as NEUR 2553) or PSYC 2050 (same as NEUR 2050)

NEUR 2750 a-INS. Laboratory in Behavioral Neuroscience: Social Behavior. T.B.A. Every Fall. Fall 2016

A laboratory course that exposes students to modern techniques in neuroscience that can be applied to the study of social behavior. Underlying concepts associated with various molecular, neuroanatomical, pharmacological, and electrophysiological methods are discussed in a lecture format. Students then use these techniques in laboratory preparations that demonstrate how social behavior is organized within the central nervous system of vertebrate animals, including humans. (Same as PSYC 2750)

PREREQUISITE: Three of: || either PSYC 2050 or BIOL 2135 or PSYC 2060 (same as NEUR 2060) || and PSYC 2510 or either BIOL 1102 or BIOL 1109 || and PSYC 2520 or MATH 1300

NEUR 2775 a-MCSR, INS. Laboratory in Cognitive Neuroscience. Erika Nyhus. Every Spring. Spring 2016

A laboratory course that exposes students to multiple techniques in cognitive neuroscience that can be applied to the study of human cognition. Introduces human neuroimaging methods including electroencephalography (EEG) and functional magnetic resonance imaging (fMRI). Students will then use these methods to study aspects of human cognition including perception, attention, memory, language, problem solving, reasoning, and decision making. (Same as PSYC 2775)

PREREQUISITE: Two of: || PSYC 2040 or either PSYC 2050 or PSYC 2060 or BIOL 2135 || and PSYC 2520 or MATH 1300

NEUR 3050 a. Hormones and Behavior. T.B.A. Every Other Spring. Fall 2016

An advanced discussion of concepts in behavioral neuroendocrinology. Topics include descriptions of the major classes of hormones, their roles in the regulation of development and adult behavioral expression, and the cellular and molecular mechanisms responsible for their behavioral effects. Hormonal influences on reproductive, aggressive, and parental behaviors, as well as on cognitive processes are considered. (Same as PSYC 3050)

PREREQUISITE: Three of: | | PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) | | and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level | | and PSYC 2520 or MATH 1300

NEUR 3052 b. Psychopharmacology, Neuroscience, and Addiction. Brian Piper. Non-Standard Rotation. Spring 2016

Introduction to psychopharmacology of recreationally abused drugs and their effects on the brain and behavior in human and non-human species. Discusses natural and man-made substances, including alcohol, nicotine, caffeine, opioids, stimulants, cannabinoids, hallucinogens, steroids, sedatives, and inhalants. Covers basic structure and function of the nervous system, drug classification, basic principles of pharmacology, neurochemistry, structural and functional neuroimaging, neuropsychological assessment, pharmacogenomics, as well as the history and epidemiology of specific drugs of abuse and pharmacological and non-pharmacological interventions to limit use. (Same as PSYC 3052)

PREREQUISITE: Three of: | | PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) | | and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level | | and PSYC 2520 or MATH 1300

NEUR 3325 a-INS. Topics in Neuroscience. Patsy Dickinson. Every Spring. Spring 2016

An advanced seminar focusing on one or more aspects of neuroscience, such as neuronal regeneration and development, modulation of neuronal activity, or the neural basis of behavior. Students read and discuss original papers from the literature. (Same as BIOL 3325)

PREREQUISITE: BIOL 2135 or BIOL 2553 or BIOL 2566 or PSYC 2750 - 2751

Philosophy

PHIL 1042 c. Crime and Punishment. Kristi Olson. New Course. Fall 2016

Examines philosophical issues raised by the criminal law, including the moral justification of punishment, the proper subject matter of criminal law (that is, what should be a crime?), ethical issues in law enforcement, and the theoretical underpinnings of different criminal defenses.

PHIL 1252 c. Death. Matthew Stuart. Non-Standard Rotation. Spring 2016

Considers distinctively philosophical questions about death: Do we have immortal souls? Is immortality even desirable? Is death a bad thing? Is suicide morally permissible? Does the inevitability of death rob life of its meaning? Readings from historical and contemporary sources.

PHIL 1321 c-ESD. Philosophical Issues of Gender and Race. Kristi Olson. New Course. Fall 2016

Explores contemporary issues of gender and race. Possible topics include: the social construction of race and gender, implicit bias, racial profiling, pornography, the gender wage gap, affirmative action, race and incarceration, transgender issues, and reparations for past harms. Readings drawn from philosophy, legal studies, and the social sciences. (Same as GSWS 1321)

PHIL 1434 c. Free Will. Scott Sehon. Non-Standard Rotation. Fall 2016

We hold people responsible for their actions: we get credit and praise for nice things we do or good papers that we write; we are blamed if we break a promise or if we plagiarize a paper. In holding one another responsible in these ways, we seem to presuppose that people have free will, for it seems that we should not hold people responsible if they did not act freely. But what if all human behavior can be explained scientifically? What if determinism is true, and all our behaviors have been causally determined by events that took place before we were born? Could we still have free will? Are we justified in holding people responsible for their actions? Readings from contemporary philosophers (Robert Kane, Alfred Mele, Manuel Vargas, and others) and psychologists (Benjamin Libet).

PHIL 2111 c. Ancient Philosophy. Sarah Conly. Every Fall. Fall 2016

We will read some of the most important works by Plato and Aristotle, two of the greatest western thinkers, and major influences on western thought. Explores questions in ethics, politics, art, psychology, the concept of knowledge, and the nature of reality.

PHIL 2112 c. Modern Philosophy. Matthew Stuart. Every Spring. Spring 2016

A survey of seventeenth- and eighteenth-century European philosophy, focusing on discussions of the ultimate nature of reality and our knowledge of it. Topics include the nature of the mind and its relation to the body, the existence of God, and the free will problem. Readings from Descartes, Locke, Hume, Kant, and others.

PHIL 2223 a-MCSR. Logic. Scott Sehon. Every Fall. Fall 2016

The central problem of logic is to determine which arguments are good and which are bad. To this end, we introduce a symbolic language and rigorous, formal methods for seeing whether one statement logically implies another. We apply these tools to a variety of arguments, philosophical and otherwise, and demonstrate certain theorems about the formal system we construct.

PHIL 2233 a-MCSR. Intermediate Logic. Scott Sehon. Every Other Spring. Spring 2016

Investigates several philosophically important results of modern logic, including Gödel's incompleteness theorems, the Church-Turing Theorem (that there is no decision procedure for quantificational validity), and Tarski's theorem (the indefinability of truth for formal languages). Also includes an introduction to modal logic, the logic of necessity and possibility.

PREREQUISITE: PHIL 2223

PHIL 2320 c. Bioethics. Sarah Conly. Non-Standard Rotation. Spring 2016

Examines issues central for physicians, biological researchers, and society: cloning, genetic engineering, biological patenting, corporate funding for medical research, use of experimental procedures, and others.

PHIL 2321 c. Moral Theory. Sarah Conly. Non-Standard Rotation. Spring 2016

Is there a morally right way to live? If so, what is it? Should I do what is best for me? Should I respect individual rights—and if so, what rights do individuals have? Should I do whatever maximizes the welfare of society? This course examines these fundamental ethical questions.

PHIL 2359 c. The Ethics of Climate Change. Kristi Olson. New Course. Spring 2016

Examines moral questions raised by climate change including: What would constitute a just allocation of burdens? What do we collectively owe to future generations? If collective action fails, what are our obligations as individuals? When, if at all, is civil disobedience justified? Readings drawn primarily from contemporary philosophy. (Same as ENVS 2459)

PHIL 3325 c. Utilitarianism and Its Critics. Sarah Conly. Non-Standard Rotation. Fall 2016

How should we decide what to do? Utilitarianism is the view that the right act is the act that produces the greatest happiness of the greatest number—an appealing view in many respects, since we do want to be happy. However, it doesn't give much respect to the value of the individual or the value of liberty. Utilitarians argue that happiness is so desirable that it is worth sacrificing these other things. Examines the arguments in the debate between those who value only the maximization of happiness and those who think happiness must sometimes take second place to other things, one of the most important issues in ethics.

PREREQUISITE: PHIL 1050 - 2969 or PHIL 3000 or higher

PHIL 3350 c. Theories of Equality. Kristi Olson. New Course. Spring 2016

What do we really want when we advocate for greater equality? Should we equalize income or something else? If everybody had enough, would we still have a reason to pursue equality? What should we do in those cases in which individuals are responsible, through their choices, for having less? Seeks to answer these and other questions by examining theories of equality in contemporary political philosophy.

PREREQUISITE: PHIL 1000 or higher

PHIL 3422 c. Nihilism and Naturalism. Scott Sehon. Non-Standard Rotation. Spring 2016

Various areas of metaphysics (e.g., philosophy of mind, philosophy of language, metaethics, philosophy of religion) raise questions about the nature and existence of phenomena that seem central to being a person: mind, meaning, and value. Some skeptical philosophers argue that belief in such things would commit us to a kind of unscientific magic. However, if we deny the existence of mind, meaning, and value, it can seem that we collapse into a nihilistic abyss in which nothing makes sense, even the scientific worldview that brought us these problems. Philosophers attempt to find a comfortable middle ground between the extremes, but the question is whether any such position is stable.

PREREQUISITE: PHIL 1000 or higher

Physics and Astronomy

PHYS 1083 a-MCSR, INS. Energy, Physics, and Technology. Mark Battle. Every Other Spring. Spring 2016

How much can we do to reduce the disruptions of the Earth's physical, ecological and social systems caused by global climate change? How much climate change itself can we avoid? A lot depends on the physical processes that govern the extraction, transmission, storage and use of available energy. This course will introduce the physics of solar, wind, nuclear, and hydroelectric power and discuss the physical constraints on their efficiency, productivity and safety. We will review current technology and quantitatively analyze the effectiveness of different strategies to reduce greenhouse gas emissions. Not open to students with credit for Physics 1140 {104}. (Same as ENVS 1083)

PHYS 1093 a-MCSR. Introduction to Physical Reasoning. Dale Syphers. Every Fall. Fall 2016

Climate science. Quantum Physics. Bioengineering. Rocket science. Who can understand it? Anyone with high school mathematics (geometry and algebra) can start. Getting started in physics requires an ability to mathematically describe real world objects and experiences. Prepares students for additional work in physical science and engineering by focused practice in quantitative description, interpretation, and calculation. Includes hands-on measurements, some introductory computer programming, and many questions about the physics all around us. Registration for this course is by placement only. To ensure proper placement, students must have taken the physics placement examination prior to registering for Physics 1093.

PREREQUISITE: Placement in PHYS 1093

PHYS 1130 a-MCSR, INS. Introductory Physics I. Karen Topp. Every Semester. Spring 2016

An introduction to the conservation laws, forces, and interactions that govern the dynamics of particles and systems. Shows how a small set of fundamental principles and interactions allow us to model a wide variety of physical situations, using both classical and modern concepts. A prime goal of the course is to have the participants learn to actively connect the concepts with the modeling process. Three hours of laboratory work per week. To ensure proper placement, students are expected to have taken the physics placement examination prior to registering for Physics 1130.

PREREQUISITE: Two of: | MATH 1600 or higher or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH2000-2020-2206(MATH) | and PHYS 1093 or Placement in PHYS 1130

PHYS 1140 a-MCSR, INS. Introductory Physics II. The Department. Every Semester. Spring 2016

An introduction to the interactions of matter and radiation. Topics include the classical and quantum physics of electromagnetic radiation and its interaction with matter, quantum properties of atoms, and atomic and nuclear spectra. Laboratory work (three hours per week) includes an introduction to the use of electronic instrumentation.

PREREQUISITE: Two of: | MATH 1700 - 1800 or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH2000-2020-2206(MATH) | | and PHYS 1130 or Placement in PHYS 1140

PHYS 1510 a-MCSR, INS. Introductory Astronomy. Juan Burciaga. Every Spring. Spring 2016

A quantitative introduction to astronomy with emphasis on stars and the structures they form, from binaries to galaxies. Topics include the night sky, the solar system, stellar structure and evolution, white dwarfs, neutron stars, black holes, and the expansion of the universe. Several nighttime observing sessions required. Does not satisfy pre-med or other science departments' requirements for a second course in physics. Not open to students who have credit for Physics (62) or Physics 1560 (162).

PREREQUISITE: MATH 1600 or higher or Placement in MATH 1700 (MATHEMATICS) or Placement in MATH 1750 (MATHEMATICS) or Placement in MATH 1800 (MATHEMATICS) or Placement in MATH2000-2020-2206(MATH)

PHYS 2130 a-INS. Electric Fields and Circuits. Karen Topp. Every Fall. Fall 2016

The basic phenomena of the electromagnetic interaction are introduced. The basic relations are then specialized for a more detailed study of linear circuit theory. Laboratory work stresses the fundamentals of electronic instrumentation and measurement with basic circuit components such as resistors, capacitors, inductors, diodes, and transistors. Three hours of laboratory work per week.

PREREQUISITE: PHYS 1140

PHYS 2140 a-MCSR, INS. Quantum Physics and Relativity. Dale Syphers. Every Spring. Spring 2016

An introduction to two cornerstones of twentieth-century physics, quantum mechanics, and special relativity. The introduction to wave mechanics includes solutions to the time-independent Schrödinger equation in one and three dimensions with applications. Topics in relativity include the Galilean and Einsteinian principles of relativity, the "paradoxes" of special relativity, Lorentz transformations, space-time invariants, and the relativistic dynamics of particles. Not open to students who have credit for or are concurrently taking Physics 3140 (310), or 3500 (375).

PREREQUISITE: PHYS 1140

PHYS 2150 a-MCSR, INS. Statistical Physics. Madeleine Msall. Every Spring. Spring 2016

Develops a framework capable of predicting the properties of systems with many particles. This framework, combined with simple atomic and molecular models, leads to an understanding of such concepts as entropy, temperature, and chemical potential. Some probability theory is developed as a mathematical tool.

PREREQUISITE: PHYS 1140

PHYS 2220 a-MCSR, INS. Engineering Physics. Dale Syphers. Every Other Spring. Spring 2016

Examines the physics of materials from an engineering viewpoint, with attention to the concepts of stress, strain, shear, torsion, bending moments, deformation of materials, and other applications of physics to real materials, with an emphasis on their structural properties. Also covers recent advances, such as applying these physics concepts to ultra-small materials in nano-machines. Intended for physics majors and architecture students with an interest in civil or mechanical engineering or applied materials science.

PREREQUISITE: PHYS 1140

PHYS 2240 a-MCSR. Acoustics. Madeleine Msall. Every Other Fall. Fall 2016

An introduction to the motion and propagation of sound waves. Covers selected topics related to normal modes of sound waves in enclosed spaces, noise, acoustical measurements, the ear and hearing, phase relationships between sound waves, and many others, providing a technical understanding of our aural experiences.

PREREQUISITE: PHYS 1140

PHYS 2250 a-MCSR, INS. Physics of Solids. Madeleine Msall. Every Other Spring. Spring 2016

Solid state physics describes the microscopic origin of the thermal, mechanical, electrical and magnetic properties of solids. Examines trends in the behavior of materials and evaluates the success of classical and semi-classical solid state models in explaining these trends and in predicting material properties. Applications include solid state lasers, semiconductor devices, and superconductivity. Intended for physics, chemistry, or earth and oceanographic science majors with an interest in materials physics or electrical engineering.

PREREQUISITE: PHYS 2140 or CHEM 2520

PHYS 2510 a. Astrophysics. Thomas Baumgarte. Every Other Fall. Fall 2016

A quantitative discussion that introduces the principal topics of astrophysics, including stellar structure and evolution, planetary physics, and cosmology.

PREREQUISITE: Two of: || PHYS 1140 || and PHYS 1510

PHYS 3000 a. Methods of Theoretical Physics. Thomas Baumgarte. Every Fall. Fall 2016

Mathematics is the language of physics. Similar mathematical techniques occur in different areas of physics. A physical situation may first be expressed in mathematical terms, usually in the form of a differential or integral equation. After the formal mathematical solution is obtained, the physical conditions determine the physically viable result. Examples are drawn from heat flow, gravitational fields, and electrostatic fields.

PREREQUISITE: Two of: || MATH 1800 or Placement in MATH2000-2020-2206(MATH) || and PHYS 1140

PHYS 3010 a-MCSR, INS. Methods of Experimental Physics. Mark Battle. Kenneth Dennison. Every Spring. Spring 2016

Intended to provide advanced students with experience in the design, execution, and analysis of laboratory experiments. Projects in optical holography, nuclear physics, cryogenics, and materials physics are developed by the students.

PREREQUISITE: PHYS 2130

PHYS 3130 a. Electromagnetic Theory. Thomas Baumgarte. Every Other Spring. Spring 2016

First the Maxwell relations are presented as a natural extension of basic experimental laws; then emphasis is given to the radiation and transmission of electromagnetic waves.

PREREQUISITE: Two of: || PHYS 2130 || and PHYS 3000

PHYS 3140 a. Quantum Mechanics. Stephen Naculich. Every Fall. Fall 2016

A mathematically rigorous development of quantum mechanics, emphasizing the vector space structure of the theory through the use of Dirac bracket notation. Linear algebra will be developed as needed.

PREREQUISITE: Two of: || PHYS 2140 || and PHYS 3000

PHYS 3200 a-MCSR. Fields, Particles, and Symmetries. Stephen Naculich. Non-Standard Rotation. Fall 2016

An introduction to the theory of relativistic quantum fields, the foundational entities of the standard model of elementary particle physics. Topics will include: Lagrangian formulation of the classical mechanics of particles and fields, Noether's theorem relating symmetries to conservation laws, the quantization of bosonic and fermionic fields, the role of abelian and nonabelian gauge symmetries in determining the form of interactions among elementary particles, the use of Feynman diagrams to compute elementary processes, the spontaneous breaking of symmetry, and the Higgs mechanism.

PREREQUISITE: Two of: || PHYS 2140 || and PHYS 3000

Psychology

PSYC 1101 b. Introduction to Psychology. The Department. Every Semester. Spring 2016

A general introduction to the major concerns of contemporary psychology, including physiological psychology, perception, learning, cognition, language, development, personality, intelligence, and abnormal and social behavior. Recommended for first- and second-year students. Juniors and seniors should enroll in the spring semester.

PSYC 2010 b. Infant and Child Development. Suzanne Lovett. Every Semester. Spring 2016

A survey of major changes in psychological functioning from conception through childhood. Several theoretical perspectives are used to consider how physical, personality, social, and cognitive changes jointly influence the developing child's interactions with the environment.

PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

PSYC 2025 b. Abnormal Psychology. Hannah Reese. Every Fall. Fall 2016

An introduction to the phenomenology, etiology, and treatment of mental disorders. Major topics include depression, bipolar disorder, anxiety disorders, obsessive-compulsive disorder, post-traumatic stress disorder, schizophrenia, eating disorders, and personality disorders. Current paradigms for understanding psychopathology, diagnosis and assessment, and research methods specific to clinical psychology also discussed.

PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

PSYC 2030 b. Social Psychology. Zachary Rothschild. Every Spring. Spring 2016

A survey of theory and research on individual social behavior. Topics include self-concept, social cognition, affect, attitudes, social influence, interpersonal relationships, and cultural variations in social behavior.

PREREQUISITE: PSYC 1101 or SOC 1101 or Placement in above PSYC 1101

PSYC 2032 b. Health Psychology. T.B.A. Non-Standard Rotation. Fall 2016

Focuses on the behavioral, cognitive, psychosocial and physiological factors that influence individual emotional health and psychological state. The course proceeds from a core perspective of the biological (i.e., neuroendocrine) basis of well-being. Covers topics such as health-enhancing and health-compromising behaviors, stress and coping, health care settings, pain and neurological and age-related disorders. Also explores the role of personality, gender interpersonal relations, and ethnic and sociocultural influences and their linkages to health, wellness, and optimal emotional well-being.

PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

PSYC 2040 b. Cognitive Psychology. Louisa Slowiaczek. Every Spring. Spring 2016

A survey of theory and research examining how humans perceive, process, store, and use information. Topics include visual perception, attention, memory, language processing, decision making, and cognitive development.

PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

PSYC 2050 a. Physiological Psychology. Brian Piper. Every Spring. Spring 2016

An introductory survey of biological influences on behavior. The primary emphasis is on the physiological regulation of behavior in humans and other vertebrate animals, focusing on genetic, developmental, hormonal, and neuronal mechanisms. Additionally, the evolution of these regulatory systems is considered. Topics discussed include perception, cognition, sleep, eating, sexual and aggressive behaviors, and mental disorders. (Same as NEUR 2050)

PREREQUISITE: PSYC 1101 or BIOL 1102 or BIOL 1109 or Placement in above PSYC 1101

PSYC 2060 a. Cognitive Neuroscience. T.B.A. Every Fall. Fall 2016

An introduction to the neuroscientific study of cognition. Topics surveyed in the course include the neural bases of perception, attention, memory, language, executive function, and decision making. In covering these topics, the course will draw on evidence from brain imaging (fMRI, EEG, MEG), transcranial magnetic stimulation, electrophysiology, and neuropsychology. Also considers how knowledge about the brain constrains our understanding of the mind. (Same as NEUR 2060)

PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

PSYC 2510 b. Research Design in Psychology. Zachary Rothschild. Every Semester. Spring 2016

A systematic study of the scientific method as it underlies psychological research. Topics include prominent methods used in studying human and animal behavior, the logic of causal analysis, experimental and non-experimental designs, issues in internal and external validity, pragmatics of careful research, and technical writing of research reports.

PREREQUISITE: PSYC 1101 or Placement in above PSYC 1101

PSYC 2520 a-MCSR. Data Analysis. The Department. Every Semester. Spring 2016

An introduction to the use of descriptive and inferential statistics and design in behavioral research. Weekly laboratory work in computerized data analysis. Required of majors no later than the junior year, and preferably by the sophomore year.

PREREQUISITE: Two of: || either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level or PSYC 2510 || and PSYC 1101 or Placement in above PSYC 1101

PSYC 2710 b. Laboratory in Developmental Psychology. Samuel Putnam. Every Spring. Spring 2016

Multiple methods used in developmental research are examined both by reading research reports and by designing and conducting original research studies. The methods include observation, interviews, questionnaires, and lab experiments, among others. Students learn to evaluate the relative strengths and weaknesses of both qualitative and quantitative approaches.

PREREQUISITE: Three of: || PSYC 2010 || and PSYC 2510 || and PSYC 2520

PSYC 2725 b. Laboratory in Clinical Psychology. Hannah Reese. Every Spring. Spring 2016

An overview and analysis of the diverse research methods employed by clinical psychologists. Through reading, analysis, and hands-on experience, students gain an understanding of the relative merits of various approaches to understanding the nature and treatment of mental disorders. Major topics include clinical interviewing and assessment, information-processing approaches to understanding psychopathology, and the principles of behavior change. Class participation culminates with the design and conduct of an original research project.

PREREQUISITE: Three of: || PSYC 2025 || and PSYC 2510 || and PSYC 2520

PSYC 2735 b. Laboratory in Social Psychology. T.B.A. Every Fall. Fall 2016

An examination of different research methodologies used by social psychologists, including archival research, observation, questionnaires, lab experiments, and online data collection. Students learn about the relative strengths and weaknesses of these different methodological approaches, both by reading research reports and by designing and conducting original research.

PREREQUISITE: Three of: || PSYC 2030 || and PSYC 2510 || and PSYC 2520

PSYC 2740 b. Laboratory in Cognition. Louisa Slowiaczek. Every Fall. Fall 2016

An analysis of research methodology and experimental investigations in cognition, including such topics as auditory and sensory memory, visual perception, attention and automaticity, retrieval from working memory, implicit and explicit memory, metamemory, concept formation and reasoning. Weekly laboratory sessions allow students to collect and analyze data in a number of different areas of cognitive psychology.

PREREQUISITE: Three of: || PSYC 2040 || and PSYC 2510 || and PSYC 2520

PSYC 2750 a-INS. Laboratory in Behavioral Neuroscience: Social Behavior. T.B.A. Every Fall. Fall 2016

A laboratory course that exposes students to modern techniques in neuroscience that can be applied to the study of social behavior. Underlying concepts associated with various molecular, neuroanatomical, pharmacological, and electrophysiological methods are discussed in a lecture format. Students then use these techniques in laboratory preparations that demonstrate how social behavior is organized within the central nervous system of vertebrate animals, including humans. (Same as NEUR 2750)

PREREQUISITE: Three of: || either PSYC 2050 or BIOL 2135 or PSYC 2060 (same as NEUR 2060) || and PSYC 2510 or either BIOL 1102 or BIOL 1109 || and PSYC 2520 or MATH 1300

PSYC 2775 a-MCSR, INS. Laboratory in Cognitive Neuroscience. Erika Nyhus. Every Spring. Spring 2016

A laboratory course that exposes students to multiple techniques in cognitive neuroscience that can be applied to the study of human cognition. Introduces human neuroimaging methods including electroencephalography (EEG) and functional magnetic resonance imaging (fMRI). Students will then use these methods to study aspects of human cognition including perception, attention, memory, language, problem solving, reasoning, and decision making. (Same as NEUR 2775)

PREREQUISITE: Two of: || PSYC 2040 or either PSYC 2050 or PSYC 2060 or BIOL 2135 || and PSYC 2520 or MATH 1300

PSYC 3025 b. Psychotherapy and Behavior Change. Hannah Reese. Every Fall. Fall 2016

An in-depth study of the theory, research, and practice of contemporary psychotherapy. Major topics may include theoretical approaches to therapy, methods for studying its efficacy, processes of change, the role of the client-therapist relationship, and challenges to disseminating effective psychological treatments to the general public. Readings and discussion supplemented with video of psychotherapy sessions.

PREREQUISITE: Three of: || either PSYC 2020 or PSYC 2725 || and PSYC 2510 || and PSYC 2520

PSYC 3036 b. Psychology of Emotions. T.B.A. Non-Standard Rotation. Fall 2016

What are emotions, and how should we think about them? How are our emotional experiences related to our actions within the social realm? Attempts to address these questions and investigate the functionality of emotions in our relationships and in our lives more generally. We'll cover classic and contemporary emotion theories and consider recent work addressing the usefulness of emotions like gratitude, disgust, pride, jealousy, happiness, and anger, as well as cultural and developmental influences.

PREREQUISITE: Two of: || PSYC 2030 || and PSYC 2520

PSYC 3040 b. The Psychology of Language. Louisa Slowiaczek. Every Spring. Spring 2016

An examination of psychological factors that affect the processing of language, including a discussion of different modalities (auditory and visual language) and levels of information (sounds, letters, words, sentences, and text/discourse). Emphasis is on the issues addressed by researchers and the theories developed to account for our language abilities.

PREREQUISITE: Three of: || PSYC 2040 || and PSYC 2510 || and PSYC 2520

PSYC 3050 a. Hormones and Behavior. T.B.A. Every Other Spring. Fall 2016

An advanced discussion of concepts in behavioral neuroendocrinology. Topics include descriptions of the major classes of hormones, their roles in the regulation of development and adult behavioral expression, and the cellular and molecular mechanisms responsible for their behavioral effects. Hormonal influences on reproductive, aggressive, and parental behaviors, as well as on cognitive processes are considered. (Same as NEUR 3050)

PREREQUISITE: Three of: || PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) || and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level || and PSYC 2520 or MATH 1300

PSYC 3052 b. Psychopharmacology, Neuroscience, and Addiction. Brian Piper. Non-Standard Rotation. Spring 2016

Introduction to psychopharmacology of recreationally abused drugs and their effects on the brain and behavior in human and non-human species. Discusses natural and man-made substances, including alcohol, nicotine, caffeine, opioids, stimulants, cannabinoids, hallucinogens, steroids, sedatives, and inhalants. Covers basic structure and function of the nervous system, drug classification, basic principles of pharmacology, neurochemistry, structural and functional neuroimaging, neuropsychological assessment, pharmacogenomics, as well as the history and epidemiology of specific drugs of abuse and pharmacological and non-pharmacological interventions to limit use. (Same as NEUR 3052)

PREREQUISITE: Three of: || PSYC 2050 (same as NEUR 2050) or BIOL 2135 (same as NEUR 2135) || and PSYC 2510 or either BIOL 1102 or BIOL 1109 or Placement in BIOL 2000 level || and PSYC 2520 or MATH 1300

Religion

REL 1027 c. Astral Religion in the Near East and Classical Antiquity. Robert Morrison. Non-Standard Rotation. Fall 2016

Investigates astral religion and its relationship to astrological forecasting. Begins with a study of early astronomy, ancient Near Eastern omen texts, and the role of celestial bodies in ancient Near Eastern religion. Moves to classical expositions of astrology such as the Tetrabiblos and critics of astrological forecasting such as Cicero. Concludes with the reception of astrology in Islamic civilization and the role of astral causation in Islamic thought.

REL 1101 c-ESD. Introduction to the Study of Religion. Larisa Reznik. Every Semester. Spring 2016

Basic concepts, methods, and issues in the study of religion, with special reference to examples comparing and contrasting Asian and Western religions. Lectures, films, discussions, and readings in a variety of texts such as scriptures, novels, and autobiographies, along with modern interpretations of religion in ancient and contemporary Asian and Western contexts..

REL 1150 c-IP. Introduction to the Religions of the Middle East. Robert Morrison. New Course. Spring 2016

Begins by showing how Judaism, Christianity, and Islam in the modern Middle East are intertwined closely with politics and with their local contexts. Case studies include modern Iran, Israel, and Lebanon. Investigates how the foundational texts of Judaism, Christianity, and Islam were politically and socially constructed. Considers throughout the influence of other Middle Eastern religions.

REL 2201 c-ESD, VPA. Black Women, Politics, Music, and the Divine. Judith Casselberry. Every Fall. Fall 2016

Seminar. Examines the convergence of politics and spirituality in the musical work of contemporary black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality generated across a range of religious and spiritual terrains with African diasporic/black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, the Clark Sisters, Meshell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as AFRS 2201 , GSWs 2207, MUS 2291)

REL 2208 c-IP. Islam. Robert Morrison. Every Other Fall. Fall 2016

With an emphasis on primary sources, pursues major themes in Islamic civilization from the revelation of the Qur'an to Muhammad until the present. From philosophy to political Islam, and from mysticism to Muslims in America, explores the diversity of a rapidly growing religious tradition.

REL 2215 c-ESD. The Hebrew Bible in Its World. Todd Berzon. Every Other Spring. Spring 2016

Close readings of chosen texts in the Hebrew Bible (i.e., the Old Testament), with emphasis on its Near Eastern religious, cultural, and historical context. Attention is given to the Hebrew Bible's literary forerunners (from c. 4000 B.C.E. onwards) to its successor, The Dead Sea Scrolls (c. 200 B.C.E. to 200 A.C.E.). Emphasis on creation and cosmologies, gods and humans, hierarchies, politics, and rituals.

REL 2219 c-ESD, IP. Religion and Fiction in Modern South Asia. John Holt. Non-Standard Rotation. Fall 2016

Explains the nexus between religion and society in modern South Asia via the prism of South Asian literature in English. Confined to prose fiction, considering its tendency to attempt approximations of reality. Interrogates how ideas of religion and ideas about religion manifest themselves in literature and affect understanding of south Asian religions among its readership. Does not direct students to seek authentic insights into orthodox or doctrinal religion in the literary texts but to explore the tensions between textual religion and everyday lived reality in South Asia. (Same as ASNS 2550)

REL 2220 c-IP. Hindu Literatures. John Holt. Non-Standard Rotation. Fall 2016

A reading and discussion of translated classical Hindu literature, including the Rg Veda, Upanishads, Yoga Sutra, the epics Ramayana, Mahabharata (including the Bhagavad Gita), Devi Mahatmya and the Cilapatikaram, etc. Focuses on development of various types of religious worldviews and religious experiences as reflected in classical Sanskrit and vernacular literature of India. (Same as ASNS 2552)

REL 2223 c-IP. Mahayana Buddhism. John Holt. Non-Standard Rotation. Spring 2016

Studies the emergence of Mahayana Buddhist worldviews as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the Buddhacarita (Life of Buddha), the Platform Sutra of the Sixth Patriarch, the Prajnaparamitra-hrdaya Sutra (Heart Sutra of the Perfection of Wisdom), the Saddharmapundarika Sutra (the Lotus Sutra), the Sukhavati Vyuha (Discourse on the Pure Land), and the Vajraccedika Sutra (the Diamond-Cutter), among others. (Same as ASNS 2551)

REL 2232 c-IP. Approaches to the Qur'an. Robert Morrison. Every Other Spring. Spring 2016

Explores a variety of approaches to and interpretations of the Qur'an, the foundational text of Islam. Special attention will be paid to the Qur'an's doctrines, its role in Islamic law, its relationship to the Bible, and its historical context. While the Qur'an will be read entirely in English translation, explores the role of the Arabic Qur'an in the lives of Muslims worldwide.

REL 2235 c-ESD. Gender and Sexuality in Early Christianity. Todd Berzon. New Course. Spring 2016

Investigates the ways in which gender and sexuality can serve as interpretive lenses for the study of early Christian history, ideas, and practices. Can the history of early Christianity--from the apostle Paul to Augustine of Hippo--be rewritten as a history of gender and sexuality? In answer to that question, addresses a range of topics, including prophecy, sainthood, militarism, mysticism, asceticism, and martyrdom. In addition, by oscillating between close readings and contemporary scholarship about gender, feminism, masculinity, sexuality, and the body, looks beyond the world of antiquity. Aims to show how theories of and about sexuality and gender can fundamentally reorient understandings of Christian history. (Same as GLS 2235, GWS 2231)

REL 2239 c-ESD. Judaism in the Age of Empires. Todd Berzon. Non-Standard Rotation. Fall 2016

How did the Hellenistic, Roman, and Christian empires shape Jewish history? Investigates how ancient Judaism and Jewish society materialized under the successive rule of ancient empires. Students will analyze both how the Jews existed as a part of and yet apart from the culture, religion, and laws of their imperial rulers. Students will read a cross-section of literature from antiquity—including the books of the Maccabees, the writings of Flavius Josephus, Philo of Alexandria, the New Testament, the Dead Sea Scrolls, apocalyptic literature, the Mishnah, and early Christian anti-Jewish polemic—to understand the process by which the Jews created Judaism as a religion in opposition to Christianity and Greco-Roman traditions.

REL 2251 c. Christianity. Elizabeth Pritchard. Non-Standard Rotation. Fall 2016

An introduction to the diversity and contentiousness of Christian thought and practice. Explores this diversity through analyses of the conceptions, rituals, and aesthetic media that serve to interpret and embody understandings of Jesus, authority, body, family, and church. Historical and contemporary materials highlight not only conflicting interpretations of Christianity, but also the larger social conflicts that these interpretations reflect, reinforce, or seek to resolve.

REL 2265 c. On Secular Authority: Religion and Politics in Western Thought. Larisa Reznik. Non-Standard Rotation. Spring 2016

Separating religion and politics is a hallmark of modernity. Yet what counts as religion or politics continues to be a point of conflict. Does politics imitate or even rival divine sovereignty? Is politics possible precisely because it is distinct from divine sovereignty? Does separation protect religion from politics or politics from religion? Examines how these notions came to be defined in relation to each other in Western thought, through theological works, political theory, court cases, and debates on secularism. While focusing on Christianity and its legacy, also examines the effects of this issue on Judaism and Islam in their confrontations with Christianity in modernity..

REL 2271 c-ESD. Spirit Come Down: Religion, Race, and Gender in America. Judith Casselberry. Every Spring. Spring 2016

Examines the ways religion, race, and gender shape people's lives from the nineteenth century into contemporary times in America, with particular focus on black communities. Explores issues of self-representation, memory, material culture, embodiment, and civic and political engagement through autobiographical, historical, literary, anthropological, cinematic, and musical texts. (Same as AFRS 2271, GWS 2270)

REL 2288 c-IP. Religious Culture and Politics in Southeast Asia. John Holt. Every Other Spring. Spring 2016

An examination of the ways in which changes in political economies and societies of Sri Lanka, Burma, Thailand, Laos and Cambodia have fostered changes in the predominantly Theravada Buddhist religious cultures of modern Southeast Asia. Includes how civil wars in Sri Lanka and Burma, revolutions in Laos and Cambodia, and the ideology of kingship in Thailand have elicited changes in the public practice of religion. Previous credit in Religion 2222 (same as Asian Studies 2554) highly recommended. (Same as ASNS 2555)

REL 2289 c-IP. Construction of Goddess and Deification of Women in Hindu Tradition. Sree Holt. Non-Standard Rotation. Fall 2016

Focuses include an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; how various categories of goddesses can be seen or not as the forms of the "great goddess"; and how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Readings may include primary sources, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as ASNS 2501, GSWS 2289)

REL 3390 c. Theories about Religion. Elizabeth Pritchard. Every Fall. Fall 2016

Seminar focusing on how religion has been explained and interpreted from a variety of intellectual and academic perspectives, from the sixteenth century to the present. In addition to a historical overview of religion's interpretation and explanation, also includes consideration of postmodern critiques and the problem of religion and violence in the contemporary world.

PREREQUISITE: REL 1101

Romance Languages

FREN 1102 c. Elementary French II. Charlotte Daniels. Every Spring. Spring 2016

A study of the basic forms, structures and vocabulary in the context of the French-speaking world. Emphasis on the four communicative skills: reading, writing, listening and speaking. A study of the basic forms, structures, and vocabulary in the context of the French-speaking world. Three class hours per week and one weekly conversation session with assistant.

PREREQUISITE: FREN 1101 or Placement in FRS 1102

FREN 2204 c. Intermediate French II. Erin Curren. Every Spring. Spring 2016

Continued development of oral and written skills; course focus shifts from grammar to reading. Short readings form the basis for the expansion of vocabulary and analytical skills. Active use of French in class discussions and conversation sessions with French teaching fellows. Three class hours per week and one weekly conversation session.

PREREQUISITE: FREN 2203 or Placement in FRS 2204

FREN 2408 c-ESD, IP. Contemporary France through the Media. The Department. Every Spring. Spring 2016

An introduction to contemporary France through newspapers, magazines, television, music, and film. Emphasis is on enhancing communicative proficiency in French and increasing cultural understanding prior to study abroad in France.

PREREQUISITE: FREN 2305 or higher or Placement in FRS 2400 level

FREN 2410 c-IP. Introduction to the Study and Criticism of Modern French Literature. Hanetha Vete-Congolo. Every Spring. Spring 2016

Introduces students to the literary tradition of France from 1789 to the present. Focus on major authors and literary movements in historical and cultural context.

PREREQUISITE: FREN 2305 or higher or Placement in FRS 2400 level

FREN 2411 c-ESD, IP. Introduction to the Study and Criticism of Francophone Literature. Hanetha Vete-Congolo. Every Spring. Spring 2016

Introduces students to the literary tradition of the contemporary Francophone world. Focuses on major authors and literary movements in historical and cultural context. Conducted in French. (Same as AFRS 2411, LAS 2211)

PREREQUISITE: FREN 2305 or higher or Placement in FRS 2400 level

FREN 3203 c. Murder, Mystery, and Mayhem: The fait divers in French Literature and Film. Katherine Dauge-Roth. Non-Standard Rotation. Spring 2016

Examines the fait divers, a news item recounting an event of a criminal, strange, or licentious nature, as a source for literary and cinematographic production. Traces the development of the popular press and its relationship to the rise of the short story. Explores how literary authors and filmmakers past and present find inspiration in the news and render “true stories” in their artistic work. Readings may include selections from Rosset, J-P. Camus, Le Clézio, Cendrars, Beauvoir, Duras, Genet, Modiano, Bon, newspapers, and tabloids.

PREREQUISITE: Two of: || either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher || and either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher

FREN 3204 c. French Theater Production. Charlotte Daniels. Non-Standard Rotation. Spring 2016

Students read, analyze, and produce scenes from French plays. At the end of the semester, student groups produce, direct, and perform in one-act plays. Authors studied may include Molière, Marivaux, Beckett, Ionesco, Sartre, Camus, Genet, Sarraute, and Anouilh. Conducted in French.

PREREQUISITE: Two of: || either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher || and either FREN 2407 (same as AFRS 2407 and LAS 2407) or FREN 2408 - 2411 or FREN 3000 or higher

ITAL 1101 c. Elementary Italian I. The Department. Every Fall. Fall 2016

Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

ITAL 1102 c. Elementary Italian II. The Department. Every Spring. Spring 2016

Continuation of Italian 1101. Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

PREREQUISITE: ITAL 1101 or Placement in ITAL 1102

ITAL 1103 c. Accelerated Elementary Italian. Arielle Saiber. Every Spring. Spring 2016

Three class hours per week, plus one hour of weekly drill and conversation sessions with a teaching fellow. Covers in one semester what is covered in two semesters in the 1101-1102 sequence. Study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken Italian. For students with an advanced knowledge of a Romance language or by permission of instructor.

PREREQUISITE: Placement in FRS 2305 or Placement in HISP 2305 or Placement in ITAL 1103 or FREN 2305 or higher or SPAN 2305 (same as LAS 2205) or higher

ITAL 2203 c. Intermediate Italian I. The Department. Every Fall. Fall 2016

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

PREREQUISITE: ITAL 1102 or ITAL 1103 or Placement in ITAL 2203

ITAL 2204 c. Intermediate Italian II. Arielle Saiber. Every Spring. Spring 2016

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

PREREQUISITE: ITAL 2203 or Placement in ITAL 2204

ITAL 2305 c. Advanced Italian I. Crystal Hall. Every Fall. Fall 2016

Strengthens fluency in reading, writing, and speaking through an introduction to contemporary Italian society and culture. An advanced grammar review is paired with a variety of journalistic and literary texts, visual media, and a novel. Conducted in Italian.

PREREQUISITE: ITAL 2204 or Placement in ITAL 2305

ITAL 2408 c-IP. Introduction to Contemporary Italy: Dalla Marcia alla Vespa. Davida Gavioli. Every Spring. Spring 2016

In the recent past, Italy has experienced violent political, economic, and cultural changes. In short succession, it experienced fascist dictatorship, the Second World War, the Holocaust, and Civil War, a passage from monarchy to republic, a transformation from a peasant existence to an industrialized society, giving rise to a revolution in cinema, fashion, and transportation. How did all this happen? Who were the people behind these events? What effect did they have on everyday life? Answers these questions, exploring the history and the culture of Italy from fascism to contemporary Italy, passing through the economic boom, the Years of Lead, and the mafia. Students have the opportunity to relive the events of the twentieth century, assuming the identity of real-life men and women. Along with historical and cultural information, students read newspaper articles, letters, excerpts from novels and short stories from authors such as Calvino, Levi, Ginzburg, and others, and see films by directors like Scola, Taviani, De Sica, and Giordana.

PREREQUISITE: ITAL 2305 or Placement in ITAL 2400 level

ITAL 2600 c-ESD. How To Do It: Italian Renaissance Guides to Living Well. Arielle Saiber. Non-Standard Rotation. Fall 2016

How can I get rich? How can I obtain power and keep it? What are “the rules” for love, sex, finding a spouse? How can I appear to be of a social class higher than I am? How can I stop being depressed? Such timeless questions were answered in innumerable advice and “how-to” manuals in the Italian Renaissance, a pre-modern period in which thoughts of self-fashioning and self-inquiry proliferated like never before. Explores a large selection of serious and satirical advice manuals on health, marriage, family, religion, education, money-making, diplomacy, war, etiquette, and patronage, and draws parallels to the advice sought and given in the name of “self-help” today. Included are works such as Machiavelli’s *The Prince*, Castiglione’s *Book of the Courtier*, Della Porta’s *Natural Magic*, Della Casa’s *Galateo of Manners*, and Ficino’s *Book of Life*. Conducted in English.

ITAL 3008 c. Of Gods, Dons, and Leopards: Literary Representations of Sicily between Reality and Metaphor. Davida Gavioli. Non-Standard Rotation. Spring 2016

In their attempt to write Sicily, nineteenth- and twentieth-century Sicilian authors have had to come to terms with a land rife with contradictions that have often been considered a reality unto themselves. Since ancient times, Sicily has been a crossroads of cultures and civilizations whose influence has created a Babel of languages, customs, and ideas that separates it from, while uniting it to, the mainland. Examines the construction of the idea of Sicily and *sicilianità* in the writing of twentieth-century natives like Luigi Pirandello, Giuseppe Tomasi di Lampedusa, Vitaliano Brancati, Leonardo Sciascia, Vincenzo Consolo, and Andrea Camilleri. Emphasis placed on a critical analysis of attempts to define the essence of the Sicilian character within the social and historical context of post-Unification Italy.

PREREQUISITE: ITAL 2408

ITAL 3020 c. Dante's "Commedia". Arielle Saiber. Non-Standard Rotation. Fall 2016

One of the greatest works of literature of all times. Dante’s “Divine Comedy” leads the reader through the torture-pits of hell, up the steep mountain of purgatory, to the virtual, white-on-white zone of paradise, and then back to where we began: our own earthly lives. Accompanies Dante on his allegorical journey, armed with knowledge of Italian culture, philosophy, politics, religion, and history. Pieces together a mosaic of medieval Italy, while developing and refining abilities to read, analyze, interpret, discuss, and write about both literary texts and critical essays. Conducted in Italian.

PREREQUISITE: ITAL 2408

SPAN 1102 c. Elementary Spanish II. Janice Jaffe. Every Spring. Spring 2016

Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aimed at comprehension, reading, writing, and simple conversation. More attention is paid to reading and writing.

PREREQUISITE: SPAN 1101 or Placement in HISP 1102

SPAN 1103 c. Accelerated Elementary Spanish. Genie Wheelwright. Every Year. Spring 2016

Three class hours per week, plus one hour of weekly drill and conversation sessions with a teaching fellow. Covers in one semester what is covered in two semesters in the Spanish 1101-1102 sequence. Study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken Spanish. By placement or permission of instructor, for students with an advanced knowledge of a Romance language or who would benefit from a review in the beginner's stages. Not open to students who have credit in Spanish 1101 or 1102.

PREREQUISITE: Placement in HISP 1103

SPAN 2204 c. Intermediate Spanish II. The Department. Every Year. Spring 2016

Three class hours per week and one weekly conversation session with assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

PREREQUISITE: SPAN 2203 or Placement in HISP 2204

SPAN 2305 c. Advanced Spanish. The Department. Every Semester. Spring 2016

The study of topics in the political and cultural history of the Spanish-speaking world in the twentieth century, together with an advanced grammar review. Covers a variety of texts and media and is designed to increase written and oral proficiency, as well as appreciation of the intellectual and artistic traditions of Spain and Latin America. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant.

PREREQUISITE: SPAN 2204 or Placement in HISP 2305

SPAN 2409 c-IP. Introduction to Hispanic Studies: Poetry and Theater. The Department. Every Semester. Spring 2016

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of poetry and theater. Examines major literary works and movements in their historical and cultural context. One weekly workshop with assistant in addition to class time. Conducted in Spanish.

PREREQUISITE: SPAN 2305 (same as LAS 2205) or LAS 2205 or Placement in HISP 2409 or 2410

SPAN 2410 c-IP. Introduction to Hispanic Studies: Essay and Narrative. Carolyn Wolfenzon Niego. Every Semester. Spring 2016

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of essay and narrative. Examines major literary works and movements in their historical and cultural context. (Same as LAS 2410)

PREREQUISITE: SPAN 2305 (same as LAS 2205) or LAS 2205 or Placement in HISP 2409 or 2410

SPAN 3002 c. The Idea of Latin America. Enrique Yepes. Non-Standard Rotation. Spring 2016

Studies how the region currently known as Latin America has been conceptualized from the fifteenth to the twenty-first centuries. Which geopolitical interests have shaped the idea of a geographical entity called “Latin America”? What does the term mean in different parts of the world? What has been the fate of alternate terms such as Abya-Yala, Indo-America, just America, Iberian-America, Spanish America, or the Indies? The analysis of various texts (in literature, history, cartography, philosophy, art, film, music, journalism) introduces intellectual and political debates around these terms, the region’s vast diversity, and whether or not it makes sense to consider it a unit. Conducted in Spanish. (Same as LAS 3202)

PREREQUISITE: SPAN 2409 (same as LAS 2409)- 2410 or LAS 2409 - 2410

SPAN 3006 c. Metal, Food, and Bugs: Colonial Objects in Latina/o Histories. Matthew Goldmark. Non-Standard Rotation. Spring 2016

What do gold, tomatoes, and ants in the sixteenth century have to do with U.S. Latina/os today? This class reads colonial Latin American authors (e.g. Bartolomé de las Casas, el Inca Garcilaso de la Vega) alongside writers who focus on Latinas/os in the US in the last two centuries (e.g. María Ruiz de Burton, Sandra Cisneros, Arturo Islas) to explore this question. By reading works from different historical periods, considers how objects connect long histories of colonialism in the Americas to nineteenth- and twentieth-century ideas of national belonging. (Same as LAS 3006)

PREREQUISITE: SPAN 2409 (same as LAS 2409)- 2410 or LAS 2409 - 2410

SPAN 3116 c. Spanish Cinema: Taboo and Tradition. Elena Cueto Asin. Non-Standard Rotation. Spring 2016

Introduces students to film produced in Spain, from the silent era to the present, focusing on the ways in which cinema can be a vehicle for promoting social and cultural values, as well as for exposing religious, sexual, or historical taboos, in the form of counterculture, protest, or as a means for society to process change or cope with issues from the past. It looks at the role of film genre, authorship, and narrative in creating languages for perpetuating or contesting tradition, and how these apply to the specific Spanish context. Taught in English. Written assignments in Spanish. Note: Fulfills the non-US cinema requirement for cinema studies minors.

PREREQUISITE: SPAN 2409 (same as LAS 2409)- 2410 or LAS 2409 - 2410

SPAN 3239 c. Borges and the Borgesian. Gustavo Faveron Patriau. Non-Standard Rotation. Spring 2016

An examination of the Argentinian writer Jorge Luis Borges’s work, focusing not only on his short stories, poems, essays, film scripts, interviews, and cinematic adaptations, but also on the writers who had a particular influence on his work. Also studies Latin American, European, and United States writers who were later influenced by the Argentinian master. An organizing concept is Borges’s idea that a writer creates his own precursors. (Same as LAS 3239)

PREREQUISITE: Two of: || either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410) || and either SPAN 2409 (same as LAS 2409) or SPAN 3200 or higher or SPAN 2410 (same as LAS 2410)

Romance Languages and Lits

ITAL 1101 c. Elementary Italian I. The Department. Every Fall. Fall 2016

Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

ITAL 1102 c. Elementary Italian II. The Department. Every Spring. Spring 2016

Continuation of Italian 1101. Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

PREREQUISITE: ITAL 1101 or Placement in ITAL 1102

ITAL 1103 c. Accelerated Elementary Italian. Arielle Saiber. Every Spring. Spring 2016

Three class hours per week, plus one hour of weekly drill and conversation sessions with a teaching fellow. Covers in one semester what is covered in two semesters in the 1101-1102 sequence. Study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken Italian. For students with an advanced knowledge of a Romance language or by permission of instructor.

PREREQUISITE: Placement in FRS 2305 or Placement in HISP 2305 or Placement in ITAL 1103 or FREN 2305 or higher or SPAN 2305 (same as LAS 2205) or higher

ITAL 2203 c. Intermediate Italian I. The Department. Every Fall. Fall 2016

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

PREREQUISITE: ITAL 1102 or ITAL 1103 or Placement in ITAL 2203

ITAL 2204 c. Intermediate Italian II. Arielle Saiber. Every Spring. Spring 2016

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

PREREQUISITE: ITAL 2203 or Placement in ITAL 2204

ITAL 2305 c. Advanced Italian I. Crystal Hall. Every Fall. Fall 2016

Strengthens fluency in reading, writing, and speaking through an introduction to contemporary Italian society and culture. An advanced grammar review is paired with a variety of journalistic and literary texts, visual media, and a novel. Conducted in Italian.

PREREQUISITE: ITAL 2204 or Placement in ITAL 2305

ITAL 2408 c-IP. Introduction to Contemporary Italy: Dalla Marcia alla Vespa. Davida Gavioli. Every Spring. Spring 2016

In the recent past, Italy has experienced violent political, economic, and cultural changes. In short succession, it experienced fascist dictatorship, the Second World War, the Holocaust, and Civil War, a passage from monarchy to republic, a transformation from a peasant existence to an industrialized society, giving rise to a revolution in cinema, fashion, and transportation. How did all this happen? Who were the people behind these events? What effect did they have on everyday life? Answers these questions, exploring the history and the culture of Italy from fascism to contemporary Italy, passing through the economic boom, the Years of Lead, and the mafia. Students have the opportunity to relive the events of the twentieth century, assuming the identity of real-life men and women. Along with historical and cultural information, students read newspaper articles, letters, excerpts from novels and short stories from authors such as Calvino, Levi, Ginzburg, and others, and see films by directors like Scola, Taviani, De Sica, and Giordana.

PREREQUISITE: ITAL 2305 or Placement in ITAL 2400 level

ITAL 2600 c-ESD. How To Do It: Italian Renaissance Guides to Living Well. Arielle Saiber. Non-Standard Rotation. Fall 2016

How can I get rich? How can I obtain power and keep it? What are “the rules” for love, sex, finding a spouse? How can I appear to be of a social class higher than I am? How can I stop being depressed? Such timeless questions were answered in innumerable advice and “how-to” manuals in the Italian Renaissance, a pre-modern period in which thoughts of self-fashioning and self-inquiry proliferated like never before. Explores a large selection of serious and satirical advice manuals on health, marriage, family, religion, education, money-making, diplomacy, war, etiquette, and patronage, and draws parallels to the advice sought and given in the name of “self-help” today. Included are works such as Machiavelli’s *The Prince*, Castiglione’s *Book of the Courtier*, Della Porta’s *Natural Magic*, Della Casa’s *Galateo of Manners*, and Ficino’s *Book of Life*. Conducted in English.

ITAL 3008 c. Of Gods, Dons, and Leopards: Literary Representations of Sicily between Reality and Metaphor. Davida Gavioli. Non-Standard Rotation. Spring 2016

In their attempt to write Sicily, nineteenth- and twentieth-century Sicilian authors have had to come to terms with a land rife with contradictions that have often been considered a reality unto themselves. Since ancient times, Sicily has been a crossroads of cultures and civilizations whose influence has created a Babel of languages, customs, and ideas that separates it from, while uniting it to, the mainland. Examines the construction of the idea of Sicily and *sicilianità* in the writing of twentieth-century natives like Luigi Pirandello, Giuseppe Tomasi di Lampedusa, Vitaliano Brancati, Leonardo Sciascia, Vincenzo Consolo, and Andrea Camilleri. Emphasis placed on a critical analysis of attempts to define the essence of the Sicilian character within the social and historical context of post-Unification Italy.

PREREQUISITE: ITAL 2408

ITAL 3020 c. Dante's "Commedia". Arielle Saiber. Non-Standard Rotation. Fall 2016

One of the greatest works of literature of all times. Dante's "Divine Comedy" leads the reader through the torture-pits of hell, up the steep mountain of purgatory, to the virtual, white-on-white zone of paradise, and then back to where we began: our own earthly lives. Accompanies Dante on his allegorical journey, armed with knowledge of Italian culture, philosophy, politics, religion, and history. Pieces together a mosaic of medieval Italy, while developing and refining abilities to read, analyze, interpret, discuss, and write about both literary texts and critical essays. Conducted in Italian.

PREREQUISITE: ITAL 2408

Russian

RUS 1101 c. Elementary Russian I. Laura Henry. Every Fall. Fall 2016

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; multimedia material (seeing and making short film clips); the development of facility in speaking through interactive dialogues and understanding simple Russian. Conversation hour with native speaker.

RUS 1102 c. Elementary Russian II. Michael Klimov. Every Spring. Spring 2016

Continuation of Russian 1101. Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; multimedia material (seeing and making short film clips); the development of facility in speaking through interactive dialogues and understanding simple Russian. Conversation hour with native speaker.

PREREQUISITE: RUS 1101

RUS 2203 c. Intermediate Russian I. Laura Henry. Every Fall. Fall 2016

A continuation of Russian 1101 and 1102. Emphasis on maintaining and improving facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

PREREQUISITE: RUS 1102

RUS 2204 c. Intermediate Russian II. Michael Klimov. Every Spring. Spring 2016

A continuation of Russian 2203. Emphasis on maintaining and improving facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

PREREQUISITE: RUS 2203

RUS 2217 c-ESD. Anti-Heroes in Russian Literature from Pushkin to Chekhov. Lindsay Ceballos. Non-Standard Rotation. Spring 2016

Nineteenth-century Russian literature abounds with figures whose nonconformity is a danger to themselves or perceived as a danger to their society. Through analysis of these anti-heroes in works from Pushkin to Chekhov, explores the historical, political, and social contexts for this literary trend, as well as the religious and social values underlying the unconventionality of such figures. Focuses on the strangest of Dostoevsky's characters, the epileptic hero of "The Idiot," as well as Tolstoy's bleeding-heart nobleman in "Resurrection," who spurns high society in exchange for redemption with a ruined maid-turned-prostitute. All course content in English.

RUS 2222 c-VPA. Russian Cinema. Lindsay Ceballos. Non-Standard Rotation. Spring 2016

Since Lenin declared cinema the most important art, Russian film often walks in the shadows of political change. Despite or because of this tension, Russian directors have created some of the finest cinema in the world. Investigates Russia's innovations in film technique and ideological questions that result from rewriting history or representing Soviet reality in film; attention to film construction balanced with trends in Russia's cinematic tradition. Directors studied include Eisenstein, Tarkovsky, and Vertov. Topics covered include film genre (documentary, comedy, western) and gender and sexuality in a changing sociopolitical landscape. All course content in English. Note: Fulfills the non-US cinema requirement for cinema studies minors. (Same as CINE 2601)

RUS 2240 c-IP. One Thousand Years of Russian Culture. Laura Henry. Non-Standard Rotation. Fall 2016

Winston Churchill famously called Russia "a riddle, wrapped in a mystery, inside an enigma." This introduction to the mysteries of Russian culture from medieval times to the present includes the study of Russian art, music, architecture, dance, cinema, folk culture, and literature. Explores the ways in which Russians define themselves and their place in the world, and how they express their cultural uniqueness as well as their ties to both East and West. Literary readings will range from the ancient historical chronicles to short works by such classic Russian authors as Chekhov, Dostoevsky, Pushkin, and Tolstoy, as well as works by several contemporary authors. All course content is in English.

Sociology and Anthropology

ANTH 1101 b. Introduction to Cultural Anthropology. April Strickland. Every Semester. Spring 2016

Cultural anthropology explores the diversities and commonalities of cultures and societies in an increasingly interconnected world. Introduces students to the significant issues, concepts, theories, and methods in cultural anthropology. Topics may include cultural relativism and ethnocentrism, fieldwork and ethics, symbolism, language, religion and ritual, political and economic systems, family and kinship, gender, class, ethnicity and race, nationalism and transnationalism, and ethnographic representation and validity.

ANTH 1102 b. Introduction to Archaeology. Susan Kaplan. Every Spring. Spring 2016

An introduction to the practice of archaeology as the study of the human past. Introduces students to the methods and theories through which archaeologists use material traces to analyze the behaviors of people, from our earliest tool-making ancestors to the twentieth century. Topics covered include the history of archaeology as a professional discipline, the role of theory in archaeological interpretation, and the archaeological examination of ancient economic, social, and ideological systems. Three well-known archaeological field projects are used as source material.

ANTH 1138 b-ESD, IP. Everyday Life in India and Pakistan. Sara Dickey. Non-Standard Rotation. Fall 2016

Focuses on contemporary life in India and Pakistan by looking at everyday experiences and objects. Explores topics such as teen cyberculture, painted truck designs, romance fiction, AIDS activism, and memories of violence. These seemingly mundane topics offer a window onto larger cultural processes and enable us to examine identities and inequalities of gender, religion, caste, class, ethnicity, and nationality. Sources include ethnographic texts, essays, fiction, government documents, newspapers, popular and documentary films, and YouTube videos (Same as ASNS 1625)

ANTH 2010 b. Anthropological Research. Sara Dickey. Every Spring. Spring 2016

Anthropological research methods and perspectives are examined through classic and recent ethnography, statistics and computer literacy, and the student's own fieldwork experience. Topics include ethics, analytical and methodological techniques, the interpretation of data, and the use and misuse of anthropology.

PREREQUISITE: ANTH 1101

ANTH 2020 b. Archaeological Research. Scott MacEachern. Non-Standard Rotation. Fall 2016

Introduces students to the methods and concepts that archaeologists use to explore the human past. Shows how concepts from natural science, history, and anthropology help archaeologists investigate past societies, reveal the form and function of ancient cultural remains, and draw inferences about the nature and causes of change in human societies over time. Includes a significant fieldwork component, including excavations on campus.

PREREQUISITE: ANTH 1102 or ANTH 1150 or ARCH 1101 (same as ARTH 2090) or ARCH 1102 (same as ARTH 2100) or ARTH 2100

ANTH 2030 b. History of Anthropological Theory. Krista Van Vleet. Every Fall. Fall 2016

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France is covered from the nineteenth century to the present. Among those considered are Morgan, Tylor, Durkheim, Boas, Malinowski, Mead, Geertz, and Lévi-Strauss.

PREREQUISITE: ANTH 1101

ANTH 2116 b-ESD, IP. Ordinary Ethics: Value and Action in Everyday Life. Greg Beckett. Non-Standard Rotation. Spring 2016

Focuses on anthropological approaches that treat ethics as a mode of action and value embedded within culture. Treats ethical and moral values as historically, socially, and culturally constituted ways of knowing, thinking, and acting, rather than as universal ideals that we contemplate. Considers how ideas of the right and the good emerge out of everyday social interaction. Explores ethnographic and historical cases from around the world to provide a range of perspectives on ethics, morality, meaning, and action. Also explores contexts in which alternative or competing ethical registers come into contact or conflict. Topics may include the following: virtue, character, and care; gifts and reciprocity; charity, volunteerism, and affective labor; agency and responsibility; medicine and bioethics; and rights, dignity, and respect.

PREREQUISITE: ANTH 1101 or SOC 1101

ANTH 2150 b. Embodied Environments: The Anthropology of the Environment and Health. Emily Wanderer. Non-Standard Rotation. Spring 2016

Examines how elements of social and natural environment are incorporated into understandings of the human body. Analyzes changes in perceptions of the relationship between bodies and environments, examining the long history of ecological understandings of the human body beginning with the Columbian Exchange and colonial medicine and continuing to the present day. Draws on research in political ecology and environmental anthropology to consider how the natural world is entangled with social, political, and economic systems, and the effect of these systems on human health and disease. (Same as ENV5 2350)

PREREQUISITE: ANTH 1101 or SOC 1101

ANTH 2227 c-ESD, VPA. Protest Music. Judith Casselberry. Non-Standard Rotation. Fall 2016

Focuses on the ways black people have experienced twentieth-century events. Examines social, economic, and political catalysts for processes of protest music production across genres including gospel, blues, folk, soul, funk, rock, reggae, and rap. Analysis of musical and extra-musical elements includes style, form, production, lyrics, intent, reception, commodification, mass-media, and the Internet. Explores ways in which people experience, identify, and propose solutions to poverty, segregation, oppressive working conditions, incarceration, sexual exploitation, violence, and war. (Same as AFRS 2228, MUS 2292)

ANTH 2250 b-ESD. The Anthropology of Media. April Strickland. Non-Standard Rotation. Spring 2016

Examines the social and political life of media and how it makes a difference in the daily lives of people as a practice--in production, reception, and/or circulation. Introduces some key concepts in social theory which have been critical to the study of the media across disciplines, ranging historically, geographically, and methodologically; investigates the role of media in constituting and contesting national identities, forging alternative political visions, transforming religious practice, and in creating subcultures; examines diverse source materials such as early experiments in documentary film to the Internet, from news reporting to advertising.

PREREQUISITE: ANTH 1101 or SOC 1101

ANTH 2280 b-ESD. Race, Biology, and Anthropology. Scott MacEachern. Non-Standard Rotation. Fall 2016

Critically examines the biological justifications used to partition humanity into racial groups. Investigates the nature of biological and genetic variability within and between human populations, as well as the characteristics of human biological races as they have traditionally been defined. Considers whether race models do a good job of describing how human populations vary across the earth. Critically appraises works by a variety of authors, including J. Phillippe Rushton, Charles Murray, and Michael Levin, who claim that racial identity and evolution work together to structure the history and the potentials of human groups in different parts of the world. (Same as AFRS 2280)

PREREQUISITE: ANTH 1101 or ANTH 1150 or SOC 1101

ANTH 2340 b-IP. Ethnographic Film. April Strickland. Non-Standard Rotation. Fall 2016

Looks at the development of ethnographic film from an anthropological lens and from international perspectives. Starting with the advent of the documentary and concluding with ethnographic new media, we will investigate how, why, and to what end film has been used as a tool by anthropologists and the communities that they work with to expand discussions about the modern world. Topics include filmmaking as a methodology for social scientists, the connections between ethnographic film and self-determination efforts in minority communities, and critical examinations of media making practices, onscreen and off, and the global impact these factors have had. (Same as CINE 2831)

PREREQUISITE: ANTH 1101 or SOC 1101

ANTH 2420 b-ESD. The Anthropology of Sport. April Strickland. Non-Standard Rotation. Fall 2016

Examines, from an anthropological perspective, the practice and conceptualization of sport. Using a variety of methodologies, investigates the meaning invested in various sporting endeavors, as well as how these vary across time and cultural context. Topics include soccer fandom in the UK, Title IX legislation in the United States, Maori masculinity and rugby in New Zealand, the impact of instant replay, and the challenges of performance enhancing drugs. Also looks at the relationship between sports and nationalism, sports and gender, and the global political economy of multibillion dollar athletic industries.

PREREQUISITE: ANTH 1101 or SOC 1101

ANTH 2572 b-ESD, IP. Contemporary Arctic Environmental and Cultural Issues. Susan Kaplan. Non-Standard Rotation. Fall 2016

Throughout the Arctic, northern peoples face major environmental changes and cultural and economic challenges. Landscapes, icescapes, and seascapes on which communities rely are being transformed, and arctic plants and animals are being affected. Many indigenous groups see these dramatic changes as endangering their health and cultural way of life. Others see a warming Arctic as an opportunity for industrial development. Addressing contemporary issues that concern northern peoples in general and Inuit in particular involves understanding connections between leadership, global environmental change, human rights, indigenous cultures, and foreign policies, and being able to work on both a global and local level. (Same as ENVS 2312)

PREREQUISITE: Two of: || either ANTH 1150 or ANTH 1101 or ANTH 1102 || and ENVS 1101

ANTH 2707 b. Nation Building in Latin America: From Museums to Laboratories. Emily Wanderer. Non-Standard Rotation. Spring 2016

Surveys nation-building practices and the development of national identities in Latin America, examining how nations have been imagined and represented as coherent units. Analyzes the changes in identities produced as people are incorporated into the nation--looking at race, gender, and indigenous groups--as well as conflicts over political rights, social memory, and access to resources. Considers the roles of language, geography, history, and culture, and how practices and techniques like mapping, census-taking, the construction of museums, and scientific research contribute to nation building. Examines the role of the nation in an era of globalization and transborder lives. (Same as LAS 2707)

PREREQUISITE: ANTH 1101 or SOC 1101

ANTH 2901 b-IP. Archaeology of the Black Atlantic. Scott MacEachern. Non-Standard Rotation. Spring 2016

Uses archaeology to explore the experience of Africans and their descendants in the Atlantic World from the fifteenth century onward. Examines archaeological sites in Africa, the New World, and the Atlantic islands that are implicated in the trans-Atlantic slave trade and in other forms of interaction between African and non-African communities. Particular topics to be explored include comparisons between archaeological and historical documentation, archaeological evidence for domination and resistance, and the material traces of cultural contacts and hybridity. (Same as AFRS 2901)

PREREQUISITE: ANTH 1101 or ANTH 1150

ANTH 3010 b. Contemporary Issues in Anthropology. The Department. Every Spring. Spring 2016

Close readings of recent ethnographies and other materials are used to examine current theoretical and methodological developments and concerns in anthropology.

PREREQUISITE: Four of: || either ANTH 1150 or ANTH 1102 || and either ANTH 2010 or ANTH 2020 || and ANTH 1101 || and ANTH 2030

ANTH 3100 b-ESD, IP. Global Sexualities/Local Desires. Krista Van Vleet. Non-Standard Rotation. Fall 2016

Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks how Western conceptions of sexuality, sex, and gender help (or hinder) understanding of the lives and desires of people in other social and cultural contexts. Topics may include third gendered individuals; intersexuality and the naturalization of sex; language and the performance of sexuality; drag; global media and the construction of identity; lesbian and gay families; sex work; AIDS and HIV and health policy; migration, asylum, and human rights issues; ethical issues and activism. Ethnographic examples are drawn from United States, Latin America (Brazil, Dominican Republic, Mexico, Argentina, Cuba); Asia (India, Japan, Indonesia) and Oceania (Papua New Guinea); and Africa (Nigeria, South Africa). Presents issues of contemporary significance along with key theoretical perspectives and methodological approaches used by anthropologists. Integrates perspectives on globalization and the intersection of multiple social differences (including class, race, and ethnicity) with discussion of sexuality and gender. Not open to students with credit in Anthropology 210. (Same as LAS 3711)

PREREQUISITE: Two of: || ANTH 1101 or SOC 1101 || and ANTH 2000 - 2969

SOC 1010 b. Racism. H. Partridge. Every Fall. Fall 2016

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as AFRS 1010)

SOC 1101 b. Introduction to Sociology. Monica Brannon. Every Semester. Spring 2016

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Durkheim, Marx, Merton, Weber, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

SOC 2010 b. Introduction to Social Research. Ingrid Nelson. Every Spring. Spring 2016

Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis, and interpretation. Lectures, laboratory sessions, and small-group conferences.

PREREQUISITE: SOC 1101

SOC 2020 b-MCSR. Quantitative Analysis in Sociology. Ingrid Nelson. Every Other Year. Fall 2016

Introduces the uses of quantitative methods in the study of our social world, with emphasis on descriptive and inferential statistics. Applies quantitative methods to answer sociological questions, focusing on secondary analysis of national survey data. Employs statistical computing software as a research tool.

PREREQUISITE: Two of: || SOC 1101 || and SOC 2010

SOC 2030 b. Classics of Sociological Theory. Theodore Greene. Every Fall. Fall 2016

An analysis of selected works by the founders of modern sociology. Particular emphasis is given to understanding differing approaches to sociological analysis through detailed textual interpretation. Works by Durkheim, Marx, Weber, and selected others are read.

PREREQUISITE: SOC 1101

SOC 2206 b-ESD. Sociology of Education. Ingrid Nelson. Non-Standard Rotation. Spring 2016

Examines the ways that formal schooling influences individuals and the ways that social structures and processes affect educational institutions. Explores the manifest and latent functions of education in modern society; the role education plays in stratification and social reproduction; the relationship between education and cultural capital; the dynamics of race, class, and gender in education; and other topics. (Same as EDUC 2206)

PREREQUISITE: Two of: || SOC 1101 or ANTH 1101 || and SOC 2000 - 2969

SOC 2208 b. Race and Ethnicity. Ingrid Nelson. Non-Standard Rotation. Fall 2016

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States. (Same as AFRS 2208, LAS 2708)

PREREQUISITE: SOC 1101 or AFRS 1101 or ANTH 1101

SOC 2212 b-ESD. Sociology of Sexuality. Theodore Greene. Non-Standard Rotation. Spring 2016

Examines the theoretical and methodological approaches used in the sociological study of sex and sexuality. Explores how people construct meanings around sex, how people use and question notions of sexuality, and why sexuality is socially and politically regulated. Links sexuality to broader sociological questions pertaining to culture and morality, social interaction, social and economic stratification, social movements, urbanization and community, science, health, and public policy. Topics also include the historical and legal construction of heterosexuality, sexual fluidity, gay identity, masculinities and femininities, the queer dilemma, and the “post-gay” phenomenon. (Same as GLS 2112)

PREREQUISITE: SOC 1101 or ANTH 1101

SOC 2270 b-ESD, IP. Modern China: Creating and Resisting Inequality. Nancy Riley. Non-Standard Rotation. Spring 2016

The People’s Republic of China was founded on principles of equality. For many years, equality in some spheres--like income--was an explicit state goal, and the successes were notable. But in the last couple decades, inequality in China has increased. Focuses on social and economic inequality in China today, including issues of gender, sexuality, rural/urban status, migration, health, age, income, and ethnicity. Examines how these inequalities have been created and sustained and how they are resisted, by whom, and to what effect. (Same as ASNS 2102)

PREREQUISITE: SOC 1101 or ANTH 1101

SOC 2350 b-MCSR. Applied Demography for Planning and Policy Analysis. Shaun Golding. Non-Standard Rotation. Spring 2016

An introduction to basic demographic techniques for use in applications related to public- and private-sector planning and policy situations. Students gain skills and analytic insights useful for understanding research, planning, and policy development in government, nonprofits, healthcare, and business. Learning and using geographic information systems (GIS) is a central component of the course. The course consists of readings, lectures, discussions, laboratory sessions, homework assignments, and a final project.

PREREQUISITE: SOC 1101 or ANTH 1101

SOC 2370 b-IP. Immigration and the Politics of Exclusion. Marcos Lopez. Non-Standard Rotation. Spring 2016

Looks at comparative lessons in global immigration to understand the political, economic, and social causes of migration--the politics of immigrant inclusion/exclusion--and the making of diaspora communities. Specific topics will include: the politics of citizenship and the condition of illegality; the global migrant workforce; and how class, gender, race, and sexuality influence the migrant experience. (Same as LAS 2746)

PREREQUISITE: SOC 1101 or ANTH 1101

SOC 2380 b-IP. Gender in the Middle East. Nancy Riley. Non-Standard Rotation. Fall 2016

Explores the contemporary debates on the construction and organization of gender and sexuality in the Middle East. Provides a critical lens on the colonial and orientalist legacies that mediate the dominant representations and discourses on the region. Questions the normative assumptions behind “modernity,” “religion” and “tradition” by covering a variety of issues, including veiling, honor killings, female circumcision and military masculinities. Examines the emergence of new femininities, masculinities, sexual identifications and, feminist and queer struggles in the Middle East. (Same as GSWS 2380)

PREREQUISITE: SOC 1101 or ANTH 1101

SOC 2460 b. Sociology of Medicine. Nancy Riley. Non-Standard Rotation. Fall 2016

Examines the main sociological perspectives (functionalism, the political economy approach and social constructionism) on medicine, health, and illness. Covers such topics as the social production and distribution of illness; medicalization and social control; political economy of health care; the role of medicine in regulating our racial, sexualized and gendered bodies, and power relationships between healthcare actors (doctors, nurses, insurance companies, hospitals and patients).

PREREQUISITE: SOC 1101 or ANTH 1101

SOC 2510 b-ESD. Technology and Social Theory. Monica Brannon. Non-Standard Rotation. Spring 2016

Examines technology from a variety of theoretical schools to explore how the material, digital, and social worlds are produced together. From large infrastructures like roadways and electricity lines to digital interactive technologies such as Facebook and Google Maps, analyzes the relationship between the design and implementation of technological systems and their social impact on behavior, values, and norms. Special attention paid to material politics and inequality, stratification and digital divides, and the possibility for democratic technologies.

PREREQUISITE: Two of || SOC 1101 or ANTH 1101 || and SOC 2000 - 2969

SOC 3010 b. Advanced Seminar: Current Controversies in Sociology. The Department. Every Spring. Spring 2016

Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

PREREQUISITE: SOC 2030

SOC 3310 b. Urban Ethnography. Theodore Greene. Non-Standard Rotation. Fall 2016

An in-depth exploration into the evolution and practice of urban ethnography within sociological research. Examines various questions and topics of interest to urban ethnographers, including community, race, class, and ethnicity, families, crime and violence, (im)migration, culture, gender and sexuality, and community organizing. Attends to methodological and ethical issues pertaining to how to do fieldwork and ethnographic writing. Considers the strengths and limitations of ethnography in developing social theory and illuminating social phenomena. Students will also develop their “ethnographic lens” by conducting, sharing, and providing feedback on original ethnographic research.

PREREQUISITE: Two of: || SOC 1101 or ANTH 1101 || and SOC 2010 or ANTH 2010

SOC 3340 b-ESD. Tractors, Chainsaws, Windmills, and Cul-de-Sacs: Communities and Natural Resources. Shaun Golding. Non-Standard Rotation. Spring 2016

Examines the central civic, economic, and institutional actors engaged in debates around resource-dependent development. Built around agriculture, energy, and sprawl in Maine and New England, considers how the natural environment is shaped through human interactions within the structures of the state, the economy, and community, and in response to changes brought about by globalization. Applies sociological theories and frameworks to the task of differentiating between conflicting interest groups, policies, and outcomes. (Same as ENVS 3940)

PREREQUISITE: SOC 1101 or ANTH 1101

Theater and Dance

DANC 1101 c-VPA. Making Dances. The Department. Every Year. Spring 2016

Explores movement invention, organization, and meaning. Problem-solving exercises, improvisations, and studies focus mainly on solo, duet, and trio forms. A video component introduces students -- regardless of previous experience in dance -- to a wide range of compositional methods and purposes. Includes reading, writing, discussion, attendance at live performances, and -- when possible -- work with visiting professional artists.

DANC 1211 c-VPA. Modern I: Technique. Gwyneth Jones. Every Semester. Spring 2016

Classes in modern dance technique include basic exercises to develop dance skills such as balance and musicality. More challenging movement combinations and longer dance sequences build on these exercises. While focusing on the craft of dancing, students develop an appreciation of their own styles and an understanding of the role of craft in the creative process. During the semester, a historical overview of twentieth-century American dance on video is presented. Attendance at all classes is required. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

DANC 1212 c-VPA. Modern I: Repertory and Performance. Gwyneth Jones. Every Semester. Spring 2016

Repertory students are required to take Dance 1211 concurrently. Repertory classes provide the chance to learn faculty-choreographed works or reconstructions of historical dances. Class meetings are conducted as rehearsals for performances at the end of the semester: the December Studio Show, the annual Spring Performance in Pickard Theater, or Museum Pieces at the Bowdoin College Museum of Art in May. Additional rehearsals are scheduled before performances. Attendance at all classes and rehearsals is required. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

DANC 1302 c-VPA. Principles of Design. Judy Gailen. Every Fall. Fall 2016

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, explores the fundamental principles of visual design as they apply to set, lighting, and costume design, as well as text analysis for the designer and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as THTR 1302)

DANC 2211 c-VPA. Modern II: Technique. Gwyneth Jones. Every Semester. Spring 2016

A continuation of the processes introduced in Dance 1211. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

DANC 2212 c-VPA. Modern II: Repertory and Performance. Gwyneth Jones. Every Semester. Spring 2016

Intermediate repertory students are required to take Dance 2211 concurrently. A continuation of the principles and practices introduced in Dance 1212. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

DANC 2401 c-VPA. Choreography for Dancers: Improvisation and Invention. Laura Peterson. Every Other Spring. Spring 2016

Using a range of improvisatory techniques and structures, experienced dancers excavate movement sources and improve the range, subtlety, and responsiveness of their dancing. Detailed work on personal movement vocabulary, musicality, and the use of multidimensional space leads to a strong sense of choreographic architecture. Students explore the play between design and accident—communication and open-ended meaning—and irony and gravity. Studio work is supported by readings on dance and its relationship to other art forms.

PREREQUISITE: DANC 1000 or higher

DANC 3211 c-VPA. Modern III: Technique. Laura Peterson. Every Semester. Spring 2016

A continuation of the processes introduced in Dance 2211. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

DANC 3212 c-VPA. Modern III: Repertory and Performance. Laura Peterson. Every Semester. Spring 2016

Intermediate/advanced repertory students are required to take Dance 3211 concurrently. A continuation of the principles and practices introduced in Dance 2212. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

DANC 3401 c. Ensemble Devising: The Art of Collaborative Creation. Davis Robinson. Non-Standard Rotation. Fall 2016

Experienced student actors, dancers, and musicians collaborate to devise an original performance event. Examines the history of collective creation and the various emphases different artists have brought to that process. Immerses students in the practice of devising, stretching from conception and research to writing, staging, and ultimately performing a finished piece. (Same as THTR 3401)

PREREQUISITE: Two of: || THTR 1100 - 1999 or DANC 1100 - 1999 || and THTR 2000 - 2799 or DANC 2000 - 2799

THTR 1007 c. Performance and Theory in James Bond. Sarah Bay-Cheng. Non-Standard Rotation. Fall 2016

Introduces students to performance theory, critical analysis, and cultural studies through diverse works related to the fictional British spy character, James Bond. Considers selected Bond films, Ian Fleming's novels, and other works related to the iconic series including parodies and spoofs (e.g., Austin Powers), advertising, and games, among others. A weekly group screening is encouraged, but students also have the opportunity to view required films individually. Writing assignments include performance and media analysis, critical reviews, and essays based on original research. (Same as CINE 1007, ENGL 1011)

THTR 1201 c-VPA. Acting I. Abigail Killeen. Every Semester. Spring 2016

Introduces the intellectual, vocal, physical, and emotional challenge of the acting process. Students examine theatrical texts and practice the art of translating intellectual analysis into embodied performance. Fundamentals of text analysis are learned and practiced, preparing students for the more complex performance work required in all sections of Acting II.

THTR 1302 c-VPA. Principles of Design. Judy Gailen. Every Fall. Fall 2016

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, explores the fundamental principles of visual design as they apply to set, lighting, and costume design, as well as text analysis for the designer and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as DANC 1302)

THTR 1503 c-IP, VPA. Theater of Action: Performance for Social Change. Diomedes Koufteros. Non-Standard Rotation. Spring 2016

Through research and practice, explores the notion of the performing artist as public intellectual and engaged citizen. In the first half semester, students research international social justice performance, 1913-2013: suffrage, race and economic protest pageants; Living Newspapers, Agit-prop, and the Workers Theatre Movement; collective creation and documentary theater; performance at the intersections of gender, sexuality, race, diaspora, and transnationalism; women's protest performance; theaters of healing and repair concerned with inter-ethnic conflict. In the second half, students research current sociopolitical and economic events, identify an issue of local, regional, and/or national significance, and collaboratively devise a performance intended to protest, educate, and inspire community action.

THTR 1504 c-VPA. Theater as Social Media. Sarah Bay-Cheng. Every Year. Spring 2016

Introduces students to the history of theater and performance as paradoxically both a social art and form of media. The course begins with American playwright Anne Washburn's futuristic play, "Mr. Burns," and analyzes contemporary media as forms of cultural performance. From the contemporary moment, the course then traces the effects observed in contemporary theater, dance, and media through diverse global performance histories, noting the ways in which theater and dance changed in different cultural contexts and observing the changing emphases on written texts (drama) and performance techniques, including changes in acting, directing, and design. Does not assume any prior knowledge or experience in either theater or media studies. Students are not required to use social media as part of the course. Students have the opportunity to create original work, as well as analyzing existing material.

THTR 1700 c-VPA. Production and Performance. Abigail Killeen. Every Semester. Spring 2016

Engagement in the presentation of a full-length work for public performance with a faculty director or choreographer. Areas of concentration within the production may include design, including set, light, sound, or costume; rehearsal and performance of roles; service as assistant director or stage manager. In addition to fulfilling specific production responsibilities, students meet weekly to synthesize work. Students gain admission to Theater 1700 either through audition (performers) or through advance consultation (designers, stage managers, and assistant directors). Students register for Theater 1700 during the add/drop period at the beginning of each semester. Students are required to commit a minimum of six hours a week to rehearsal and production responsibilities over a period of seven to twelve weeks; specific time commitments depend upon the role the student is assuming in the production and the production schedule. Grading is Credit/D/Fail. One-half credit. May be repeated a maximum of four times for credit, earning a maximum of two credits.

THTR 1806 c. Introduction to Drama. Emma Maggie Solberg. Non-Standard Rotation. Spring 2016

Traces the development of Western drama from Ancient Greece through the Renaissance to the present day, particularly on drama written in English. Focuses on Aristotle's concept of catharsis, exploring how plays across time have moved their audiences to laugh, cry, gasp, and sometimes even vomit. Authors include Euripides, Aristophanes, Marlowe, Shakespeare, Oscar Wilde, Samuel Beckett, Tennessee Williams, and Martin McDonagh. (Same as ENGL 1106)

THTR 2201 c-VPA. Acting II: Voice and Text. Abigail Killeen. Every Year. Fall 2016

An intermediate acting course focused on the physical discipline and intellectual challenge of pursuing theatrical objectives through language. Traditional and experimental vocal training techniques are introduced and practiced. Students are challenged to investigate character development through vocal choices, to learn how to communicate heightened emotion safely and effectively, and how to develop a rehearsal methodology for stage dialects. This course, along with Theater 2202, Acting II: Physical Theater, is part of a two-semester course series. Theater 2201 and 2202 may be taken individually or in any order.

PREREQUISITE: THTR 1100 - 1799

THTR 2202 c-VPA. Acting II: Physical Theater. Diomedes Koufteros. Every Year. Spring 2016

Extends the principles of Acting I through a full semester of rigorous physical acting work focused on presence, energy, relaxation, alignment, and emotional freedom. Develops and brings the entire body to the act of being on stage through highly structured individual exercises and ensemble-oriented improvisational work. Scene work is explored through the movement-based acting disciplines of Lecoq, Grotowski, Meyerhold, or Viewpoints. Contemporary physical theater makers Théâtre de Complicité, Mabou Mines, SITI company, and Frantic Assembly are discussed. This course, along with Theater 2201, Acting II: Voice and Text, is part of a two-semester course series. Theater 2201 and 2202 may be taken individually or in any order.

PREREQUISITE: THTR 1100 - 1799

THTR 2401 c-VPA. Playwriting. Sarah Bay-Cheng. Non-Standard Rotation. Fall 2016

A writing workshop for contemporary performance that includes introductory exercises in writing dialogue, scenes, and solo performance texts, then moves to the writing (and rewriting) of a short play. Students read plays and performance scripts, considering how writers use image, action, speech, and silence; how they structure plays and performance pieces; and how they approach character and plot.

PREREQUISITE: THTR 1100 - 1799

THTR 2504 c-ESD. American Queen: Drag in Contemporary Art and Performance. Christina Knight. Non-Standard Rotation. Spring 2016

Explores the intersection of queer subcultures and contemporary artistic production. Also considers what constitutes drag culture, including cross-dressing, hyper-stylized language (guuuuuuurl), and performative gestures (e.g., snapping, teeth-sucking, and eye-cutting). Emphasizes how drag links different kinds of explorations of self in a range of artistic mediums, alternately evoking gendered violence, humor, and transformative possibility. (Same as GLS 2504, GWS 2504)

THTR 2510 c-ESD, VPA. Performing America: Identities on Stage. Sarah Bay-Cheng. Every Year. Spring 2016

What does it mean to act (or dance) like an American? In 1840, French writer Alexis de Tocqueville argued that the characteristics of this young nation, the United States of America, and its people could be studied in its theaters. He based this on a few key observations. Theater is a social event, where people gather in groups to watch other groups of people interact. Theater is also an immediate art, performed live in front of a specific audience. Takes its start from Tocqueville's observations by looking at American performances in drama, dance, and theatrical events as reflections of changing American identities. Looks at indigenous and colonial drama, but a majority of the course focuses on drama, musical theater, and dance of the nineteenth and twentieth centuries. In particular, looks at the ways in which specific performances defined what it meant to be American, as well how individual artists reshaped theater and dance to represent their own diverse identities. As part of the reading, attends to the variety of identities--racial, ethnic, gendered, classed, and religious--that emerge from and continue to define the diversity of America on stage. (Same as ENGL 2902)

THTR 2823 c-VPA. English Renaissance Drama. Aaron Kitch. Non-Standard Rotation. Fall 2016

Traces the emergence of new modes and genres of theater in the decades following the construction of the first permanent English commercial theater in 1576. Analyzes popular genres like revenge tragedy, domestic tragedy, and city comedy as expressions of political and cultural desires of the age. Topics include the politics and poetics of racial, gendered, and national identity; the use of language as a form of action; and the relation of drama to other forms of art in the period. Working in small groups, students select and study one scene that they perform for the class at the end of the semester. Authors include Thomas Kyd, Christopher Marlowe, William Shakespeare, Ben Jonson, Thomas Middleton, and John Webster. Note: Fulfills the pre-1800 literature requirement for English majors (Same as ENGL 2200)

THTR 3401 c. Ensemble Devising: The Art of Collaborative Creation. Davis Robinson. Non-Standard Rotation. Fall 2016

Experienced student actors, dancers, and musicians collaborate to devise an original performance event. Examines the history of collective creation and the various emphases different artists have brought to that process. Immerses students in the practice of devising, stretching from conception and research to writing, staging, and ultimately performing a finished piece. (Same as DANC 3401)

PREREQUISITE: Two of: | THTR 1100 - 1999 or DANC 1100 - 1999 | | and THTR 2000 - 2799 or DANC 2000 - 2799

Independent Studies and Honors Projects