

MEDIA AND SOCIETY

Program Faculty

Iva Deutchman, Political Science,
 Coordinator
 Linda Robertson, Media and Society,
 Coordinator
 Eugen Baer, Philosophy
 Nicholas D'Angelo, Music
 Grant Holly, English
 Marilyn Jiménez, Africana Studies
 Michelle Rizzella, Psychology
 Nicholas H. Ruth, Art
 Nicholas Sammond, Media and Society
 Rosalind Simson, Philosophy
 Andy Walters, Psychology
 Cynthia Williams, Dance

Students interested in the study of media and society examine the role of the media in shaping social consciousness while exploring their own expressive and creative capacities. The examination of “media” embraces the representation of ideas and the imagination in literature, music, the visual arts, the press, television, and film.

Media and society is an interdisciplinary program designed to study the social, cultural, economic, and political influences of global communications, mass media, the press, and the arts. Students also develop their capacity of expression in writing, music, dance or the visual arts. The purpose of the program is to encourage students to pursue their creative interests while developing a critical understanding of the influences—both desirable and undesirable—that mass media, the press, and the arts have and can have on society in an emerging global economy.

The media and society program offers an interdisciplinary major and minor. Both the major and the minor require students to complete work in two areas: media studies and the creative arts. All

media and society majors must also complete an internship and cognate courses in American history or social consciousness, and in social theory, and demonstrate competence in a foreign language.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 12 courses

MDSC 100; one course in studies in mass media; one course in theory of representation, historical criticism of the arts, or creative arts; five electives approved for the major (at least one must be in the creative arts unless a creative arts course is taken to fulfill a core requirement); a media and society senior seminar; and a credit-bearing internship in the area of communications, artistic production, or journalism. In addition, all majors must demonstrate competence in a foreign language course at the 102 level or above and take two cognate courses, one in American history covering a period since the Civil War or social consciousness, and one social theory course.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

MDSC 100; one course in studies in mass media; one course in theory of representation, historical criticism of the arts, or creative arts; and three additional courses drawn from approved media and society electives. At least one of the six courses must be in the creative arts.

CORE COURSES

Theory of Representation

ANTH 115	Language and Culture
ART 100	Issues in Art
ART 211	Feminism in the Arts
PHIL 190	Facts and Values
PHIL 220	Semiotics
PHIL 230	Aesthetics
PHIL 260	Mind and Language
WRRH 250	Talk and Text: Introduction to Discourse Analysis

- WRRH 310 Power and Persuasion: Readings in Rhetoric, Ancient to Medieval
 WRRH 312 Power and Persuasion: Readings in Rhetoric, Renaissance to Modern

Historical Criticism of the Arts

- ART 101 Ancient to Medieval Art
 ART 102 Renaissance to Modern Art
 ART 116 World Architecture
 ART 201 African-American Art
 ART 210 Woman as Image and Image-Maker
 ART 221 Early Italian Renaissance Painting
 ART 222 Women in Renaissance Art and Life
 ART 223 The Poetry of Color: Painting in Venice (1470-1600)
 ART 226 Northern Renaissance Art
 ART 230 The Age of Michelangelo
 ART 232 Rococo Art and Architecture
 ART 235 Art and Architecture of Baroque Rome
 ART 240 European Art and Architecture
 ART 250 European Painting in the 19th Century
 ART 256 Art of Russian Revolution
 ART 282 American Art of the 20th Century
 ART 333 Contemporary Art
 ART 340 American Architecture to 1900
 ART 389 Rococo to Revolution
 DAN 210 Dance History I
 DAN 212 Dance History II
 DAN 214 Dance History III: 1960s to Present
 ENG 207 American Literature to Melville
 ENG 208 American Literature from Crane
 ENG 210 Modernist American Poetry
 ENG 216 Literature of the Gilded Age
 ENG 217 Chaucer
 ENG 228c Comparative Medieval Literature
 ENG 236c Post-Apocalyptic Literature
 ENG 240c Style and Structure in the 18th Cen. Literature and Art
 ENG 246 Globalism and Literature
 ENG 249 The 18th-Century Novel
 ENG 250 English Romantic Poetry
 ENG 255 Victorian Literature
 ENG 256 The Gothic Novel
 ENG 257 Dickens and His World
 ENG 258 The 19th-Century Novel
 ENG 261 The Literature of Decadence
 ENG 262 The Irish Literary Renaissance
 ENG 264 Post WWII American Poetry
 ENG 302c Post-Structuralist Literary Theory
 ENG 328 European Drama
 ENG 337 James Joyce's *Ulysses*
 ENG 338 Poe, Dickinson, Frost
 ENG 339 American Tale
 ENG 343 After Huck Finn: The Literature of Initiation

- ENG 360c 20th-Century Central European Fiction: from Kafka to Kundera
 ENG 372c 20th-Century Latin American Literature
 MUS 130 Beethoven: The Man and His Music
 MUS 135 Music in the Americas: 1750-2000
 MUS 150 In a Russian Voice: Music from Glinka to Stravinsky
 MUS 202 History of Western Art and Music: Medieval and Renaissance (600-1600)
 MUS 203 History of Western Art and Music: Baroque and Classical (1600-1800)
 MUS 204 History of Western Art and Music: Romantic and Modern (1800-1950)
 MUS 207 Music in American Culture: Jazz and Popular
 MUS 210 American Musical Theater
 MUS 216 Music of Asia
 MUS 217 Folk and Traditional Music of the Africa and the Americans

STUDIES IN MASS MEDIA

- ALST 309 Black Cinema
 ALST 310 Black Images / White Myths
 ART 212 Women Make Movies
 ASN 342 Chinese Cinema
 ENG 176 Film Analysis I
 ENG 229 Television Histories, Television Narratives
 ENG 230 Film Analysis II
 ENG 233 The Art of the Screen Play
 ENG 287 Film Histories I
 ENG 288 Film Histories II
 ENG 289 Film Histories III
 ENG 324 Queer Cinemas
 ENG 368 Film and Ideology
 ENG 370 Hollywood on Hollywood
 ENG 375 Science Fiction
 ENG 376 New Waves
 ENG 391 Film Censorship
 MDSC 224 Age of Propaganda I
 MDSC 225 Age of Propaganda II
 MDSC 300 Making the News
 MDSC 303 Social Documentary
 POL 320 Mass Media

CREATIVE ARTS COURSES

- ART 105 Color and Composition
 ART 114 Introduction to Sculpture
 ART 115 Three Dimensional Design
 ART 125 Introduction to Drawing
 ART 203 Representational Painting
 ART 204 Abstract Painting
 ART 209 Watercolor
 ART 215 Sculpture (Modeling)

ART 225	Life Drawing
ART 227	Advanced Drawing
ART 234	Photography
ART 239	Digital Imaging
ART 245	Photo Silkscreen Printing
ART 246	Intaglio Printing
ART 248	Woodcut Printing
ART 301	Photography Workshop
ART 305	Painting Workshop
ART 315	Sculpture Workshop
ART 345	Printmaking Workshop
ART 440	The Art Museum
ASN 231	Tibetan Mandela Painting
BIDS 311	Writing Movement, Dancing Words
DAN 200	Dance Composition I
DAN 300	Dance Composition II
EDUC 295	Theatre and the Child
ENG 178	Acting I
ENG 260	Creative Writing
ENG 275	Acting II
ENG 305	Poetry Workshop
ENG 307	Playwriting Workshop
ENG 308	Screenwriting I
ENG 310	Creative Non-Fiction Workshop
ENG 386	Shakespeare Performance
MUS 400	Orchestration
PHIL 120	Critical Thinking and Argumentative Writing
WRRH 302	Op-Ed: Writing Political and Cultural Commentary

ELECTIVES

Analysis of Signs, Discourses, and Narratives

ALST 200	Ghettoscapes
AMST 302	Culture of Empire
BIDS 280	Women's Narratives of Wealth Power
EDUC 343	Special Populations in Texts
ENG 381	Sexuality and American Literature
ENG 388	Writing on the Body
HIST 105	Introduction to the American Experience
HIST 375	Seminar: Western Civilization and its Discontents
WRRH 220	Breadwinners and Losers: the Rhetoric of Work
WRRH 221	He Says, She Says: Language and Gender
WRRH 301	Discourse of Rape

COGNATES

Social Theory

BIDS 200	Critical Social Theory
PHIL 232	Liberty and Community
POL 160	Introduction to Political Theory

POL 175	Introduction to Feminists Theory
POL 265	Modern Political Theory
SOC 201	Sociology of International Development
SOC 220	Social Psychology
SOC 221	Sociology of Minorities
SOC 222	Social Change
SOC 223	Social Stratification
SOC 224	Social Deviance
SOC 225	Sociology of the Family
SOC 226	Sociology of Sex and Gender
SOC 228	Social Conflicts
SOC 230	Sociology of Everyday Life
SOC 233	Women and the Political Mobilization in the Third World
SOC 241	Sociology of Sport
SOC 242	The Sociology of Business and Management
SOC 243	Religion, State, and Society in Modern Britain
SOC 244	Religion in American Society
SOC 249	Technology and Society
SOC 251	Sociology of the City
SOC 253	World Cities
SOC 256	Power and Powerlessness
SOC 257	Political Sociology
SOC 258	Social Problems
SOC 259	Theories of Social Movements
SOC 260	Sociology of Human Nature
SOC 261	Sociology of Education
SOC 271	Sociology of Environmental Issues
SOC 275	Social Policy
SOC 290	Sociology of Community
SOC 291	Society in India
SOC 299	The Sociology of Vietnam: Conflict, Colonialism, and Catharsis

American History and Social Consciousness

AMST 100	History and Forms of American Culture
HIST 204	History of American Society
HIST 208	Women of American History
HIST 215	American Urban History
HIST 227	African-American History I: The Early Era
HIST 228	African-American History II: The Modern Era
HIST 240	History of Immigration and Ethnicity in America
HIST 246	American Environmental History
HIST 250	Medieval Popular Culture
HIST 258	Transformation of Rural America
HIST 306	Civil War and Reconstruction: 1845-1877
HIST 310	Rise of Industrial America
HIST 311	20 th -Century America: 1917-1941
HIST 312	The U.S. Since 1939

HIST 314	Aquarian Age: The 1960s
HIST 337	History of America Thought Since 1865
HIST 340	Faulkner and Southern Historical Consciousness
POL 215	Minority Group Politics
POL 270	African-American Political Thought

COURSE DESCRIPTIONS

100 Introduction to Media and Society The course considers the cultural meanings conveyed in popular entertainment, children's television, and advertising; the political economy of mass media ownership; and how the press mediates the public's sense of political and social realities. Students examine serious issues raised by the pervasive influence of mass media, including the concentration of ownership over public communications, the commodification of culture, and how the media affects the process of political persuasion. This course is intended for students interested in gaining a better understanding of how we are influenced by public communications. (Robertson, Deutchman, and Staff, *offered annually*)

202 Social Problem Films How do we discuss our shared social problems? This course examines a lesser genre of American cinema, the "social problem film," exploring how film producers' interactions with fans, critics, and censors helped shape films meant to address pressing social concerns. Beginning in the early 1930s and continuing to the 1980s, students look at how and why the film industry approached issues such as class conflict, crime, sexism, racism, corruption, and homophobia through close readings of films, examination of the history of production, and readings of popular arguments about Hollywood. (Sammond, *Spring '04*)

203 History of Television An in-depth look at television history, from TV's theoretical beginnings to its current incarnation as a turbulent mirror for "reality," this course critically examines television texts and criticism of the medium as entertainment and as a contested force in social and cultural practices. Students consider significant technical and aesthetic shifts in programming, and arguments about the negotiation of race, ethnicity, class, and gender in TV. While some attention is paid to other national industries, the chief focus of the course is on television in the United States and western hemisphere. (Sammond, *Spring '04*)

224 Age of Propaganda I: 1914-1945;
225 Age of Propaganda II: 1945-2001 The advent of modern or mechanized warfare brought awareness that propaganda directed at the home front, the enemy, and neutrals was as essential to victory as effective deployment of resources, weapons, and soldiers. Propaganda techniques developed during World War I have had significant influence over the later emergence of public relations and advertising. This course examines the history and influence of war propaganda especially but not exclusively of the United States during the twentieth century, the Age of Propaganda. (Robertson, *Spring, each offered alternate years*)

300 Making the News This course examines how the news is made. Students are introduced to the concept of narrative or representational paradigms used to structure news stories, epistemological and ethical questions in considering who makes the news and why, as well as to issues relevant to what constitutes news and its social implications. The course project consists of the research and editing of a film documentary. Students learn how to edit raw videotape to shape news stories and analyze the implications of their choices. The course develops skills in collaborative learning, research, critical thinking, writing, and editing for visual impact. Prerequisites: MDSC 100 and permission of instructor. (Robertson, *offered alternate years*)

303 Social Documentary Photography and moving images have been used to enlighten those who do not suffer to the lives of those who do, to forward social change, and to influence social policy, sometimes progressively and sometimes not. This course will examine visual social documentary's influence, largely confined to consideration of American social documentarists, including influence of photographers of immigrants' conditions in major cities during the early 20th century; government-sponsored documentation of rural Americans' lives during the Great Depression; and documentary films which have shaped social conscience from consciousness. (Robertson, *Spring, offered alternate years*)

305 The Fine Cut: The Basics of Film

Editing This course offers an introduction to the art of film editing, with an emphasis on the practical aspects of editing. Students learn basic editing techniques for narrative and documentary film, using either Final Cut Pro or Avid. In addition to actual editing exercises using unedited rushes or dailies, students study film sequences to learn various editing styles and techniques. Finally, students study the relationship of a novel, its screen adaptation and the film in order to understand the relationship of editing to narrative. (Jiménez, offered annually)

400 Senior Seminar This course is required of all Media and Society majors. Normally, seniors will enroll in this course; however, juniors may also enroll with the recommendation of their advisers. This seminar, which is a capstone course for the major, will focus on a topic determined by the instructor. This is a research-intensive course. (Staff, Spring, offered annually)

485 Practicum: Journalism for College

Newspapers A practicum offers students an opportunity to develop their knowledge of some aspect of the production and dissemination of information through the acquisition and use of practical skills learned from an experienced practitioner. *Journalism for College Newspapers* is offered by an experienced journalist and feature-story writer. Course credit will be linked to reporting on local, community, national, and international issues for the HWS newspaper, the *Herald*. (Offered annually)

499 Media and Society Internship Permission only.

MEN'S STUDIES*Coordinating Committee*

Jack Harris, Sociology, Coordinator
 Rocco Capraro, History
 Iva Deutchman, Political Science
 Susan Henking, Religious Studies
 Renee Monson, Sociology
 T. Dunbar Moodie, Sociology
 Lee Quinby, English
 Craig Rimmerman, Political Science
 William Waller, Economics
 Andy Walters, Psychology

The men's studies program offers an intellectually rigorous and coherent explanation of men's lives, focusing on theories of masculinity, the history and sociology of men's experience, gender and sexuality as organizing categories of men's identity and experience, and ways of knowing and teaching about these matters.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

An introductory course: either FSEM 196 *Theories of Masculinity* or another course approved by the coordinator; BIDS 245 *Men and Masculinity*; one theory course; one course on sexual minorities; and one course on gender. The five courses of the minor must include two courses from each of two divisions (humanities, social sciences, natural sciences, and fine and performing arts).

CROSSLISTED COURSES**Theory Courses**

ART 211	Feminism in the Arts
ECON 310	Economics and Gender
ENG 304	Feminist Literary Theory
SOC 220	Sociology of Everyday Life
SOC 340	Feminist Sociological Theory
WMST 300	Feminist Theory

Sexual Minorities Courses

AMST 310	Sexual Minorities in America
ENG 281	Literature of Sexual Minorities
POL 219	Sexual Minority Movements and Public Policy
REL 283	Que(e)rying Religious Studies

Gender Courses

ANTH 220	Sex Roles: A Cross-Cultural Perspective
ASN 220	Male and Female in East Asian Societies
CLAS 230	Gender in Antiquity
ENG 330	Male Heroism In The Middle Ages
PHIL 152	Issues: Philosophy and Feminism
POL 238	Sex and Power
PSY 223	Social Psychology
SOC 225	Sociology of the Family
SOC 226	Sociology of Sex and Gender
WRRH 221	He Says, She Says: Language and Gender

MODERN LANGUAGES

The courses offered in English by foreign language faculty members may now be found under the listing for the respective language; for example, the courses taught in English by the Department of French and Francophone Studies will be found at the end of the listing of French courses and similarly for other foreign languages.

MUSIC

Robert Cowles, D.M.; Associate Professor,
Department Chair

Joseph M. Berta, M.A.; Professor
Nicholas V. D'Angelo, M.Mus.; Professor
Patricia Ann Myers, Ph.D.; Professor
Robert Barbuto, B.A.; Instructor in Jazz
Piano and Director of Colleges Jazz
Ensemble

Mark Bartel, M.S.M.; Director of Colleges
Community Chorus

Daniel Bruce, M.M.; Instructor in Piano
Gregg Christiansen, M.Mus.; Instructor in
Piano

Steve Curry, Instructor in Drums
MaryAnn Hamilton, D.M.A.; Instructor
in Organ

Alan Mandel, M.A.; Instructor in Jazz
Saxophone

Mark Manetta, B.Mus.; Instructor in
Guitar

Kenneth Meyer, D.M.A.; Instructor in
Guitar

Suzanne Murphy, M.M.; Instructor in
Voice

John Oberbrunner, M. Mus.; Instructor in
Flute and Director of Colleges Wood-
wind Ensemble

Jeananne Ralston, B.Mus.; Instructor in
Piano

Troy Slocum, B.M.; Instructor in Piano
Jeffrey Stempien, M. Mus. Ed.; Instructor
in Brass

James Trowbridge, M.M.; Director of
Colleges Brass Ensemble

Wendra Trowbridge, M.Mus.; Instructor
in Voice

Andrew Zaplatynsky, B.M.; Instructor in
Violin/Viola and Director of Colleges
String Ensemble

The music department seeks to develop the musical understanding of students who desire to broaden their cultural perspective through study of the arts, as well as to prepare students wishing to pursue a professional career in music.

Music courses are open to all students who have fulfilled the necessary prerequisites or gained permission of the appropriate individual instructors. Admission to choral and instrumental ensembles is by audition only. Private instruction in applied music is available to all students for a fee of \$270 per semester for a total of 14 half-hour sessions.

The music department offers a disciplinary major and both a disciplinary and interdisciplinary minor. To be counted toward the major or minor, all course work must be passed with a grade of C- or better.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses

MUS 120, 121, 202, 203, 204, 231, 232, 401, 460; one additional course from MUS 130 or above; and two course credits earned through participation in a major choral or instrumental ensemble for four semesters, or by taking private instruction for four semesters, or by taking two semesters of ensemble and two of private instruction.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

MUS 120, 121; two courses from the group MUS 202, 203, or 204; one additional course from MUS 130 or above; and one course credit earned through participation in a major choral or instrumental ensemble for two semesters, or by private applied instruction for two semesters.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 7 courses

MUS 120, 121; two from the group MUS 202, 203 and 204; one non-music elective course from art, history, education, philosophy, religious studies, anthropology, languages, dance, or another department, chosen in consultation with the adviser; two course credits earned through participation in a major choral or

instrumental ensemble, or by private applied instruction, for four semesters.

COURSE DESCRIPTIONS

100 Introduction to Music Literature This course is intended to deepen the meaning of experiencing music as a living language from listening to Beethoven's Fifth Symphony performed in the concert hall to hearing the soulful strains of blues in a Chicago club, or the "exotic" timbres and tunings of a Balinese gamelan. Each repertory is unique in its materials and methods of organization, each elicits a unique set of values and feelings in response. Each is described and assigned meaning through the cultural filters of our own individual backgrounds. Music utilized in the American tradition based on European models is surveyed, as are representative models from contrasting cultures. (Berta, *offered annually*)

110 Introduction to Music Theory Fundamentals and basic principles of Western music theory and their application are presented in this course. Specific areas include the study of clefs, major minor scales, key signatures, intervals, and triads. Music notation and terminology are discussed. The final half of the course covers an introduction to four-part harmonic writing, use of chords in root position, and inversions. Basic ear training techniques are employed. (Cowles, *offered annually*)

120 Tonal Theory and Aural Skills I This course strives to produce a listener/performer who can perceive sound in meaningful patterns—developing a hearing mind from the Western classical tradition, including diatonic scales; intervals; keys and triads; introduction to principles of voice leading; Roman numeral analysis; functional harmony; and non-chordal melodic elements. The approach is an integrated one, providing both the theoretical knowledge necessary for analysis and composition and the aural skills necessary for perception and performance. Prerequisite: MUS 110 or permission of the instructor. (Cowles, *offered annually*)

121 Tonal Theory and Aural Skills II This course continues goals outlined for MUS 120. It explores further techniques of part writing, including tonicization and modulation to closely related keys, and the use of seventh chords. (Cowles, *offered annually*)

130 Beethoven: The Man and His Music This course deals specifically with the music of Beethoven. Among the compositions carefully examined and listened to are his nine sympho-

nies; his opera *Fidelio*; concertos such as *The Emperor*; piano sonatas such as *The Pathétique*, *Appassionata*, and *Moonlight*; selected string quartets; and his *Missa Solemnis*. Beethoven's place in history, his personality, his leading the way to individualism and subjective feeling in music, and his vision of human freedom and dignity are also explored. (Berta, *offered alternate years*)

135 Music in America: 1750-2000 Investigating the panorama of American Music to reveal its infinite variety and vitality, origins of American music are traced from the Native Americans, to the psalm singing colonials, to the African slaves. Eighteenth century works by Billings and Mason are examined. Emphasis is placed on 19th- and 20th-century music. Compositions include works by Ives, Copland, Gershwin, Crumb, Antheil, and Bernstein. (Berta, *offered alternate years*)

150 In a Russian Voice: Music from Glinka to Stravinsky Borodin, Balakirev, Cui, Mussorgsky, and Rimsky Korsakov—who inherited a passion for creating “Russian” works from Glinka and Dargomizhsky and passed this passion on in elements of melody, harmony, and rhythm to Stravinsky—consciously and successfully incorporated folk and traditional elements into the traditional genres of art music. This course considers these composers and their “Russianness” to discover what is “Russian” about their music and what impact Russian Orthodox Church music and folk song and dance have had in the development of musical language and style in the 20th century. (Myers, *offered alternate years*)

160 The Symphony The concert symphony is the type of music most performed by orchestras today. Students in this course study the evolution and ever changing nuances of symphony. They explore the various periods and work their way through the classical period, the romantic period, and the 20th century. (Berta, *offered alternate years*)

202 History of Western Art Music: Medieval and Renaissance (600-1600) From Gregorian chant and the songs of the troubadours, the beginnings of polyphony, the “new secular style” of the 14th century, and the “sweet” harmonies of the 15th century Burgundian school, through the humanistic currents of the late 15th and 16th centuries, composers created new styles, techniques, and forms, responding to the demand for greater expressivity and more variety. The course surveys tradition and change in music from 600 to 1600 and is based on selected readings, recordings, and scores. (Myers, *offered every third semester*)

203 History of Western Art Music: Baroque and Classical (1600-1800) From the early operas of Monteverdi to the oratorios of Handel and the cantatas of Bach, the Baroque composer aimed to “affect” his listener through powerful musical contrasts and rhetorical passions; Haydn, Mozart, and the young Beethoven, on the other hand, were more interested in projecting formal logic and proportional design in their sonatas, string quartets, symphonies, and other instrumental works. The course surveys tradition and change in Baroque and classical music and is based on selected readings, recordings, and scores. (Berta, *offered every third semester*)

204 History of Western Art Music: Romantic and Modern (1800-1950) Most 19th century composers pushed the expressive power of chromatic harmony and thematic unity to the musical extreme. By 1910, most of the musical avant garde no longer found it possible to work within the constraints of the three century old tonal system. New systems and searches for novel sonorities led to the use of natural and electronically generated sounds. Chance happenings were advocated by composers who objected to older music's predictability. The course surveys tradition and change in romantic and modern music and is based on selected readings, recordings, and scores. (Myers, *offered every third semester*)

206 Opera as Drama “That opera is properly a musical form of drama, with its own individual dignity and force,” informs the content and structure of this course. The central issue of the relationship of words to music and form to meaning and their continuing reinterpretations is examined with respect to solutions offered by Monteverdi, Pergolesi, Gluck, Mozart, Verdi, Wagner, and Berg. Music moves the psyche on several levels simultaneously; it is more holistic than the linearity of verbal syntax can ever be. The ability to follow a score in a rudimentary manner is desirable. (Myers, *offered alternate years*)

207 Music in American Culture: Jazz and Popular This course studies the development of contemporary styles and techniques in jazz and American popular music of the Western hemisphere since 1900. (D'Angelo, *offered alternate years*)

210 American Musical Theater A survey of the development, as an art form, of American musical theater from the European forms in early America to the present Broadway musical, including minstrels, vaudeville, burlesque, revue, comic opera, operetta, and blacks in the theatre. The course culminates with a class production of a musical in concert form. (D'Angelo, *offered alternate years*)

216 Musics of Asia Interest in the performing arts of Asian cultures—music, theatre, and dance—on the part of Europeans can be traced back to 18th century notions of enlightenment and universality and to increased contacts with Asia through trade and colonization. The Exhibition of 1889 introduced European audiences to Indonesian percussion orchestras, melodic intricacies of Indian raga, and the stylized movement of “Siamese” dance. Asian performing arts have unique, valid approaches to the organization of sound and time. Among the repertoires studied are the classical music and dance of India, Indonesian gamelan, Chinese Opera, and the theatrical traditions of Japan. (Myers, *offered alternate years*)

217 Folk and Traditional Music of the Africa and the Americas The ethnic, folk, and traditional musics of the Western continents fall into two groups: music found in cultures and regions having an urban, professional, cultivated “art” tradition; or music of non literate, “primitive” peoples affected marginally by literate cultures. The first helped develop popular styles in the 20th century. The second provides richness in understanding the role music and the other performing arts play in shaping a culture’s view of itself and the surrounding world. Among the repertoires studied are Navajo ceremonial music, ritual music from the Guinea Coastal area of Africa, Afro American blues and work songs, ballad traditions of Appalachia, Andean music, Caribbean Carnival, and Afro Brazilian dances. (Myers, *offered alternate years*)

231 Tonal and Chromatic Theory This course focuses on chromatic harmony of 19th century Western art music, including modulation to chromatically related and non diatonic keys, and altered chords. There is a strong emphasis on all aspects of part writing, and on aural comprehension of theoretical concepts and the performance of more complex melodic, rhythmic, and harmonic materials. Prerequisite: MUS 121 or permission of the instructor. (D’Angelo, *offered annually*)

232 Advanced Chromatic Theory and Counterpoint This course focuses on chromatic harmony of 19th-century Western art music, including modulation to chromatically related and non diatonic keys, and altered chords. There is continued emphasis on aural comprehension of theoretical concepts, part writing, and the performance of more complex melodic, rhythmic, and harmonic materials, including counterpoint of the 18th and 19th centuries. Prerequisite: MUS 231, or permission of the instructor. (D’Angelo, *offered annually*)

400 Orchestration In this study of the ranges and timbers of orchestral instruments with reference to symphonic scoring, students arrange for small ensembles and full orchestra. Prerequisite: permission of instructor. (D’Angelo, *offered alternate years*)

401 Form and Analysis This course offers a survey of selected methods of musical analysis, including the traditional approaches to studying form developed by Leon Stein and Douglas Greene, La Rue’s style analysis, Schenker’s system for tracing the underlying tonal structure of pieces, and Perle’s handling of serial procedures and atonality. Each of the analytical systems is applied to representative works drawn from the six major style periods of Western art music. Prerequisite: MUS 231 or permission of the instructor. (Myers, *offered alternate years*)

450 Independent Study

460 Seminar in Music History This seminar provides in depth study of selected areas within the history of Western music. Subjects vary from year to year. Topics may focus on the works of a single composer (*i.e.*, Mozart’s operas, Stravinsky’s ballets, Bach’s cantatas) or specific themes (*i.e.*, text/music relationships). Stylistic and formal analysis of music is integrated with European social and cultural history. Requirements include active participation in discussion and research projects. Students are expected to write two substantive papers. Prerequisite: permission of instructor. (Myers, *offered alternate years*)

495 Honors

Private Instruction

MUS 907	Jazz Saxophone (Mandel)
MUS 908	Violin/Viola (Zaplatynsky)
MUS 909	Flute (Oberbrunner)
MUS 910	Piano (Bruce, Christiansen, Ralston, or Slocum)
MUS 911	Voice (Murphy or W. Trowbridge)
MUS 912	Double Bass (D'Angelo)
MUS 913	Brass (Stempien)
MUS 914	Woodwinds (Berta)
MUS 916	Organ (Hamilton)
MUS 917	Guitar (Manetta or Meyer)
MUS 918	Drums (Curry)
MUS 919	Jazz Piano (Barbuto)

Ensembles

MUS 920	Colleges Jazz Ensemble (Barbuto)
MUS 926	Colleges Woodwind Ensemble (Oberbrunner)
MUS 930	Colleges Chorale (Cowles)
MUS 935	Colleges Community Chorus (Bartel)
MUS 940	Colleges Brass Ensemble (J. Trowbridge)
MUS 945	Colleges String Ensemble (Zaplatynsky)

Note: *Students who take private lessons receive one-half course credit per semester. Students who participate in the Colleges Chorale, Colleges Community Chorus, or String, Woodwind, Brass, and Jazz Ensembles, also receive one-half course credit per semester.*

Courses Offered as Needed

BIDS 298	The Ballet Russes: Modernism and the Arts
MUS 305	Fundamentals of Conducting

PEER EDUCATION IN HUMAN RELATIONS*Program Faculty*

Donna Albro, Coordinator

The issues of diversity and oppression in an array of institutions (schools, corporations, hospitals, the media, etc.) are important political issues now and will continue to be so well into the 21st century. The peer education in human relations program helps students function effectively in this environment by providing them with a deep, personally grounded understanding of such issues, as well as experience in linking that analysis to action.

Students ordinarily begin the peer education in human relations minor with PEHR 212 in the spring of their first year. Students completing this course then apply to the coordinating committee for admission to the minor.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

PEHR 212; three additional PEHR courses approved by an adviser in the program; and two approved elective courses.

ELECTIVES

ALST 200	Ghettoscapes
ALST 309	Black Cinema
ALST 216	African Literature II: National Literatures of Africa
AMST 310	Sexual Minorities in America
ANTH 205	Race, Class and Ethnicity
ART 201	African-American Art
ART 210	Woman as Image and Image-Maker
ART 212	Women Make Movies
ASN 220	Male and Female in East Asian Societies
BIDS 245	Men and Masculinity
ECON 122	Economics of Caring
ECON 248	Poverty and Welfare
EDUC 203	Children With Disabilities
EDUC 332	Disability, Family and Society
EDUC 337	Education and Racial Diversity in the U.S.
EDUC 338	Inclusive Schooling

EDUC 345	Women, Nature and Science
ENG 281	Literature of Sexual Minorities
ENG 291	Introduction to African-American Literature I
ENG 304	Feminist Literary Theory
ENG 318	Body, Memory, and Representation
ENG 342	Readings in Multi-Ethnic Women's Literature
ENG 381	Sexuality and American Literature
FRNE 213	Vietnamese Literature in Translation
FRNE 218	French Caribbean
LTAM 308	Latin American/Latino Cinema
LTAM 310	The Latino Experience
MDSC 100	Introduction to Media and Society
PHIL 152	Issues: Philosophy and Feminism
POL 215	Minority Group Politics
POL 219	Sexual Minority Movements and Public Policy
POL 238	Sex and Power
POL 334	Civil Liberties
POL 348	Racism and Hatreds
PSY 247	Psychology of Women
REL 100	Religions in the World
REL 271	The Holocaust
REL 272	The Sociology of the American Jew
REL 273	Foundations of Jewish Thought
REL 281	Unspoken Worlds
REL 283	Que(e)rying Religious Studies
SOC 221	Sociology of Minorities
SOC 226	Sociology of Sex and Gender
SOC 244	Religion in American Society
SOC 258	Social Problems
SOC 340	Feminist Sociological Theory
WMST 100	Introduction to Women's Studies
WMST 300	Feminist Theory

COURSE DESCRIPTIONS

101 Peer Advocacy This course provides students with the skills and background to serve as peer advocates or peer facilitators. After being introduced to the philosophy and pedagogical framework of peer education programs, students acquire basic skills necessary to act as peer advocates for other students around a wide range of issues, e.g., alcohol abuse, sexual assault, and wellness. Possible skills might include basic listening, crisis intervention, workshop organization, and intercultural communication. Students also become acquainted with on- and off-campus resources and services available to all students, and study the legal and ethical issues involved in being a peer advocate. (*Offered annually*)

212 Making Connections This course introduces participants to the following 'isms,' their dynamics, and their interconnections:

sexism, racism, heterosexism, classism, anti-Semitism, ageism, and ableism. It gives students, staff, and faculty an invaluable opportunity to connect and inspire one another; to deal with issues of oppression and education; to topple the wall of resentment and fear that separate men and women, white people and people of color, gay/lesbian/bisexuals and heterosexuals, poor and rich, students and teachers—and to redefine the meaning of community at Hobart and William Smith Colleges. The course addresses the notion of healing and the role of emotions and attitudes in the development of human intelligence, provides participants with a variety of traditional and innovative teaching and learning methods, and challenges the notion of hierarchical knowledge by putting students in the role of teachers and facilitators. Prerequisite: by application. (Albro, *Spring, offered annually*)

213 Teaching Colleagues Practicum This course provides students a forum to demonstrate the skills and competencies learned from *Teaching for Change*. The practicums take the form of co-teaching the course, *Culture of Respect*, or undertaking an equivalent experience. Students are given opportunities to practice skills commensurate with their learning. At the minimum, students facilitate small groups and help create a supportive and welcoming learning environment. At the maximum, students present complex teaching modules in front of a large group. Prerequisite: PEHR 212 or PEHR 215. (Albro, *offered each semester*)

215 Teaching for Change In this course, students are introduced to the basics of the course pedagogy, skills, and competencies. Students explore and share their experiences of those identities that confer or deny privilege and access to resources on several levels: personal, interpersonal, group, and intergroup. A service-learning component gives students the chance to practice and enhance their skills and knowledge. Students also receive intensive skills training and advanced-level course work on anti-oppression pedagogy in order to prepare them to serve as student peer educators in PEHR 212 *Making Connections*. Prerequisite: PEHR 212. (Albro, *Fall, offered annually*)

312 Making Connections Practicum In this course, students serve as facilitators for PEHR 212 *Making Connections*. (Albro, *Spring, offered annually*)

315 Teaching for Change Practicum In this course, students serve as co-teachers for PEHR 215 *Teaching for Change*. (Albro, *Fall, offered annually*)

PHILOSOPHY

Steven Lee, Ph.D.; Professor, Department Chair (2004-05)

Eugen Baer, Ph.D.; Professor

Eric Barnes, Ph.D.; Assistant Professor

Scott Brophy, Ph.D.; Professor,

Department Chair (2005-06)

Benjamin Daise, Ph.D.; Professor

Carol Oberbrunner, Ph.D.; Visiting

Assistant Professor (2004-05)

Rosalind Simson, Ph.D.; Associate

Professor, part-time

Courses in the philosophy department are designed to provide students with a background in the history of philosophy and to assist them in developing competence in the analysis and evaluation of philosophical problems and arguments that arise in making choices about their own lives and in participating in the decisions on the future of our society.

Philosophy is concerned with the most fundamental questions that human beings can ask. What is the ultimate nature of the world? When are our beliefs justified? What can we know? Which actions are right and which are wrong? What is the best form of government? What is the good life? Is mind reducible to body? In addition, philosophy seeks to understand the bases of other areas of study, for example in philosophy of science, philosophy of language, philosophy of law, and philosophy of art.

The philosophy department welcomes both those who have an interest in continuing in philosophy and those who wish to use their philosophical training as a basis for other life pursuits. The study of philosophy has both intrinsic and instrumental value. The intrinsic value is the sense of satisfaction and self discovery that comes from dealing in a careful and systematic way with basic questions. The instrumental value lies in the skill that the study of philosophy provides in critical

thinking, a skill that helps a person to better communicate and to adapt more effectively to changing circumstances.

All courses toward a philosophy major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

PHIL 100, PHIL 370, PHIL 372, PHIL 373, PHIL 390, PHIL 460; four additional philosophy courses, two of which must be at the 200 level or higher. PHIL 100 is a prerequisite for 300-level courses.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

PHIL 100 and two 300-level history of philosophy courses; two additional courses, one of which must be at the 200 level or above.

COURSE DESCRIPTIONS

100 Introduction to Philosophy This course seeks to provide an understanding of what philosophy is by discussing some of the main problems that philosophers examine and by developing skills in the methods used in philosophy. Among the kinds of problems considered in this course are: Can we prove God's existence? What distinguishes knowledge from mere belief? Is it always wrong to break the law? (Staff, offered annually)

Typical readings: Plato, *The Trial and Death of Socrates*; King, *Letter From a Birmingham City Jail*; Dworkin, *Civil Disobedience*; Perry, *Dialogue on Immortality and Personal Identity*; Cahn, *Classics of Western Philosophy*

100 Introduction to Philosophy Wonder about the existence of God, or life after death? Argue with friends about right and wrong, and wonder if there's an answer? What gives humans free will, and could animals or machines have it? Students who are fascinated by these questions have the prerequisites to take this class. There are two sides to every issue, and the heart of critical thinking is understanding both sides. This is the skill students in this course hone. Students do this by reading classic and contemporary dialogues that represent both sides of these issues. Readings are short, focusing on depth and complexity. Course work consists mostly of very short essays that will be revised. There is a strong emphasis on precise writing and critical argumentation. (Barnes, offered annually)

Typical readings: Plato, *The Trial and Death of*

Socrates; Perry, *A Dialogue on Personal Identity and Immortality*; Hume, *Dialogues on Natural Religion*; Williams, *A Dialogue on Free Will*.

120 Critical Thinking and Argumentative Writing This course is designed to improve a person's ability to think critically. While any course in philosophy does this, this course explicitly examines the principles of good reasoning. Emphasis is placed on the evaluation, the understanding, and the formulation of arguments. Instruction is given in the detection and correction of fallacies of reasoning and in the writing of argumentative essays. (*Offered annually*)

Typical readings: Wright, *Critical Thinking*; Lee, *What is the Argument?*

130 Moral Dilemmas: Limiting Liberty The fundamental question addressed in this course is: To what extent is it morally justifiable to limit a person's liberty? The two topics in connection with which this question is considered are pornography and hate speech. Both of these topics concern contents of expression that some people think are justifiably restrained. Others think that however abhorrent the contents of expression in those areas may be, freedom of expression should be abridged in very limited kinds of cases, and that the topics in question do not fall within that limited class. This course attempts to reach an understanding of the concerns that underlie both positions, the arguments that may be presented for and against both positions, and how to evaluate those arguments in order to reach a judgment that can be shown to be satisfactory. (*Daise, offered annually*)

Typical reading: Bonevac, *Today's Moral Issues*

140 Introduction to Value Theory Values are embodied in our interpretations, in personal and collective perspectival stances we take on issues of everyday life. They become manifest in actions and words, when we state our opinion on, say, U.S. foreign policy, the role of parenting, the role of women in religion, the value of higher education etc. Values are generally acted out, most of them unconsciously. But some of them can be raised into our awareness and can be talked and written about. Although this process of consciousness-raising is not without its problems, this is precisely what this course tries to undertake. This course is an occasion for students to examine their personal beliefs surrounding the meaning or lack of meaning they encounter in major issues around the globe, both past and contemporary. Students begin by studying and writing about values in the form of aphorisms, anecdotes, short paragraphs. Then they aim at larger texts such as parables, fables, myths, manifestos, poems, and entire books. Students have as their main project to arrive at an overall narrative embodying some of their values. All writing in the course is oriented toward that final project. (Baer, *offered occasionally*)

Typical readings: Nietzsche, *Beyond Good and Evil*; Euripides, *Bacchae*; Nietzsche, *Birth of Tragedy*; Freud, *Civilization and Its Discontents*; Marx/Engels, *Communist Manifesto*; Price, *Three Gospels*; Price, *A Serious Way of Wondering*; Kierkegaard, *Works of Love*

150 Philosophy and Contemporary Issues: Justice and Equality This course treats two topics that are of current social concern: the moral permissibility of abortion and the justification of affirmative action. Students learn how to apply the tools of philosophical analysis in attempting to resolve these issues. (*Daise, offered annually*)

Typical readings: Joel Feinberg, *The Problem of Abortion*; Ezorsky, *Racism and Justice*

150 Philosophy and Contemporary Issues: Debating Public Policy Effectively advocating for one's plan of action, when it's opposed, is what makes the difference between just a cool idea and an implemented policy. However, respectfully and persuasively selling one's ideas requires knowledge and skills that most people lack. This course develops students' theoretical knowledge and practical skills (especially oral communication skills) to improve their advocacy. Students work in teams to develop public policy positions on current political, moral, and legal issues—domestic and international. Teams then formally debate these positions while other students vote on them. Strong emphasis is placed on anticipating problems with one's own public policy positions. Students concentrate on the general structure and tools of advocacy and opposition, not on particular issues in current events. (*Barnes, offered annually*)

Typical readings: Readings include classic and contemporary texts in philosophy and rhetoric, along with regular reading of the New York Times during the semester. Course work includes some brief essays and outlines, but much of the graded work is in oral arguments given during class debates.

151 Philosophy and Contemporary Issues: Crime and Punishment This course explores the relationship between moral responsibility and criminal responsibility. It looks at some perennial problems in ethical theory, such as: What makes an act wrong? When is a person morally responsible for their actions? When is punishment an appropriate response to behavior that violates social norms? It also looks at some problems in legal theory and in public policy, such as: What sorts of acts ought to be criminal? When is a person legally responsible for her actions? Why should insanity be a defense to criminal charges? The following general question links all these problems: Which forms of behavior control are

morally justifiable responses to which forms of social deviance? (Brophy, *offered annually*)

Typical readings: Macklin, *Man, Mind, and Morality: The Ethics of Behavior Control*; Morris, *The Brothel Boy and Other Parables of the Law*; Murphy (ed.), *Punishment and Rehabilitation*, 3rd ed.; Katz, *Bad Acts and Guilty Minds*; Butler, *Erewhon*

152 Philosophy and Contemporary Issues:

Philosophy and Feminism This course examines ways in which a broad spectrum of feminist perspectives have influenced thinking on a variety of problems in ethics and social and political philosophy. Examples of the topics discussed are: marriage and motherhood, justice within families, prostitution, rape, abortion, and reproductive technologies. (Simson, *offered alternate years*)

Typical readings: Okin, *Justice, Gender, and the Family*; Pearsall (ed.), *Women and Values*; Jaggar (ed.), *Living With Contradictions*

154 Philosophy and Contemporary Issues:

Environmental Ethics This course explores the ethical and philosophical issues that arise when we consider the relation between humans and the natural environment—issues made urgent by our current environmental crisis. Among questions examined are: Is the value of nature intrinsic or only instrumental? Do humans have obligations toward nonhuman animals? Why are animal species worth preserving? Is it individual animals or ecosystems that should be of moral concern? What can feminism tell us about our treatment of nature? Are economic efficiency and cost/benefit analysis adequate criteria for assessing our relation to the environment? (Lee, *offered alternate years*)

Typical readings: VanDeVeer and Pierce, (eds.), *People, Penguins, and Plastic Trees*; McKibben, *The End of Nature*; Regan, *Earthbound*

155 Philosophy and Contemporary Issues: The

Morality of War and Nuclear Weapons This course explores the phenomenon of war from a moral point of view. Among the questions considered are: When, if ever, is it morally justified to fight a war? What, if any, are the moral limits on how one may fight a war? What difference have nuclear weapons made in our moral understanding of war? Among the topics considered are: just war theory, pacifism, realism, Hiroshima, and nuclear deterrence. (Lee, *offered every three years*)

Typical readings: Walzer, *Just and Unjust Wars*; Beckman, et al., *The Nuclear Predicament*

156 Contemporary Issues: Biomedical Ethics

This course examines ethical issues that arise in the practice of medicine, in the delivery of health care, and in biomedical research. Ethical

issues arise in all areas of human activity, but they arise in medicine with special urgency. Some reasons for this are the special nature of the physician/patient relationship, the importance of the matters of life and death involved, the difficulty in distributing health care in a just manner, and the many recent technological advances in medical treatment that exacerbate all of these problems. Among the issues considered are informed consent, patient autonomy, confidentiality and privacy, genetic intervention, medical experimentation, reproductive control, allocation of scarce medical resources, and justice in health care delivery. (Lee, *offered alternate years*)

Typical readings: Munson (ed.), *Intervention and Reflection: Basic Issues in Medical Ethics* ed. 5; Pence, *Classic Cases in Medical Ethics*

156 Contemporary Issues: Biomedical Ethics

National health care policy is determined by economic, social, moral and political considerations. Students focus on three contemporary issues in health care policy. First, which patients should be allowed to die, who should decide, and should physicians assist patients in dying? Second, should human cloning or genetic engineering be legal? Third, how should society distribute our limited medical resources and should insurance be nationalized? A satisfactory public policy must confront all these hard questions in a way that has not yet been done. Students grapple with these issues individually and in small groups, working to develop and defend a coherent stance. Mostly work is very short essays that are revised. Expect a strong emphasis on precise writing and critical argumentation. (Barnes, *offered alternate years*)

Typical readings: Munson (ed.), *Intervention and Reflection: Basic Issues in Medical Ethics* ed. 5th ed.; Pence, *Classic Cases in Medical Ethics*.

Additionally, there will be three film screenings outside of regularly scheduled class time.

157 Ethical Inquiry: A Multicultural Approach

This course considers some specific ethical issues from global and multicultural perspectives. Topics include issues such as human rights, gender roles and morality, world hunger and poverty, euthanasia, and racial and ethnic discrimination. In addition to examining these issues using a variety of Western philosophical traditions, students consider approaches that come from Chinese, African, Indian, Native American, feminist, Buddhist, and Islamic cultures and perspectives. (Oberbrunner, *offered occasionally*)

190 Facts and Values This course examines a variety of issues relevant to an understanding of facts and values. What is the difference between a factual claim and a value claim? Does it make

sense to think of facts as objective, and therefore the same for everyone, and values as subjective, and therefore relative to individuals, families, races, genders, classes, and cultures? What is the relationship between values and religion? How are values related to emotions? Is it possible, or even desirable, to put aside value preferences when we seek knowledge? In what ways can knowledge seeking inquiries be biased? (Simson, *offered alternate years*)

Typical readings: Rachels, *Elements of Moral Philosophy*; Quine and Ullian, *The Web of Belief*; Feinberg (ed.), *Reason and Responsibility*

220 Semiotics This is an introductory course to semiotics, the doctrine of sign in all forms and shapes. Signs are processes of interpretation. Anything (object, idea, feeling, action) can become a sign by being interpreted. But interpretation is itself a sign in need of being interpreted, and so semiotics quickly becomes a labyrinth in which the concept of the sign becomes more, rather than less, problematic, as the inquiry into its nature proceeds. A wide variety of approaches to semiotics are presented, and applications to literature, art, architecture, dance, history, anthropology, film studies, women studies, photography, sociology, psychology, and biology are encouraged. (Baer, *offered annually*)

Typical readings: Plato, *Cratylus*; Berger, *Introduction to Semiotics*; Lakoff and Johnson, *Metaphors We Live By*; Frank, *The Wounded Storyteller*; Bal, *Meaning Making*

230 Aesthetics This course deals with a variety of philosophical issues relating to the arts. Some of the questions that the course considers are: What do we mean by the term "beautiful?" What makes something a work of art? What is meant by forgery in art? Are the meaning and value of a painting, poem, musical composition, or other artistic creation a matter of individual opinion? Is there a role for critics in the arts? What value do the arts have for society? Do artists have a responsibility to society? (Simson, *offered alternate years*)

Typical readings: Ross, *Art and Its Significance*; Margolis (ed.), *Philosophy Looks at the Arts*; Battin et al., *Puzzles About Art*

232 Liberty and Community This is a basic course in political philosophy. The focus is on striking a balance in a political order between the freedom of the individual and the demands of community. The central question is whether the state is merely instrumental to the fostering of individuality or instead is valuable because of the community it represents. A related question is whether social relations are best understood as created by contract among persons or as constitutive of personhood. What is at issue is the

adequacy of liberalism. (Lee, *offered alternate years*)

Typical readings: MacPherson, *Life and Times of Liberal Democracy*; Morgan, *Classics of Moral and Political Theory*; Avineri, *Communitarianism and Individualism*

235 Morality and Self Interest How should we act? Morality and individual self interest are often thought to give conflicting answers to this question. This course examines basic issues in moral theory by focusing on the question of whether acting in one's own interests is incompatible with acting as morality requires. The course has a community service component. (Lee, *offered alternate years*)

Typical readings: Morgan, *Classics in Moral and Political Thought*; Nelson, *Morality —What's in it for Me?*

236 Philosophy of Law Study of the law raises many problems for which philosophy can help provide solutions. At the same time, the law provides valuable source material bearing on many traditional issues in philosophy. This course studies these problems and issues by examining both philosophical writings on the law and legal opinions. Tort and contract law are examined, as well as criminal and constitutional law. Some of the questions to be considered are: What is law? What is the relation between law and morality? To what extent is the state justified in interfering with a person's liberty? When are persons responsible for their actions? What is justice? When is a person liable for harm caused to others? When is it morally justified to punish a person? (Lee, *offered alternate years*)

Typical readings: Arthur and Shaw, *Readings in Philosophy of Law*; Berman, et al., *The Nature and Function of Law*; Scalia, *A Matter of Interpretation*

238 Philosophy of Natural Science: A Contemporary Introduction This course focuses on several questions: What is "scientific method?" What is "inductive reasoning?" When is data evidence for a theory? How well can different sciences explain and predict the natural world? What is the relationship between explanation and prediction? What is the process by which a scientific community rejects one theory and replaces it with another? (Brophy, *offered every three years*)

Typical readings: Hacking, *Representing and Intervening*; Casti, *Searching for Certainty: What Scientists Can Know About the Future*; Boyd, Gasper, and Trout, (eds.), *The Philosophy of Science*

240 Symbolic Logic This course is an introduction to the techniques and theories of formal logic. It involves logic games and very user friendly instructional software in the Macintosh computer laboratory. Topics include translation to artificial

languages; formal techniques and procedures (natural deduction and trees); the concepts of validity, soundness, completeness, and consistency; and the theory of deductive reasoning. (Brophy, offered every three years)

Typical readings: Barwise and Etchemendy, *The Language of First Order Logic*, including the program, "Tarski's World"

242 Experiencing and Knowing How trustworthy are our sense organs for giving us information about the world? Is there any other good source of knowledge besides sensory experience? How reliable are the inductive methods of science? How can we tell when we have achieved knowledge? What is the scope of human knowledge? What are its limits? This course examines some 20th century discussions of these and similar questions that have long intrigued thinkers wishing to understand the capacities of the human mind. (Simson, offered occasionally)

Typical readings: Russell, *The Problems of Philosophy*; Moser (ed.), *Empirical Knowledge*; Wittgenstein, *On Certainty*

250 Feminism: Ethics and Knowledge This course examines various feminist critiques of traditional approaches to ethics and to science. The first half of the course focuses on feminist claims that ethics traditionally has attended too much to issues of justice and not enough to issues of caring. The second half of the course focuses on feminist claims that the goal of gender neutral objectivity traditionally endorsed by science has been both unachievable and misguided. Some of the questions the course addresses are: Do women and men tend to differ in their approaches both to ethics and to science? Have ethics and science traditionally reflected the subordination of women? Have they traditionally contributed to the subordination of women? What are the implications of these feminist critiques for the future of ethics and science? (Simson, offered alternate years)

Typical readings: Kant, *Grounding for the Metaphysics of Morals*; Mill, *Utilitarianism*; Held (ed.), *Justice and Care: Essential Readings in Feminist Ethics*; Keller and Longino (eds.), *Feminism and Science*

260 Mind and Language This course explores one of the newest theories of mind and language and applies it to one of the oldest philosophic texts. The circle linking Lakoff and Johnson (1999) to the work of Chuang Tzu (4th century BC) does not only enclose some 2,500 years of philosophy but also attempts to build a bridge between a U.S. version of a philosophy of cognitive science with a version of Chinese Taoism. Specifically, students study a method of cognitive linguistics which states that the mind

is inherently embodied and articulates itself mostly in metaphors in ways that remain largely unconscious. (Baer, offered annually)

Typical readings: Lakoff and Johnson, *Philosophy in the Flesh*; Mair, *Wandering on the Way*; Mote, *Intellectual Foundations of China*

370 Ancient Philosophy This course gives careful attention to Plato's arguments on questions of morality. It explores Plato's view of the proper relationship between the individual and society and the relationship between that view and Plato's theory of knowledge. The views of the Sophists are examined as well. Additionally, Aristotle's views in *Metaphysics* are considered. (Daise, offered annually)

Typical readings: Plato, *Meno*; Protagoras, *Republic*; Aristotle, *Metaphysics*

372 Early Modern Philosophy This course is an introduction to the principal works and central theories of the early modern period (1600-1750). The philosophical thought of this period was closely tied to the newly developing sciences and also to profound changes in religion, politics, and morality. Accompanying the transformation of thinking in all of these areas was a renewed interest in skeptical theories from ancient sources, and what emerged was the beginning of uniquely modern approaches to philosophy. Each year this course focuses on a handful of texts from this period, to be selected from the works of Montaigne, Bacon, Galileo, Descartes, Hobbes, Bayle, Arnauld, Gassendi, Mersenne, Leibniz, Spinoza, Boyle, Butler, Malbranche, Pascal, Newton, Locke, Berkeley, and Hume. (Brophy, offered annually)

373 Kant Kant's critical and transcendental investigations of the limits of the ability of the human mind to resolve issues of what we can know and how we should act have been enormously influential for all subsequent philosophical inquiry. This course is devoted to understanding the problems Kant faced, the answers he advanced, and the difficult and intriguing arguments he provided to support his views. Because understanding Kant's empirical realism and transcendental idealism is incomplete without critical scrutiny of his argument, objections are introduced and discussed. (Baer, offered annually)

Typical readings: Kant, *Critique of Pure Reason*, *Foundations of the Metaphysics of Morals*, *Religion within the Limits of Reason Alone*

380 Experience and Consciousness: Introduction to Phenomenology Phenomenology is a 20th-century methodology that attempts to understand our experiences independently of all scientific, cultural, or personal presuppositions. The following are a few of the questions that the course addresses: In what ways are we active rather

than passive participants in the process of learning about the world? How are learning about the world and learning about ourselves interrelated? How can we understand ourselves as both rational beings with minds and social beings with physical bodies? What is the relationship between thought and language? (Simson, *offered occasionally*)

Typical readings: Husserl, *Ideas*; Merleau Ponty, *The Phenomenology of Perception*

381 Existentialism This course focuses on one of the major existentialist philosophers. The existentialists reacted against the assumption that the defining feature of a person is rationality. They sought to see philosophy as relevant to the texture and fabric of real human life. Students examine the way in which the philosophers of that orientation see philosophy as appropriately dealing with the quality of human life. (Daise, *offered occasionally*)

Typical readings: Kierkegaard, *Fear and Trembling*, *Philosophical Fragments*

390 Analytic Philosophy This course traces the development of contemporary philosophy in the analytic Anglo-American tradition from Charles Peirce and Bertrand Russell through Ludwig Wittgenstein and Willard Quine, and beyond. Among the philosophical movements considered are pragmatism, naturalism, realism, intuitionism, positivism, emotivism, linguistic philosophy, conventionalism, and the return to normative theory. Special attention is paid to the development of analytic philosophy within ethics. At the end, an important recent book in analytic philosophy is studied. (Lee, *offered annually*)

Typical readings: Lindberg, *Analytic Philosophy*; Cahn and Haber, *Twentieth Century Ethical Thought*

450 Independent Study

460 Senior Seminar This course has variable content. Each year a central philosophical issue or the work of an important philosophical figure is examined. (*Offered annually*)

495 Honors

Courses Offered Occasionally:*

140	Introduction to Value Theory
153	Philosophy and Contemporary Issues: Economic Justice
160	Philosophy of Medicine
205	Ideas of Self
225	Versions of Verity
237	Philosophy of Religion
271	Medieval Philosophy
274	German Idealism

*Frequency as determined by student demand and faculty availability

PHYSICS

Donald A. Spector, Ph.D.; Professor,
Department Chair

Theodore Allen, Ph.D.; Assistant
Professor

Larry Campbell, Ph.D.; Professor

Michael Faux, Ph.D.; Assistant Professor

Steven Penn, Ph.D.; Assistant Professor

Historically, the discipline of physics is identified as that branch of science which seeks to discover, unify, and apply the most basic laws of nature. Our curriculum introduces students to its principal subfields—electromagnetism, mechanics, thermal physics, optics, and quantum mechanics—and provides the most extensive training in mathematical and analytical methods of any of the sciences. Since this is the foundation upon which all other sciences and engineering are based, the study of physics provides a strong background for students who plan careers in areas such as physics, astrophysics, astronomy, geophysics, oceanography, meteorology, engineering, operations research, teaching, medicine, and law. Because physics is interested in first causes, it has a strong connection to philosophy as well.

Increasingly in the modern era, physicists have turned their attention to physics applications in areas where their analytical and experimental skills are particularly demanded, exploring such things as nanotechnology, controlled nuclear fusion, the evolution of stars and galaxies, the origins of the universe, the properties of matter at ultra-low temperatures, the creation and characterization of new materials for laser and electronics technologies, and biophysics and biomedical engineering.

PHYS 150 and 160 have a calculus prerequisite and are intended for students majoring in the natural sciences or other students with a strong interest in science.

Courses with numbers lower than 150 are particularly suitable for students not majoring in a physical science. Prerequisites for any course may be waived at the discretion of the instructor. Grades in courses comprising the major or the minor must average C- or better.

BINARY ENGINEERING PLAN

A joint-degree engineering program is offered with Columbia University, The Thayer School of Engineering at Dartmouth, Rensselaer Polytechnic Institute, and Washington University. Upon completion of three years at Hobart and William Smith Colleges and two years at an engineering school, a student will receive a B.S. in engineering from the engineering school and either a B.A. or a B.S. from Hobart or William Smith. Majoring in physics here provides the best preparation for further work in most engineering fields. A similar program may be constructed at many other engineering schools via the transfer process. See "Joint Degree Programs" elsewhere in the *Catalogue* for details.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses
PHYS 150, PHYS 160, PHYS 270, PHYS 285, PHYS 381/382 (two semesters, 0.5 credits each), MATH 130 *Calculus I*, MATH 131 *Calculus II*, and five additional courses in physics at the 200 or 300 level. A course at the 200 or 300 level from another science division department may be substituted for a physics course with the approval of the department chair.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 16 courses
All of the requirements for the B.A. physics major, plus four additional courses in the sciences. Only those courses which count toward the major in the departments that offer them satisfy this requirement.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses
PHYS 150, PHYS 160, PHYS 270, and three additional physics courses.

COURSE DESCRIPTIONS

110 "Beam Me Up, Einstein": Physics Through Star Trek Can you really learn physics watching *Star Trek*? This course says "yes." Students consider such *Star Trek* staples as warp drive, cloaking devices, holodecks, and time travel, and learn what the principles of physics tell us about these possibilities—and what these possibilities would mean for the principles of physics. Anyone who has ever enjoyed a science fiction book or movie will find that using *Star Trek* offers an excellent context for learning about a variety of topics in physics, including black holes, antimatter, lasers, and other exotic phenomena. (*Offered occasionally*)

Typical readings: L. Krauss, *The Physics of Star Trek*; R. March, *Physics for Poets*

112 Introduction to Astronomy This course offers a survey of the celestial universe, including planets, stars, galaxies, and assorted other celestial objects which are not yet well understood. The Big Bang cosmological model is thoroughly explored, as are the various observational techniques employed to collect astronomical data. (*Offered annually*)

140 Principles of Physics This is a one-semester survey course in physics with laboratory, which makes use of algebra and trigonometry, but not calculus. It is designed particularly for architectural studies students, for whom it is a required course. It also provides a serious, problem-solving introduction to physics for students not wishing to learn calculus. The following topics are included: mechanics (particularly statics, stress, and strain), sound, and heat. This course satisfies the physics prerequisite for PHYS 160. (*Offered annually*)

Typical reading: Hecht, *Physics*

150 Introductory Physics I This is a calculus-based first course in mechanics and waves with laboratory. Prerequisite: MATH 130 *Calculus I* (may be taken concurrently). (*Offered annually*)

Typical reading: Young and Freedman, *University Physics*

160 Introductory Physics II This course offers a calculus-based first course in electromagnetism and optics with laboratory. Prerequisites: PHYS 150 and MATH 131 *Calculus II* (may be taken concurrently). (*Offered annually*)

Typical reading: Young and Freedman, *University Physics*

240 Electronics This course offers a brief introduction to AC circuit theory, followed by consideration of diode and transistor characteristics, simple amplifier and oscillator circuits, operational amplifiers, and IC digital electronics. With laboratory. Prerequisite: PHYS 160. (Offered alternate years)

270 Modern Physics This course provides a comprehensive introduction to 20th-century physics. Topics are drawn from the following: special relativity; early quantum views of matter and light; the Schrödinger wave equation and its applications; atomic physics; masers and lasers; radioactivity and nuclear physics; the band theory of solids; and elementary particles. Prerequisites: PHYS 160 and MATH 131 *Calculus II*. (Offered annually)

Typical reading: Serway, Moses, and Moyer, *Modern Physics*

285 Math Methods This course covers a number of mathematical topics that are widely used by students of science and engineering. It is intended particularly to prepare physics majors for the mathematical demands of 300-level physics courses. Math and chemistry majors find this course quite helpful. Techniques that are useful in physical science problems are stressed. Topics are generally drawn from: power series, complex variables, matrices and eigenvalues, multiple integrals, Fourier series, Laplace transforms, differential equations and boundary value problems, and vector calculus. Prerequisite: MATH 131 *Calculus II*. (Offered annually)

Typical reading: Boas, *Mathematical Methods in the Physical Sciences*

351 Mechanics Particle dynamics and energy, potential functions, oscillations, central forces, dynamics of systems and conservation laws, rigid bodies, rotating coordinate systems, Lagrangian and Hamiltonian methods are explored in this course. Prerequisites: PHYS 160 and MATH 131 *Calculus II*. (Offered alternate years)

Typical reading: Barger and Olsson, *Analytical Mechanics*

352 Quantum Mechanics This course develops quantum mechanics, primarily in the Schrödinger picture. Topics include the solutions of the Schrödinger equation for simple potentials, measurement theory and operator methods, angular momentum, quantum statistics, and perturbation theory. Applications to such systems as atoms, molecules, nuclei, and solids are considered. Prerequisite: PHYS 270. (Offered alternate years)

Typical reading: Griffiths, *Introduction to Quantum Mechanics*

361 Electricity and Magnetism In this course students examine the vector calculus treatment of electric and magnetic fields in both free space and in dielectric and magnetic materials. Scalar and vector potentials, Laplace's equation, and Maxwell's equations are treated. Prerequisites: PHYS 160 and MATH 131 *Calculus II*. (Offered alternate years)

Typical reading: Griffiths, *Introduction to Electrodynamics*

362 Optics A survey of optics that includes geometrical optics, the usual topics of physical optics such as interference and diffraction, and lasers. Prerequisites: PHYS 160 and MATH 131 *Calculus II*. (Offered alternate years)

Typical reading: Hecht, *Optics*

375 Thermal Physics This course reviews the laws of thermodynamics, their basis in statistical mechanics, and their application to systems of physical interest. Prerequisites: PHYS 160 and MATH 131 *Calculus II*. (Offered alternate years)

Typical reading: Kittel and Kroemer, *Thermal Physics*

380 Contemporary Inquiries in Physics This course examines current major lines of development in the understanding of physics. Typical examples include neutrino astronomy, superconductivity, superstrings and other attempts at unification, phase transitions, the early universe, and chaotic dynamics. Prerequisites: PHYS 270 and two 300-level physics courses or permission of the instructor. (Offered occasionally)

381-382 Intermediate and Advanced Physics

Laboratory This laboratory course meets once a week for the full academic year and offers a series of experiments for students in 200- or 300-level physics courses. Whenever possible the experiments assigned are related to the field of physics being studied in the corresponding 200 or 300-level course. PHYS 381 is required of all physics majors. (Offered annually)

450 Independent Study

495 Honors

POLITICAL SCIENCE

Jodi Dean, Ph.D.; Professor, Department Chair

Iva E. Deutchman, Ph.D.; Professor

Kevin Dunn, Ph.D.; Assistant Professor

Cedric Johnson, Ph.D.; Assistant Professor

DeWayne Lucas, Ph.D.; Assistant Professor

David Ost, Ph.D.; Professor

Paul A. Passavant, Ph.D.; Associate Professor

Craig Rimmerman, Ph.D.; Professor

Virginia Tilley, Ph.D.; Associate Professor

Political science offers courses in four subfields: American politics (AMER), comparative politics (COMP), political philosophy and theory (TH), and international relations (IR). Each subfield has a 100-level introductory course. The 100-level courses can be taken in any order. The 200- and 300-level courses are of equivalent difficulty, although 300-level courses tend to focus on more specialized topics. Most 400-level courses are seminars, to which junior and senior majors have priority.

Political science offers a disciplinary major and minor. All courses must be completed with a grade of C- or better in order to be credited toward the major or minor.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 10 courses

Two introductory courses from among POL 110, POL 140, POL 160, and POL 180; one course in each of the four subfields (the introductory courses count); a seminar in the junior and senior years; and a group of four courses, one of which may be outside the department, that define a theme or focus and are approved by the adviser. Except for seminars, no more than four courses in any one subfield count toward the major.

REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

Five political science courses in at least three separate subfields (American politics, comparative politics, international relations, political theory), three of which must be at the 200 level or higher.

COURSE CONCENTRATIONS

Note: Some courses serve more than one subfield. Seminars do not count toward subfields.

American Politics Subfield

POL 110	Introduction to American Politics
POL 212	The Sixties
POL 215	Minority Group Politics
POL 219	Sexual Minority Movements and Public Policy
POL 221	Voting and Elections
POL 222	Political Parties
POL 224	American Congress
POL 225	American Presidency
POL 229	State and Local Government
POL 236	Urban Politics and Public Policy
POL 238	Sex and Power
POL 248	Politics of Development
POL 249	Protests, Movements, Revolutions
POL 270	African-American Political Thought
POL 320	Mass Media
POL 328	Environmental Policy
POL 332	American Constitutional Law
POL 333	Civil Rights
POL 334	Civil Liberties
POL 335	Law and Society
POL 364	Social Policy and Community Activism

Comparative Politics Subfield

POL 140	Introduction to Comparative Politics
POL 243	Europe after Communism
POL 245	Politics of the New Europe
POL 248	Politics of Development
POL 249	Protests, Movements, Revolutions
POL 255	Politics of Latin American Development
POL 257	Russia/China Unraveled
POL 258	Middle East Politics
POL 259	African Politics
POL 348	Racism and Hatreds

International Relations Subfield

POL 180	Introduction to International Relations
POL 248	Politics of Development
POL 283	War in the International System
POL 290	American Foreign Policy

POL 296	International Law
POL 380	Theories of International Relations

Political Theory Subfield

POL 160	Introduction to Political Theory
POL 175	Introduction to Feminist Theory
POL 264	Legal Theory
POL 265	Modern Political Theory
POL 266	Contemporary Political Theory
POL 270	African-American Political Thought
POL 310	Feminist Legal Theory
POL 363	Cyber Politics/Cyber Culture
POL 365	Democratic Theory
POL 375	Feminist Legal Theory
POL 379	Radical Thought, Left and Right

COURSE DESCRIPTIONS

110 Introduction to American Politics This course examines the capability of the American political system to respond to the needs of all its citizens. It looks at historical origins, basic institutions, distribution of power, popular influence, parties and social movements, the relationship of capitalism to democracy, and inequalities based on class, race, and gender. (Deutchman, Lucas, Johnson, Passavant, Rimmerman, *offered each semester*; subfield: AMER)

Typical readings: readings change each semester, but include several books and often the daily *New York Times*.

140 Introduction to Comparative World Politics An ambitious introductory course, aimed at teaching students both basic political concepts—such as, individualism and communitarianism, tradition and modernity, right and left, fascism and communism, democracy and capitalism—as well as the fundamentals of various political systems throughout the world. Students look at the impact of westernization, modernization, nationalism, racism, class conflicts, foreign intervention, and globalization and anti-globalization as they try to figure out just why it is that the world's political systems are organized the way they are. (Ost, Tilley, *offered each semester*; subfield: COMP)

160 Introduction to Political Theory This course reads classical political theory from the Ancient Greeks through the early modern period in England. The class introduces students to some of the major themes through which politics and political life have been understood. Beginning with Thucydides, it examines the virtues and values of the ancient world with attention to the dilemma between justice and expediency. Continuing with Plato and

Aristotle, it considers justice, reason, and the good in the context of life in the polis. The course ends with the challenges Machiavelli's and Hobbes' notions of power present for the presumption of an original human sociality, for the emergence of liberal ideals of individual autonomy and national sovereignty. (Dean, *offered annually*; subfield: TH)

175 Introduction to Feminist Theory This course introduces students to key ideas in American feminist thought. Juxtaposing the concerns motivating first, second, and third wave feminists, the course highlights changes in the politics of bodies, gender, and identities. How is it, for example, that some second wave feminists sought to politicize housework while contemporary feminists are more likely to concern themselves with complex articulations of sexuality, pleasure, and autonomy? The course situates these changes within their social, economic, and historical contexts. Course materials include films, popular culture, memoirs, and novels as well as important texts in feminist theory. (Dean, *offered occasionally*; subfield: TH)

180 Introduction to International Relations As a broad introduction to the study of international relations (IR), this course is designed to give students an understanding of the basic concepts of world politics, an appreciation of the evolution of the current state system, and a sampling of various approaches and theories of IR. Readings come from primary documents, as well as a standard text. The course is grounded in an awareness of current events. Students examine how the lens used to view the world shapes understanding of the world, its problems, and possible solutions. (Dunn, *offered every semester*; subfield: IR)

Typical readings: Donald Snow and Eugene Brown, *International Relations*; Marc Genest, *Conflict and Cooperation: Evolving Theories of International Relations*; Sven Lindqvist, *Exterminate All The Brutes*; Ralph Pettman, *Commonsense Constructivism, or the Making of World Affairs*

212 The Sixties "The Sixties" is commonly memorialized as a period of radical social, political and cultural change in the United States. This course examines the origins of the various social movements—civil rights, black power, anti-war, women's liberation—which characterized the decade and assesses their impact on the late 20th century American political landscape. By engaging primary materials, sociological studies and autobiography, students are asked to offer critical analysis of the era's many leaders, organizations and ideas. Additionally, this course addresses the character of conservative responses to the egalitarian overtures of

Sixties oppositional movements and public policy changes. (Johnson, *offered alternate years*)

215 Minority Group Politics This course examines the historical and contemporary relationship between ethnic minority and majority groups in the American political system. The course looks at the use and effectiveness of political and social power in shaping American race relations and the ability of alternative methods to change those relations. The focus of the course is largely on the relationship between U.S. society and African-Americans, but Asian-Americans, Hispanic-Americans, and Native Americans are also covered. (Johnson, Lucas, *offered annually*; subfield: AMER)

Typical readings: Pohlmann, *Black Politics in Conservative America*; Fong, *The Contemporary Asian American Experience*; Duigan and Gann, *The Spanish Speakers in the United States*

219 Sexual Minority Movements and Public Policy This course explores the rise of the gay, lesbian, and bisexual movements from both contemporary and historical perspectives. The movements are also placed within a cross-cultural comparative framework. The course addresses the sources of these movements, the barriers that they have faced, and how they have mobilized to overcome these barriers. Specific attention is devoted to the responses of these movements in the age of AIDS and the gays and lesbians in the military debate. Finally, it examines the consequences of these movements for the responses of institutional actors in the American policy process. (Rimmerman, *offered annually*; subfield: AMER)

Typical readings: Adams, *The Rise of the Gay and Lesbian Movement*; Berube, *Coming Out Under Fire*; Duberman, *Stonewall*; Faderman, *Odd Girls and Twilight Lovers*

221 Voting and Elections This course studies both the operation of elections and the role of public opinion in shaping the government of the United States. It examines historical and contemporary patterns of voting and explores the expansion and limitation of suffrage in the political process. (Lucas, *offered alternate years*, subfield AMER)

Typical readings: Dionne and Pomper, *The Election of 2000*; Lublin *Paradox of Representation*; Norrander and Wilcox, *Understanding Public Opinion*.

222 Political Parties Despite early skepticism and modern contempt, political parties have become integral components of the American political process. This course examines the historical and contemporary functions of American political parties in comparison to

other democratic nations. It outlines the operational, functional, and electoral factors that shape the American party system. The course further examines the role and challenges of third parties in the U.S. (Lucas, *offered annually*, subfield AMER)

Typical readings: Eldersveld and Walton, *Political Parties in American Society*; Herrnson and Green, *Multiparty Politics in America*; Wayne, *The Road to the White House*.

224 The American Congress This course examines Congress as a major institution within the American political system. It studies the constitutional, theoretical, and practical behavior of members of the legislative branch in relation to American public policy, other political institutions, and the American public at large. Particular attention is devoted to influences on congressional behavior. (Lucas, *offered annually*, subfield AMER)

Typical readings: Dodd and Oppenheimer, *Congress Reconsidered*; Jacobson, *The Politics of Congressional Elections*; Smith, *The American Congress*; Waldman, *The Bill: How Legislation Really Becomes Law*.

225 The American Presidency This course examines presidential powers from both historical and contemporary perspectives. It places the presidency within the broader analytical context of James MacGregor Burns' notion of "the deadlock of democracy," and assesses whether the office of the presidency has the power needed to translate presidential objectives into public policy during a time of resource scarcity. Finally, it assesses proposed policy recommendations for constitutional and procedural reform. (Rimmerman, *offered annually*; subfield: AMER)

Typical readings: Lowi, *The Personal President*; Grover, *The President as Prisoner*; Smith, *George Bush's War*; several other paperbacks

229 State and Local Government This course is concerned with the structures, functions, and politics of state governments. It highlights the similarities and differences that characterize the 50 states. It examines the historical and constitutional roles of the states; the role of the states in the federal system; and variations among the states in regard to economic characteristics, citizen attitudes, voter participation, political parties, and public policy. (Lucas, *offered alternate years*; subfield: AMER)

Typical readings: Saffell, *State and Local Government: Politics and Public Policy*; Beyle, *State and Local Government: CO's Guide to Current Issues*; articles from scholarly journals, and computer simulations

236 Urban Politics and Public Policy This is one of the core courses in the urban studies program. Among the topics examined are: the structure of urban governments; urban service delivery, the concentration of power in urban settings, the urban fiscal crisis, and relations between city, state, and national governments. (Johnson, Rimmerman, *offered annually*; subfield: AMER)

Typical readings: Banfield, *The Unheavenly City Revisited*; Buss and Redburn, *Shutdown at Youngstown*; Wilson, *The Truly Disadvantaged*; Kozol, *Savage Inequalities*

238 Sex and Power The overwhelmingly male bias in the American political system raises fundamental questions about equity, justice, and the representation of all interests. The feminist movement, in an attempt to answer some of these questions, has in effect redefined politics itself, fundamentally altering the terms of the debate. This course uses the framework that “the personal is political” to critique the American political system from a variety of feminist perspectives. Specifically, the course focuses on the issues of the sexual revolution, rape and pornography, and the sexuality debates within the feminist community. (Deutchman, *offered annually*; subfield: AMER)

Typical readings: Juska, *A Roundheeled Woman*; Lefkowitz, *Our Guys*

243 Europe After Communism An old Chinese course says “May you live in interesting times!” East Europeans have, living through all the great (and awful) “isms” of the last century and ending up with postcommunist global capitalism today. The course focuses on communism: what was it, why did people embrace it, why did it fail? Then it studies what has happened since: it looks at the revolutions of 1989, the dilemmas of democratization, the rise of nationalism, the problem of privatization, the rise and decline of civil society, and the social costs of transformation. The course looks at the region in general, with particular focuses on Poland and the former Yugoslavia. (Ost, *offered alternate years*; subfield: COMP)

Typical readings: Ost, *Solidarity and the Politics of Antipolitics*; Greskovits, *Political Economy of Protest and Patience*; Glenn, *The Fall of Yugoslavia*; Powers, *In the Memory of Forest*

245 Politics of the New Europe This course studies the evolution of postwar Europe—from radicalism to globalism, the welfare state to Blairist Thatcherism, Stalinism to the fall of the Berlin wall, American domination to the rise of the European Union. The focus of the course is the rise and fall of class politics. It explores what capitalism and socialism have meant to Europe,

and contrasts European with U.S. politics. Topics include the crisis of prewar Europe, Keynesianism and communism, the meaning of 1968, radicalism, populism, the new right, and the New Europe. (Ost, *offered alternate years*; subfield: COMP)

Typical readings: Spiegelman, *Maus*; Kesselman and Krieger, *European Politics in Transition*; Betz, *Radical Right-Wing Populism*; Pells, *The Americanization of Europe*

248 Politics of Development Why are some countries wealthier than others? Is it because they have different resources, or are some better at organizing themselves? Are the World Bank and the WTO actually forces for good—or evil—or both? This course identifies some key factors affecting economic development in countries and regions around the world. Students question whether culture matters, compares the successes and failures of government intervention, and explores whether “globalization” is generating new possibilities for countries—or just new traps. (Tilley, *offered annually*; subfields: IR, COMP)

Typical readings: Caufield, *Masters of Illusion*; Klitgard, *Tropical Gangsters*; Fallows, *Looking at the Sun*; Escobar, *Encountering Development*

249 Protests, Movements, Revolutions This is a course in “unconventional” politics around the globe. In recent years, movements have become an inexorable part of the current political system. What are movements? How and why do they come about? What are their aims and purposes? How have movements changed over the past century? Why and when do movements become revolutions? Topics include the Russian Revolution, the lure of communism, the civil rights movement in the U.S., the struggle against communism in Eastern Europe, transnational social movements, and the “alternative globalization” movement. The course also includes theoretical social science readings on the causes, nature, and consequences of protests and movements. (Ost, *offered alternate years*; subfields: AMER, COMP)

Typical readings: Meyer and Tarrow, *The Social Movement Society*; Gornick, *Romance of American Communism*; Morris, *Origins of the Civil Rights Movement*; Tarrow, *Power in Movement*; Rose, *Coalitions Across the Class Divide*; Klein, *No Logo*

255 The Politics of Latin American Development This course examines how politics in Latin American countries have been shaped by their differing historical role in supplying raw materials for First World consumption, tracing how the production of various crops (coffee, bananas, wheat) or goods (tin, beef) have led countries to develop different social structures

and corresponding political systems. It also considers how recent efforts by social groups (women, indigenous people) to gain a greater voice in government have been both inspired and impeded by neoliberal reforms. (Tilley, *offered alternate years*; subfield: COMP)

Typical readings: Thornton, *Imagining Argentina*; de Jesus, *Child of the Dark*; Warren, *Indigenous Movements and Their Critics*; Gleijeses, *Shattered Hope*; Collier, *Basta!*

257 Russia/China Unraveled This course explores the evolution and transformation of these two great powers over the last century. Students begin with trying to understand communism, through a close look at Soviet practices for building the “new society.” Students follow Russia’s trajectory from superpower to beleaguered nation, then turn to parallel developments in China and the reverse evolution from struggling nation to potential world power today. Why has China evolved so differently than Russia? What do the differences mean for the people who live there? What do these experiences tell about the nature of communism? What do they tell about America with its historic fears of communism?

258 Middle East Politics The Middle East is a geographic zone of crucial strategic and economic importance to the West, but is also a political zone facing its own internal difficulties in establishing democratic rule. This course examines the region’s colonial legacy, the politics of oil, struggles against dictatorship, the role of Islam, and competing concepts of identity: pan-Arab, Muslim, Shia, Kurdish, nationalist. It seeks also to identify Western stereotypes of “the oriental,” and so to gain understanding of how Middle Eastern political thought developed partly in dialogue with western pressures and prejudices. (Tilley, Ost, *offered alternate years*; subfield: COMP)

Typical readings: Stone, *The Agony of Algeria*; Said, *Orientalism*; Kapuscinski, *The Shah of Shahs*; Eposito, *The Islamic Threat*; Hosking, *The First Socialist Society*; Scott, *Beyond the Urals*; Remnick, *Resurrection*; Meisner, *Mao’s China*; Hessler, *River Town*

259 African Politics The course traces the evolution of the African state from its colonial creation to its modern day “crisis” through an examination of how political, economic and social considerations have shaped and transformed African politics. The first section of the course examines the historical creation of contemporary African polities from the era of European colonization. In the second section, attention is paid to the creative solutions that African societies have employed as a response to

both unique and universal problems of governance. (Dunn, *offered alternate years*; subfield: IR, COMP)

Typical readings: Peter Schraeder, *African Politics and Society*; Adam Hochschild, *King Leopold’s Ghost*; Basil Davidson, *Modern Africa*; Ayi Kwei Armah, *The Beautiful Ones Are Not Yet Born*

264 Legal Theory This course addresses the relationship between liberalism and democracy, as well as the question of law’s relation to justice. The course engages in a critical inquiry into the values and weaknesses of law as a mechanism for seeking justice. Among the questions asked: is it possible or desirable for independent law to serve as a neutral ground for resolving conflict? What is the value of rights? Is liberal law inclusive and tolerant of diversity? Is democracy? Should we aspire to tolerance and diversity? What is democracy and does liberalism assist or hinder it? Should we assist or hinder democracy? Should we seek to escape the limits of law in order to do justice? (Passavant, *offered alternate years*; subfield: TH)

Typical readings: Stanley Fish, *The Trouble with Principle*; Carl Schmitt, *The Concept of the Political*; Anthony Scalia, *A Matter of Interpretation*; Jacques Derrida, *Given Time*

265 Modern Political Theory Reading texts from Locke through Nietzsche, this course considers the relation between freedom and slavery in modern European and American political theory. It interrogates the notion of the autonomous subject and the idea of instrumental reason that animates it. Additionally, it reads the self-criticism that is always part of the Enlightenment tradition for alternative conceptions of equality, interconnection, and human flourishing. (Dean, *offered annually*; subfield TH)

Typical readings are key works of Locke, Rousseau, Douglass, Kant, Hegel, Marx, and Nietzsche

266 Contemporary Political Theory Concentrating on late 20th century and early 21st century texts, this course grapples with the ways politics and the political have been configured and reconfigured under contemporary conditions of globally networked technoculture and communicative capitalism. How does a given conceptualization of the sites of politics link up with the designation of a matter as political? Although the texts vary from year to year, an emphasis on critical and poststructuralist theory as well as an attunement to cultural studies can be expected. (Dean, *offered alternate years*; subfield: TH)

270 African-American Political Thought This course examines the political, economic, and social statuses of African Americans in American society, as depicted in the speeches and writings of distinguished African-American thinkers, scholars and artists, from slavery to the present. It explores some fundamental tensions in African-American thought that are manifest in diverse and seemingly contradictory solutions, such as accommodation vs. protest, emigration vs. assimilation, and separatism vs. integration. (Johnson, Lucas, *offered alternate years*; subfields: TH, AMER)

Typical readings: Selections from Meir, *Negro Protest Thought*; Washington, *Up from Slavery*; DuBois, *Dusk of Dawn*; Malcolm X, *The Autobiography of Malcolm X*; King, *Why We Can't Wait*

283 Terrorism Conflict has been a central issue in the relations among states since the advent of the modern nation-state system. Well before Sept. 11, 2001, terrorism had become a central feature of how conflict has been expressed in the modern international system. This course examines the causes of terrorism, the ways in which individuals and social groups have chosen to wage terrorism, the goals they have established, and the ways in which political and military leaders have chosen to engage in counter-terrorist strategies. Using specific case studies, the course compares the motivations and implications of ethno-nationalist terrorism, political terrorism, and religious terrorism, and the future of terrorism in a post-Sept. 11 world. (Dunn, *offered alternate years*)

290 American Foreign Policy This course is an introduction to the study of American foreign policy. The first section provides a historical overview of American foreign policy since World War II, highlighting the important events, themes, and trends that have shaped—and continue to shape—the making and practice of American foreign policy. The second section explores the process of foreign policy making within the American political context. This section examines the “nuts-and-bolts” of how decisions are made and implemented. The third and final section presents key foreign policy issues facing the United States today. (Dunn; *offered annually*; subfield: IR)

Typical readings: Stephen Ambrose and Douglas Brinkley, *Rise to Globalism*; Kenneth Jensen, *Origins of the Cold War*; Warren Strobel, *Late-Breaking Foreign Policy: The News Media's Influence on Peace Operations*

296 International Law This course focuses on public international law. Subject matter includes human rights, issues relating to the environment, the use of force, the relationship between international law and domestic law, interna-

tional dispute resolution, and questions of sovereignty and self determination. (Passavant, *offered occasionally*; subfield: IR)

Typical readings: cases, documents, and additional articles

320 Mass Media We live in a world of mediated political realities. Like Plato's prisoners in the cave, we see only shadows, not realities. Yet these shadows have become our reality, through the power of the mass media. This, of course, raises a fundamental question about our ability to be self-governing when our understanding of politics is determined not by the events themselves, but by those who create and report them. (Deutchman, *offered annually*; subfield: AMER)

Typical readings: Cook, *Governing with the News*; Schudson, *The Sociology of News*. In addition, students are required to watch and analyze television news broadcasts

328 Environmental Policy This course assesses the capability of the American policy process to respond to energy and environmental concerns in both the short and long term. It examines the nature of the problem in light of recent research on global warming, pollution and acid rain, solid waste management, deforestation, and nuclear energy, as well as the values that guide our liberal capitalist society. It also outlines possible citizen responses that might prompt the American policy process to consider coherent energy and environmental strategies for the long term. In so doing, it incorporates political economy and comparative public policy approaches to energy and environmental concerns. The goal is to evaluate how the American policy process works in light of one of the most significant public policy issues of our time. (Rimmerman, *offered annually*; subfield: AMER)

Typical readings: Commoner, *Making Peace with the Planet*; Vig and Kraft, eds., *Environmental Policy in the 1990s*; Heilbronner, *An Inquiry into the Human Prospect for the 1990s*

332 American Constitutional Law This course is concerned with the nature and development of the U.S. constitutional structure. Emphasis is placed on judicial review, the powers of national and state governments, limits on those powers, and the separation of powers. It addresses such issues as the regulation of private property, the constitutionality of an Independent Counsel, and the law and politics of impeachment. (Passavant, *offered annually*; subfield: AMER)

Typical readings: constitutional cases; Robert McCloskey, *The American Supreme Court*; Alexander Hamilton, James Madison, and John Jay, *The Federalist Papers*

333 Civil Rights This course addresses the constitutional and statutory protection of civil rights in America. It studies the gradual recognition and enforcement of civil rights, recent retreats, and contemporary difficulties in the implementation of egalitarian principles which inform citizenship in a democracy. Substantive areas of focus include desegregation, voting rights, gender discrimination, affirmative action, and the problems involved with proving discrimination that violates the Constitution. (Passavant, *offered annually*; subfield: AMER)

Typical readings: constitutional cases; Gary Orfield and Susan Eaton, *Dismantling Desegregation*; Mark Tushnet, *Making Civil Rights Law*

334 Civil Liberties This course analyzes key constitutional liberties like freedom of religion, the "wall of separation" between church and state, and freedoms of speech and press. It also addresses problems regarding sex and the Constitution (abortion and homosexuality), and whether there is a right to die. It studies how governments are obliged to act and the constitutional limits placed on the way governments may act. (Passavant, *offered annually*; subfield: AMER)

Typical readings: constitutional cases; Ronald Dworkin, *Freedom's Law*; Anthony Lewis, *Gideon's Trumpet*; Isaac Kramnick and R. Laurence Moore, *The Godless Constitution*

335 Law and Society This course addresses the relationship of "law" and "society" -- does law stand above society and adjudicate disputes in a neutral manner, or do law and society bleed into each other such that law is corrupted by social interests and therefore invariably "political" in the way that it is used to address disputes? Additionally, how does law frame our perception of such issues as ownership and value? How does law affect "who gets what"? What are the implications of these findings for America's belief in liberalism and the value of liberalism's individual rights? Substantive areas of focus include the problems of objectivity in interpretation, whether legal rights matter, conflicts between rights to free speech and private property in the area of Intellectual Property law, and the consequences for law and freedom posed by "gated communities." (Passavant, *offered alternate years*; subfield: AMER)

Typical readings: John Locke, *The Second Treatise on Civil Government*; Evan McKenzie, *Privatopia*; Christian Parenti, *Lockdown America*

348 Racism and Other Hatreds What is the role of conflicts and hatreds in politics? This course looks at various politicized hatreds around the world, based on race, nation, and religion. Students explore hatreds in a variety of contexts:

anti-Chinese and anti-Black racism in the U.S.A; anti-Semitism in Europe; ethnic hatreds in Africa; and look at topics such as the role of science; the relationship between race and class; and the nature of nationalism. The aim of the course is to understand how social conflicts can best be organized to create a more democratic society. (Ost, *offered alternate years*; subfield: COMP)

Typical readings: Takaki, *Iron Cages*; Roediger, *The Wages of Whiteness*; Lindemann, *The Jew Accused*; Mosse, *History of European Racism*

363 Politics and the Internet That globally networked communications media are radically changing the world is widely accepted. What these changes mean, however, is widely debated. This course focuses on these debates, asking whether networked media enhance democratic practices or facilitate new forms of political control and economic exclusion. It takes up issues of privacy, surveillance, virtual communities, speed, and the differing logics of networks. (Dean, *offered alternate years*; subfield: TH)

Texts may include web-based sources, films, and books such as Barabasi, *Linked*; Dyer-Witheford, *Cyber-Marx*; Rheingold, *Smart Mobs*

364 Social Policy and Community Activism

This is a course about democracy, community, and difference. It is a course that requires students to be involved in a semester-long community service project. Students are asked to be fully engaged in the biographies of people within the community. The course requires students to write autobiographically about the effect of community service on their understanding of democratic citizenship. (Rimmerman, *offered alternate years*; subfields: AMER)

Typical readings: Coles, *The Call of Service*; Kozol, *Savage Inequalities*; Lorde, *Sister Outsider*; Bellah, *Habits of the Heart*; Terkel, *Race*

365 Political Theories of Democracy This course provides both historical and contemporary perspectives regarding citizenship generated by classical and modern democratic theorists. The consequences of these differing conceptions for citizen participation and public policy are assessed, and students have an opportunity to confront their own roles as citizens critically. During the first half of the course, students examine democracy from an historical perspective by focusing on the differing conceptions of democratic ideas seen in Hobbes, Locke, the American founding fathers, Rousseau, James Mill, John Stuart Mill, and Karl Marx. Once this historical foundation has been established, it is then possible to address the compelling questions generated by the classical theorists that confront students of democratic

ideas and public policy today. (Rimmerman, *offered alternate years*; subfield: TH)

Typical readings: Rousseau, *On the Social Contract*; Mill, *On Liberty*; Macpherson, *The Life and Times of Liberal Democracy*; Pateman, *Participation and Democratic Theory*; Barber, *Strong Democracy*; Miller, *Democracy is in the Streets*

375 Feminist Legal Theory This course examines the gender(s) of law. Students prepare court cases and feminist legal analyses to investigate the relationship between power and law as it establishes the boundaries separating public from private, straight from gay, qualified from unqualified, madonna from whore. Topics include workplace discrimination, sexual harassment, prostitution, pornography, abortion, rape, and child custody. (Dean, *offered alternate years*; subfield: TH)

Typical readings: Frug, *Women and Law*; Frug, *Postmodern Legal Feminism*; Williams, *The Alchemy of Race and Rights*; MacKinnon, *Toward a Feminist Theory of the State*

379 Radical Thought Left and Right This course explores the sources of, and the transformation in, European and American radical political thought since the time of Marx. Students begin with Marx, and then look closely at the Frankfurt School, Freud, Sartre, Herbert Marcuse, and the New Left in America and Eastern Europe. The course concludes with a discussion of the New Right and of American and European radicalism in the new globalized world. (Ost, *offered alternate years*; subfield: TH)

Typical readings: Marx, *Selected Works*; Freud, *Civilization and Its Discontents*; Griffin, *Fascism*; Marcuse, *One-Dimensional Man*; Gitlin, *The Sixties*

380 Theories of International Relations Theories of international relations are plentiful, and debatable. This course examines a number of theory traditions in the study of international relations and involves the student in efforts to further develop the theory and/or to test some of its claims empirically. The theories selected vary from semester to semester, but come from such areas as structural realism, liberal internationalism, globalism, constructivism, and world systems. (Beckman, Tilley, *offered alternate years*; subfield: IR)

Typical readings: Waltz, *Theory of International Relations*; Keohane and Nye, *Power and Interdependence*; Bloom, *Personal Identity, National Identity, and International Relations*; Rosenau, *Turbulence in World Politics*

394 Identity Politics in International Relations

This course examines how concepts of identity form and matter in the international system. Students consider how national, ethnic, and other identities are shaped by international incentives and constraints such as trade interests, security, cultural flows, media, communication networks, and international norms like human rights or environmental protection. Examining a range of topics varying with the latest world events, students also develop a theoretical basis for understanding the significance of identity politics in world affairs. (Tilley, Dunn, *offered alternate years*)

Seminars

Seminars for juniors and seniors change yearly; usually six seminars are offered each year with a maximum of 15 students in each seminar. Political science majors have top priority; other students are welcome if there is space or with instructor's permission. Recent seminars have included *Law and Society*, *The Civil Rights Movement*, *Discourse and the Body*, *Politics and Education*, *Women and World Politics*, *Democratization in Comparative Perspective*, *Political Psychology*, and *The Rise of the Right in the U.S.*

Tentative Future Seminars:

416 Native People's Politics This course examines the politics of indigenous and tribal peoples around the world: Native Americans; Latin American Indians; Australian Aborigines; and the Maoris of New Zealand. Students consider how current political movements reflect the historical experience of forcible incorporation into modern states, and why such people seek to preserve their internal ethnic cohesion by invoking rights to self-determination. This course also employs theory from international relations and comparative politics to examine larger issues: how discourses of nation-building, the modern state, European ideas of "savagery" and "civilization," and economic development have contributed to creating this category of ethnic conflict. (Tilley)

426 Partisanship in the 21st Century This seminar explores the nature of American loyalty to their party system. It addresses how party attachments among the public have evolved in the late 21st century and reasons behind shifting voting alignments and behaviors in the US. It examines the role of political, social, and economic factors in shaping contemporary political patterns. (Lucas)

428 Pan-Africanism Pan-Africanism refers to the political and cultural opposition to the legacies of racial capitalism, colonization, and imperialism. With discussion shifting from intellectual writing to activities taking place in the streets, dance-halls and athletic arenas, the course probes the extent to which emancipatory ideas have been “tainted” by the powers-that-be. For example, students look at how dominant notions of gender, sexuality, class, color, leadership and religion have sometimes compromised Pan-Africanism’s liberatory potential. Finally, they look at the challenges for a new Pan-Africanism posed by globalization and the technological revolution. (Johnson)

429 Nixon and His Times This course examines the Nixon presidency in historical, social, economic, institutional, and political context by interrogating developments in presidential power over time. Students explore the intersection among various social movements as reflected in contentious domestic and foreign policies, including the Vietnam War. Considerable attention is devoted to the New Left, anti-war, environmental, women’s, civil rights, lesbian and gay, and conservative movements. (Rimmerman)

432 Politics in the Movies This seminar examines the changing ways in which Hollywood has depicted Washington. Films begin with the “days of innocence” when politicians were seen as good men (and they were all men), as in “Mr. Smith Goes to Washington.” A critical edge emerges in the 1960s, with “The Manchurian Candidate” and “Dr. Strangelove.” Watergate gave us “All the President’s Men,” and then Robert Redford gave us “The Candidate,” which is compared with the ‘90s film “Wag the Dog” to see the very different ways in which the interplay of media and politics is presented. (Deutchman)

437 Europe and America Is this historic alliance coming to an end? In light of the recent decline in transatlantic relations due to U.S. policy in Iraq, this course takes a close look at the evolution of U.S.-Europe relations, and at similarities and differences in policies and sensibilities. Students look at classic American attitudes to Europe and European attitudes to America, with a particular focus on the French experience with Americanization. Students then look at attitudes since World War II, and explore the legacy of the “cultural cold war,” as they try to figure out why there are such divisions today over styles of domestic and foreign politics, and on issues such as globalization, the role of military power, and the value of international treaties. Students take particular time to look at the conflict over Iraq. (Ost)

459 Law and Globalization What are the consequences for law and democracy in an age when national sovereignty is in a state of crisis? This is the primary research question for the course. This course considers such substantive questions as the anti-globalization movement as a legal movement, intellectual property issues in globalized space, the relationship between human rights and national sovereignty, and new transnational legal practices. (Passavant)

462 Public Spheres Democracy, many think, is rule by the public. But who or what is the public? Does it refer to a numerical group? To occupants of a specific territorial space? To an ideal collectivity who may not yet exist but can be called into being? Is it an adjective denoting something funded by the government, as in “public housing”? This seminar considers the impact of any of these understandings of the public in terms of their opposites: the domestic private sphere, the economic private sphere, and the sphere of secrets. Grappling with the impact of notions of the public on conceptions of democracy, students ask whether democracy requires something like a public sphere, and what this means in a mediatized, technocultural age. (Dean)

481 International Travel This course is designed to explore the multiple and varied ways that travel and tourism are related to international relations. As such, the topics explored during the semester cover, but are not limited to, imperialism and (neo)colonialism, international political economy and development, refugees and migration, ideology and nationalism, and diplomacy and security. In so doing, this course attempts to illustrate the centrality of travel and tourism to the study of international relations in the 21st century. (Dunn)

450 Independent Study

495 Honors

PSYCHOLOGY

Michelle Rizzella, Ph.D.; Associate Professor, Department Chair
 Debra DeMeis, Ph.D.; Professor
 Karen Feasel, Ph.D.; Assistant Professor
 Ron Gerrard, Ph.D.; Adjunct Professor
 Jeffrey M. Greenspon, Ph.D.; Professor
 Catherine Renner, Ph.D.; Visiting Associate Professor
 Andy Walters, Ph.D., M.P.H.; Associate Professor
 Beth Wilson, Ph.D.; Assistant Professor
 Uta Wolfe, Ph.D.; Assistant Professor

Psychology provides students with a broad introduction to the study of behavior and its underlying processes with emphasis on psychology as an experimental science.

The department offers a disciplinary major and minor. To count towards the major or minor, courses must be passed with a grade of C- or better. In order for courses to count toward the psychology major or minor, the following prerequisites must be met: 200-level courses require PSY 100 as a prerequisite; 300-level non-lab courses require PSY 100 and at least one 200-level course, which might be specified; 300-level lab courses require PSY 100, PSY 210, and at least one other 200-level course, which might be specified. Refer to individual course descriptions for specific 200-level prerequisites.

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 11 courses

PSY 100 and PSY 210; one course from laboratory group A; one course from laboratory group B; two 300-level non-lab courses; four additional psychology courses, only one of which may be at the 400-level, one of which must be the prerequisite for a 300-level group A lab course, and one of which must be the prerequisite for the 300-level group B lab course; and one course from outside the department that provides another perspective on behavior.

REQUIREMENTS FOR THE MAJOR (B.S.)

disciplinary, 16 courses

All of the requirements for the B.A. in psychology, plus five additional courses in the natural sciences, approved by the adviser, assuming the course that provides a perspective on behavior from a discipline other than psychology is in the natural sciences. Otherwise, six additional natural science courses are needed.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

PSY 100 and PSY 210; one psychology laboratory course (either group); and three additional elective psychology courses, only one of which may be at the 400-level. One of the electives must be a prerequisite for either a group A or B laboratory course.

200-LEVEL ELECTIVE COURSES

PSY 203	Introduction to Child Psychology and Human Development
PSY 205	Adolescent Psychology
PSY 220	Introduction to Personality Psychology
PSY 221	Introduction to Psychopathology
PSY 227	Introduction to Social Psychology
PSY 230	Biopsychology
PSY 231	Cognitive Psychology
PSY 245	Introduction to Cross-Cultural Psychology
PSY 275	Human Sexuality
PSY 299	Sensation and Perception
WMST 223	Social Psychology
WMST 247	Psychology of Women

300-LEVEL LABORATORY COURSE

GROUPS

Group A

PSY 305	Psychological Test Development and Validation*
PSY 310	Research in Perception and Sensory Processes
PSY 311	Research in Behavioral Neuroscience
PSY 331	Research in Cognition

Group B

PSY 305	Psychological Test Development and Validation*
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PSY 321	Research in Developmental Psychology
PSY 322	Research in Personality Psychology
PSY 327	Research in Experimental Social Psychology
PSY 347	Research in Cross-Cultural Psychology
PSY 350	Research in Clinical Psychology
WMST 323	Research in Social Psychology

*PSY 305 cannot be counted as an A lab if PSY 322 is taken to satisfy the B lab requirement.

300-LEVEL NON-LABORATORY COURSES

PSY 307	History and Systems of Psychology
PSY 309	Topics in Sensory Perception
PSY 344	Topics in Personality Psychology
PSY 346	Topics in Cross-Cultural Psychology
PSY 352	Topics in Clinical Psychology
PSY 359	Topics in Behavioral Neuroscience
PSY 370	Topics in Developmental Psychology
PSY 373	Topics in Social Psychology
PSY 375	Topics in Cognitive Psychology
WMST 357	Self in American Culture
WMST 372	Topics in Social Psychology

COURSE DESCRIPTIONS

100 Introduction to Psychology This course offers a comprehensive survey of the methodology and content of present day psychology. Emphasis is placed on the development of a critical evaluative approach to theories and empirical data. (*Offered annually, Fall and Spring*)

203 Introduction to Child Psychology and Human Development This course provides an overview of theories and empirically based research in child development. The focus is on normative development as it occurs from conception through late childhood. Areas of development that receive considerable emphasis are theoretical approaches to development, behavioral genetics, the impact of parents and family environments toward healthy adjustment, the development and maintenance of gender roles throughout childhood, the impact of friendships on development, and the development of morality. Prerequisite: PSY 100. (*Walters, offered alternating years*)

205 Adolescent Psychology This course explores the developmental research associated with adolescence. Emphases include theoretical positions on growth and development, the construction of identity as a developmental task for adolescents, social development, and

sexuality. Considerable attention is given to how social structural systems (such as schools, families, and peers) impact development both directly and indirectly. Contemporary as well as classic research is examined. Prerequisite: PSY 100. (*Walters, offered alternating years*)

210 Statistics and Research Methods A survey of basic procedures for the analysis of psychological data, topics in this course include basic univariate and bivariate descriptive statistics; hypothesis testing; and a variety of analyses to use with single group, between group, within group, and factorial designs. A study of experimental methods is also conducted with laboratory. Prerequisite: PSY 100. (*Rizzella, Greenspon, offered each semester*)

220 Introduction to Personality Major theoretical approaches and contemporary research are evaluated to assess the current state of knowledge about intrapsychic, dispositional, biological, cognitive, and sociocultural domains of personality functioning. The personal, historical, and cultural contexts of theory development are emphasized. Application of personality concepts to individual lives is encouraged to enhance understanding of self and others. Prerequisite: PSY 100. (*Fesael, offered annually*)

221 Introduction to Psychopathology This course primarily focuses on the theoretical models, diagnosis and assessment of adult psychological disorders. Childhood disorders, relevant controversies and prevention are also covered, time permitting. Typical readings assigned beyond the primary text include case studies and autobiographical accounts of mental illness. Prerequisite: PSY 100. (*Wilson, offered annually*)

227 Introduction to Social Psychology This course introduces students to theory and research in social psychology, the study of the nature and causes of individual and group behavior in social contexts. Emphases are placed on understanding social psychological theories through studying classic and current research and on applying social psychological theories to better understand phenomena such as person perception, attitude change, prejudice and discrimination, interpersonal attraction, conformity, aggression, and intergroup relations. Prerequisite: PSY 100. (*Staff, offered occasionally*)

230 Biopsychology This course examines relationships between biology and behavior. Lectures are designed to concentrate on those aspects of biopsychology that are interesting and important to a broad audience. A topical format is

employed focusing on contemporary areas.

Prerequisite: PSY 100. (Greenspon, *offered annually*)

Typical readings: Kalat, *Biological Psychology*, and related articles

231 Cognitive Psychology This course is designed to provide a general understanding of the principles of cognitive psychology. Cognitive psychology is the scientific approach to understanding the human mind and its relationship to behavior. The course introduces students to classic and contemporary empirical research in both theoretical and practical aspects of a variety of cognitive issues. Topics included are pattern recognition, attention, mental representation, memory, language, problem solving and decision making. Prerequisite: PSY 100. (Rizzella, *offered annually*)

243 Organizational Psychology This course provides an introduction to organizational theory and behavior. Issues relating to effectiveness, communication, and motivation within organizations are considered from the point of view of the individual. Some selected topics include leadership, management-employee relations, the impact of technology and the environment on organizations, and organizational survival and change. Prerequisite: PSY 100. (*Offered occasionally*)

Typical readings: Baron, *Behavior in Organizations*, and current articles

245 Introduction to Cross-Cultural Psychology Cross-cultural psychology is the systematic, comparative study of human behavior in different sociocultural contexts. This course examines theory and research that pertain to cross-cultural similarities and differences in human experience and functioning. The cultural antecedents of behavior are emphasized. Course readings focus on the diversity of human experience in domains such as cognition and intelligence, emotion and motivation, socialization and development, social perception and interaction, and mental health and disorder. Prerequisite: PSY 100. (*Offered occasionally*)

275 Human Sexuality The primary aim of this course is to explore contemporary issues of the human sexualities. Emphasis is given to psychosocial and cross-cultural research of the 20th century and the sequelae of institutional forces designed to pathologize sexual expression. Topics include variations of sexual behavior, sexual response, sexual deviance, and sexual dysfunction and treatment. Prerequisite: PSY 100. (Walters, *offered annually*)

Typical readings: Strong and DeVault, *Human Sexuality*

299 Sensation and Perception Perception of the world through the senses is one of the most sophisticated yet least appreciated accomplishments of the human mind. This course explores how people experience and understand the world through the senses, using frequent classroom demonstrations of the perceptual phenomena under discussion. The course introduces the major facts and theories of sensory functioning and examines the psychological processes involved in interpreting sensory input. The primary emphasis is on vision, though other senses are considered as well. Prerequisite: PSY 100. (Wolfe, *offered annually*)

305 Psychological Test Development and Validation Psychological tests are used in a variety of settings for purposes such as educational placement, public polling, market research, diagnosis, scientific inquiry, and self-understanding. How do we determine if a test measures what it's supposed to, and how do we construct such a test? This course emphasizes practical, theoretical, and statistical considerations and approaches to test development and validation. Students develop measures of psychological concepts (e.g., attitudes, personality characteristics, cognitive abilities, perceptual and motor skills, etc.) and design and carry out research to evaluate test properties and refine the measures. Prerequisites: PSY 100, PSY 210, and two additional 200-level PSY courses; or permission of instructor. (Feasel, *offered alternate years*)

307 History and Systems of Psychology This course examines the history of psychology and its antecedents, both classical and modern. Surveyed in detail are the processes by which the diverse roots of modern psychology fostered the development of principal areas of psychological inquiry, including those that guide much of the research and practice of psychology today. This course places into historical perspective major concepts, philosophical assumptions and theories of psychology. Prerequisites: PSY 100 and two PSY courses other than PSY 210. (*Offered occasionally*)

309 Topics in Sensory Perception An in-depth exploration of a specific topic in sensory perception, using advanced readings from the primary literature. The topics covered vary from semester to semester but might include study of a particular sensory system (e.g., hearing or touch), study of a particular sensory ability (e.g., color vision), or study of a particular issue in perception (e.g., perceptual development or brain mechanisms of perception). Prerequisites: PSY 100 and PSY 299 or permission of the instructor. (Wolfe, *offered occasionally*)

310 Research in Perception and Sensory Processes An introduction to conducting research on the senses (with laboratory). Students explore contemporary issues in sensation and perception through classroom discussion and "hands on" research experience. Working closely with the instructor, students develop, conduct, analyze, and present research projects on specific topics in the field. Prerequisites: PSY 100, PSY 210 and PSY 299. (Wolfe, *offered annually*)

311 Research in Behavioral Neuroscience This course exposes students to basic concepts of psychological research in the area of neuroscience. Emphasis is placed on theoretical and methodological issues surrounding the study of brain-behavior relationships. Specifically, the history of questions to which theory and method have been applied, the logic implicit to answer certain kinds of questions, and the strengths and limitations of specific answers for providing insights into the nature of the brain-behavior relationship are examined. The development of conceptual and theoretical skills is emphasized. Prerequisites: PSY 100, PSY 210 and PSY 230, or permission of instructor. (Greenspon, *offered annually*)

Typical readings: selected journal articles and book chapters

321 Research in Developmental Psychology This is an advanced class in research methodology. Research methodologies are discussed in the context of human development. Emphases are placed on methodological decisions investigators make when designing research projects and the interpretations that can be drawn from research given methodological limitations. Considerable attention is given to the ethical parameters of involving humans in clinical/single subject, experimental, naturalistic, and field studies. Students are asked to complete a research project and make a formal presentation of their project to other students and invited faculty. Prerequisites: PSY 100, PSY 210, and PSY 203 or PSY 205. (Walters, *offered annually*)

322 Research in Personality Psychology This course provides an introduction to a variety of methods employed in the service of three complementary objectives of personality research: 1) holistic understanding of the unique organization of processes within individuals; 2) explanation of individual differences and similarities; and 3) discovery of universal principles that characterize human personality functioning. Practical, ethical, and theoretical considerations for assessing and studying personality characteristics and processes are emphasized, as are interpretation and critical analysis of published research. Students design,

carry out, and report original research. Prerequisites: PSY 100, PSY 210 and PSY 220. (Feasel, *offered annually*)

327 Research in Experimental Social Psychology This course is designed to acquaint students with experimental research approaches in social psychology. Through examination of classic and contemporary studies and innovative as well as traditional methods in the discipline, the practical and ethical challenges of designing, conducting, and interpreting social psychological research are explored. Students design and carry out original research. Prerequisites: PSY 100, PSY 210 and PSY 227 or WMST 223. (*Offered occasionally*)

331 Research in Cognition An in-depth examination of experimental methodology in the field of cognitive psychology is covered in this course. The use of reaction time and accuracy measures is emphasized. Students conduct a study in a cognitive area of their choice and present it during a classroom poster session. Prerequisites: PSY 100, PSY 210 and PSY 231. (Rizzella, *offered annually*)

344 Topics in Personality This course explores classic and current theory and research pertaining to fundamental and often controversial issues in personality psychology. The course follows a seminar format that emphasizes critical analysis and articulation of ideas, both in discussion and in writing. Topics are announced in advance. Possible topics include personality and culture; personality development; self and identity; personality and interpersonal relationships, ethnic identity, personality and emotion. Prerequisites: PSY 100 and PSY 220, or permission of instructor. (Feasel, *offered annually*)

346 Topics in Cross-Cultural Psychology This course provides an in-depth examination of a contemporary topic in cross-cultural psychology. Topics may include: culture and cognition; cultural contexts of emotional experience; culture and communication; culture, mental health, and psychopathology; social perception across cultures; cultural influences on social behavior; diversity and intercultural training; prejudice and discrimination; or ethnic identity. Course activities draw upon extensive readings in the primary literature of the selected topic. (*Offered occasionally*)

347 Research in Cross-Cultural Psychology This course concentrated on the study of human behavior and experience as they occur in different cultural contexts and/or are influenced by cultural factors. Special attention is devoted

to cross-cultural research methodology. Claims about the generality or universality of psychological laws and theories are evaluated. Students use knowledge gained in this course to design and carry out a research project. Prerequisites: PSY 100, PSY 210, and PSY 227 or PSY 245. (*Offered occasionally*)

350 Research in Clinical Psychology This course provides an introduction to the scientist-practitioner model of clinical psychology. Students examine a variety of theoretical models of psychotherapy and research regarding the effectiveness of therapeutic interventions. Contemporary treatment issues and ethics are also considered. Students are introduced to clinical research methods and design a single-case behavior-change experiment. The laboratory component provides an opportunity for students to learn and practice basic counseling skills with their peers. Prerequisites: PSY 100, PSY 210 and PSY 221. (*Wilson, offered annually*)

352 Topics in Clinical Psychology The scope of this course varies from covering general clinical issues to a more in-depth analysis of one topic area. The topic is announced in advance and may include aggression and violence, positive psychology, forensic psychology, community psychology, child psychopathology or child psychotherapy. Prerequisites: PSY 100 and PSY 221. (*Wilson, offered occasionally*)

359 Topics in Behavioral Neuroscience This course surveys literature and theory representative of an important contemporary conceptual issue in behavioral neuroscience. Each year topics for the course are announced in advance. The course is designed to include a nonspecialized group of students having a varied distribution of psychology courses and interested in developing conceptual relationships among different subdivisions within psychology.

Prerequisites: PSY 100 and at least one other psychology course. (*Greenspon, offered occasionally*)

370 Topics in Developmental Psychology This course surveys theory and research reflecting contemporary issues in life span development. Theoretical and empirical readings are drawn from several current psychological discourses within developmental science. This course is open to students with a varied distribution of psychology courses. Topics to be covered are announced in advance. Prerequisites: PSY 100 and PSY 203 or PSY 205. (*Walters, offered occasionally*)

373 Topics in Social Psychology This course surveys the empirical and theoretical literature associated with a significant contemporary issue in social psychology. Topics are announced in advance. Possible topics include persuasion and social influence, processes in social cognition, prejudice and intergroup relations, altruism and prosocial behavior. Prerequisites: PSY 100 and PSY 227 or WMST 223. (*Offered occasionally*)

375 Topics in Cognitive Psychology In this seminar, students read primary research articles and study current theories and empirical findings in an area of cognition. Students are required to make substantial contributions to the course through classroom discussion. Topics vary from year to year; topics covered in the past include mental representation, accuracy of memories, creation of false memories, and flashbulb memories. Two substantial term papers are required. Prerequisites: PSY 100 and PSY 231. (*Rizzella, offered occasionally*)

450 Independent Study (Staff)

495 Honors (Staff)

PUBLIC POLICY STUDIES

Program Faculty

Craig Rimmerman, Political Science,
Coordinator

Eric Barnes, Philosophy

Scott Brophy, Philosophy

Judith-Maria Buechler, Anthropology

David Craig, Chemistry

Iva Deutchman, Political Science

Richard Dillon, Anthropology

Maureen Flynn, History

Jack Harris, Sociology

Clifton Hood, History

Cedric Johnson, Political Science

Steven Lee, Philosophy

Derek Linton, History

Elisabeth Lyon, English

Patrick McGuire, Economics

Susanne McNally, History

Jo Beth Mertens, Economics

Renee Monson, Sociology

Paul Passavant, Political Science

H. Wesley Perkins, Sociology

Linda Robertson, Writing and Rhetoric

Lilian Sherman, Education

James Spates, Sociology

Donald Spector, Physics

Cynthia Sutton, Education

William Waller Jr., Economics

The public policy program connects classroom learning to problems in the larger society, teaching analytic skills within an interdisciplinary, liberal arts context. Its goal is that graduates think and act critically in public affairs. Students explore the methodological, analytical, and ethical issues of policy formulation and implementation. Public policy is designed to prepare students for careers in government, human services, social work, urban affairs, city planning, law, community organizing, business, communications, or academia.

The public policy program offers an interdisciplinary major and minor. Students majoring or minoring in public policy must develop a concentration.

Some examples of concentrations are:

- Public Policy and Children
- Public Policy and Development
- Public Policy, Family, and Gender
- Public Policy and Health Care
- Public Policy and Law
- Public Policy, Media, and Communications
- Public Policy and Technology

All courses applied towards a public policy major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 10 courses

One course in each of the three public policy core groups (humanities, social sciences, natural sciences); two courses in public policy research methods, one of which must be quantitative; at least three 200-level or above courses forming a concentration in an area chosen by the student (see examples below); a capstone course that requires writing a policy brief; and a one-course practicum (a course equivalency, independent study, or off-campus program experience; students should register for PPOL 499) that includes an internship, community service, or community action. The capstone course should be completed in the senior year, but it may be completed in the junior year if circumstances require this. Each semester, there are a variety of courses offered in which students may elect to write a policy brief (often in addition to the regular course work) and which thus can count as the student's capstone course. To complete the practicum, students should make arrangements with a faculty sponsor before beginning the work. A practicum usually requires, in addition to the internship or other outside activity, the keeping of a journal on the activity and the writing of a substantial paper.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

Two public policy core courses from two different divisions; one research methods course; two courses forming a concentration in an area chosen by the student (see examples below); and a capstone course that requires writing a policy brief.

EXAMPLES OF POLICY BRIEF COURSES

ECON 316	Labor Market Analysis
ECON 317	Economics of Sports
ECON 326	Public Microeconomics
EDUC 460	Baccalaureate Seminar: Moral and Ethical Issues in Education
PHIL 236	Philosophy of Law
POL 219	Sexual Minority Movements and Public Policy
POL 364	Social Policy and Community Activism
POL 328	Environmental Policy
PPOL 385	The Workshop in Public Policy
SOC 275	Social Policy

CORE COURSES**Humanities**

MDSC 100	Introduction to Media and Society
PHIL 150	Issues: Justice and Equality
PHIL 151	Issues: Crime and Punishment
PHIL 152	Issues: Philosophy and Feminism
PHIL 154	Issues: Environmental Ethics
PHIL 155	Issues: Morality of War and Nuclear Weapons
PHIL 156	Issues: Biomedical Ethics

Social Sciences

ANTH 110	Introduction to Cultural Anthropology
ECON 122	Economics of Caring
POL 229	State and Local Government
POL 236	Urban Politics and Public Policy
POL 290	American Foreign Policy
POL 364	Social Policy and Community Activism
SOC 100	Introduction to Sociology
SOC 258	Social Problems

Natural Sciences

BIOL 151	Organisms and Populations
BIOL 152	Molecules and Cells
CHEM 110	Molecules That Matter
ENV 110	Topics in Environmental Studies
GEO 190	Environmental Geoscience
PHYS 150	Introductory Physics I

RESEARCH METHODS COURSES**Qualitative**

ANTH 227	Intercultural Communication
ANTH 273	Ethnographic Research and Methods
ECON 305	Political Economy
PHIL 120	Critical Thinking and Argumentative Writing
POL 263	Philosophy of Political Science
SOC 211	Research Methods

Quantitative

BIO 212	Biostatistics
ECON 202	Statistics
ECON 304	Econometrics
PSY 210	Statistics and Research Methods
SOC 212	Data Analysis

CONCENTRATION COURSES**Children**

ALST 200	Ghettoscapes
ANTH 230	Beyond Monogamy
BIDS 307	Contexts for Children
ECON 248	Poverty and Welfare
ECON 310	Economics and Gender
EDUC 202	Human Growth and Development
EDUC 203	Children With Disabilities
EDUC 332	Disability, Family and Society
EDUC 333	Literacy
EDUC 337	Education and Racial Diversity in the U.S.
EDUC 338	Inclusive Schooling
EDUC 460	Baccalaureate Seminar: Moral and Ethical Issues in Education
HIST 204	History of American Society
HIST 208	Women in American History
HIST 371	Life-Cycles: The Family in History
PHIL 235	Morality and Self Interest
POL 334	Civil Liberties
POL 375	Feminist Legal Theory
PSY 203	Introduction to Child Psychology and Human Development
PSY 205	Adolescent Psychology
PSY 364	Cognitive Development in Children
SOC 225	Sociology of the Family
SOC 258	Social Problems
SOC 275	Social Policy
SOC 290	Sociology of Community
SOC 310	Generations
WRRH 302	Op-Ed: Writing Political and Cultural Commentary

Development

ANTH 280	Environment and Culture: Cultural Ecology
ANTH 296	African Cultures
ANTH 297	Peoples and Cultures of Latin America

BIDS 235	Third World Experience
ECON 212	Environmental Economics
ECON 344	Economic Development
HIST 283	South Africa in Transition
HIST 284	Africa: From Colonialism to Neocolonialism
HIST 285	The Middle East: Roots of Conflict
POL 248	Politics of Development
SOC 233	Women in the Third World
SOC 259	Social Movements
SOC 299	Sociology of Vietnam

Gender

AMST 310	Sexual Minorities in America
ANTH 220	Sex Roles: A Cross-Cultural Perspective
ANTH 230	Beyond Monogamy
BIDS 245	Men and Masculinity
BIDS 280	Women's Narratives of Wealth and Power
BIDS 307	Contexts for Children
ECON 248	Poverty and Welfare
ECON 310	Economics and Gender
ECON 316	Labor Market Analysis
EDUC 345	Women, Nature and Science
HIST 208	Women in American History
HIST 367	Women and the State: Russia
HIST 371	Life-Cycles: The Family in History
PHIL 250	Feminism: Ethics and Knowledge
POL 219	Sexual Minority Movements and Public Policy
POL 238	Sex and Power
POL 333	Civil Rights
POL 375	Feminist Legal Theory
PSY 247	Psychology of Women
PSY 275	Human Sexuality
REL 281	Unspoken Worlds
SOC 225	Sociology of the Family
SOC 226	Sociology of Sex and Gender
SOC 256	Power and Powerlessness
SOC 275	Social Policy
SOC 310	Generations
SOC 340	Feminist Sociological Theory
WRRH 221	He Says, She Says: Language and Gender

Health Care

BIDS 295	Alcohol Use and Abuse
ECON 248	Poverty and Welfare
ECON 338	Third Sector Economics
EDUC 203	Children With Disabilities
EDUC 332	Disability, Family and Society
ENG 388	Writing on the Body
HIST 325	Medicine and Public Health in Modern Europe

Law

ECON 203	Collective Bargaining
ECON 204	Business Law
ECON 319	Forensic Economics
PHIL 236	Philosophy of Law
POL 333	Civil Rights
POL 334	Civil Liberties
POL 335	Law and Society
POL 375	Feminist Legal Theory
SOC 224	Social Deviance
SOC 228	Social Conflict
SOC 275	Social Policy

Media

ART 212	Women Make Movies
BIDS 280	Women's Narratives of Wealth and Power
EDUC 343	Special Populations in Texts
ENG 229	Television Histories, Television Narratives
ENG 304	Feminist Literary Theory
ENG 368	Film and Ideology
ENG 376	New Waves
MDSC 223	War, Words and War Imagery
MDSC 321	Grand Illusions: Press and Political Spectacle
POL 320	Mass Media
WRRH 301	Discourse of Rape
WRRH 302	Op-Ed: Writing Political and Cultural Commentary

Technology

AMST 201	American Attitudes toward Nature
ECON 230	History of Economic Thought
ECON 305	Political Economy
ECON 344	Economic Development
EDUC 334	Science and Cognition
ENG 223	Environmental Literature
HIST 215	American Urban History
HIST 256	Technology and Society in Europe
HIST 310	Rise of Industrial American
HIST 311	20th-Century America: 1917-1941
HIST 325	Medicine and Public Health in Modern Europe
PHYS 270	Modern Physics
POL 283	War in the International System
POL 328	Environmental Policy
PSY 243	Organizational Psychology
SOC 249	Technology and Society
SOC 251	Sociology of the City

COURSE DESCRIPTIONS

385 The Workshop in Public Policy This course has a public policy research emphasis. The specific issue is chosen at the start of each semester and students spend the semester studying the topic, analyzing the policy implication and designing alternative solutions or recommendations for public policy action. The course is designed for public policy majors/minors and it serves to satisfy the program requirements for a capstone course and practicum. See instructor for a list of potential topics. Prerequisites: Public Policy major or minor or permission of instructor. (McGuire, *Spring, offered annually*)

499 Internship in Public Policy Studies The public policy internship is designed to provide students with an opportunity to connect their classroom study of public policy to the real world of policy making. In doing so, students draw upon the analytical, methodological, and substantive training that they have received in the public policy process (Staff, *offered annually*)

PUBLIC SERVICE*Program Faculty*

Jack Harris, Sociology, Coordinator
 Steven Lee, Philosophy
 Craig Rimmerman, Political Science
 Charles Temple, Education

The liberal arts and education through public service share the goal of developing the basis for effective democratic citizenship. In the public service program, service learning—the integration of community service into an academic course—may be used in the teaching of many different subject areas. The service experience can allow the student to achieve an understanding of human community as well as of our particular society in a way which is more complex and effective than readings and class discussions alone. In addition, the community involvement fostered by the service experience can lead the student to a better understanding of the self.

The public service program offers an interdisciplinary minor built upon courses that include a service learning component. These courses change yearly. American Commitments, a group involved in community service, coordinates service learning courses and can provide updated information. All courses toward a public service minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

One introductory course, one course from the list of public service humanities electives, one course from the list of public service social sciences electives, two additional public service electives, and a seminar. The minor must include at least two courses in each of two divisions (humanities, social sciences, natural

sciences, and fine and performing arts). For the seminar, a senior group independent study is recommended.

RECENT PUBLIC SERVICE COURSES

Introductory Courses

ALST 200 GhettoScapes
SOC 290 Sociology of Community

Humanities Electives

EDUC 295 Theatre and the Child
EDUC 320 Children's Literature
EDUC 333 Literacy
PHIL 235 Morality and Self Interest
REL 271 The Holocaust
WRRH 220 Breadwinners and Losers: The Rhetoric of Work
WRRH 322 Adolescent Literature

Social Sciences Electives

ECON 122 Economics of Caring
POL 110 Introduction to American Politics
SOC 100 Introduction to Sociology

Natural Sciences Electives

BIDS 295 Alcohol Use and Abuse

RELIGIOUS STUDIES

Susan E. Henking, Ph.D.; Professor, Chair
Lowell Bloss, Ph.D.; Professor
Bahar Davary, Ph.D.; Assistant Professor
Michael Dobkowski, Ph.D.; Professor
Mary Gerhart, Ph.D.; Professor,
Richard Salter, Ph.D.; Assistant Professor

The Department of Religious Studies brings a variety of perspectives to bear on the study of a significant aspect of human existence: the experience of, thought about, and actions concerning, the sacred, or what Paul Tillich called "ultimate concern." Our approaches to the study vary. Collectively, we bring historical, theological, philosophical, sociological, political, ethical, literary, feminist, and psychological perspectives to this enterprise. We are united in the understanding that each of these perspectives provides a different way of interpreting religious phenomena and that no single approach is adequate to, let alone exhaustive of, the work of religious studies. This means that the study of religion, as we engage it, is intrinsically interdisciplinary and multicultural.

Religious studies offers a disciplinary major and minor. It is strongly recommended that students take one of the introductory courses (100 through 110) prior to any other course in the department. Students wishing to enter an upper-level course without having taken an introductory course should consult the instructor. All courses toward a religious studies major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR (B.A.) *disciplinary, 11 courses*

One introductory religious studies course; two courses each from two concentrations—one in each concentration should be at the 200 level and the other at the 300 level or higher (one of these concen-

trations must be in a specific religious tradition); REL 461 *Senior Seminar*; three additional religious studies courses, at least two of which are outside the student's areas of concentration; and two approved cognate courses from other departments or two other courses in the department. Cognate courses may be chosen from an accepted list or by petition to the adviser.

REQUIREMENTS FOR THE MINOR
disciplinary, 5 courses

One introductory religious studies course, a 200-level course and a 300-level or higher course in one of the religious studies concentrations, REL 461 *Senior Seminar*, and one additional religious studies course.

COURSE CONCENTRATIONS

Introductory Courses

- REL 100 Religions in the World
- REL 103 Journeys and Stories
- REL 105 Religious Imagination
- REL 108 Religion and Alienation
- REL 109 Imagining American Religion(s)

Judaic Studies Courses

- REL 270 Modern Jewish History
- REL 271 The Holocaust
- REL 272 The Sociology of the American Jew
- REL 273 Foundations of Jewish Thought
- REL 274 Zionism, Israel and the Middle East Conflict
- REL 276 History of East European Jewry
- REL 278 Jewish Life and Thought in Modern Times
- REL 279 Torah and Testament
- REL 370 Jewish Mysticism and Hasidism
- REL 401 Literary and Theological Responses to the Holocaust

Christian Traditions Courses

- REL 228 Religion and Resistance
- REL 232 Rethinking Jesus
- REL 237 Christianity and Culture
- REL 238 Liberating Theology
- REL 240 What Is Christianity?
- REL 241 Rastaman and Christ
- REL 279 Torah and Testament

- REL 305 Tongues of Fire: Pentecostalism Worldwide
- REL 345 Tradition Transformers: Systematic Theology

Islamic Studies Courses

- REL 219 Introduction to Islamic Tradition
- REL 228 Religion and Resistance
- REL 236 Gender and Islam
- REL 242 Islamic Mysticism: The Inward Dance
- REL 321 Muslim Women in Literature

History of Religions Courses

- REL 210 Hinduism
- REL 211 Buddhism
- REL 217 Gurus, Saints, Priests and Prophets
- REL 312 New Heavens, New Earths
- REL 315 Japanese Religions
- REL 410 Sacred Space

Philosophy of Religions Courses

- REL 251 Revelation in Religion and Science
- REL 254 The Question of God/Goddess
- REL 260 Religion as a Philosophical Act
- REL 402 Conflict of Interpretations

Religion and Literature Courses

- REL 256 Tales of Love and Horror
- REL 257 What's Love Got to Do With It?
- REL 258 The Qu'ran and the Bible
- REL 402 Conflict of Interpretations

Religion, Gender and Sexuality Courses

- REL 236 Gender and Islam
- REL 281 Unspoken Worlds
- REL 283 Que(e)rying Religious Studies
- REL 321 Muslim Women in Literature
- REL 382 Toward Inclusive Theology
- REL 464 God, Gender and the Unconscious

Psychological and Social Scientific Approaches Courses

- REL 263 Religion and Social Theory
- REL 267 Psychologies of Religion
- REL 269 Therapy, Myth and Ritual
- REL 365 Loss of Certainty
- REL 464 God, Gender and the Unconscious

CROSSLISTED COURSE

- ASN 101 Intellectual and Religious Foundations of Asian Civilization

COURSE DESCRIPTIONS

100 Religions in History and Around the World This course provides an historical and geographic frame for understanding religions of the world—a journey through ostensive and explicitly religious phenomena in space and time. Topics include varieties of religious architecture, images and music, locus of the origin and spread of major religions, movements of contemporary religions around the world, “lost” vs. “living” religions, influence of religions on political structures, religious conflagrations and collisions, religions “gone wrong” and occult or “bogus” religions, gender tensions within religions, and the study of religion in its relation to other academic disciplines. (Gerhart, Salter, Davary, *offered annually*)

Typical readings: Comstock, *Religious Autobiographies*; Eliade, *The Sacred and the Profane*; Esposito, *World Religions Today*; Fisher/Bailey, *An Anthology of Living Religions*

103 Journeys and Stories What does it mean to live a myth or story with one’s life or to go on a pilgrimage? How are myths and voyages religious, and can storytelling and journeying be meaningful in our contemporary situation? This course begins by focusing on the journeys and stories found within traditional religious frameworks. It then turns to the contemporary world and asks whether modern individuals in light of the rise of secularism and the technological age can live the old stories or must they become non-religious, or religious in a new manner. (Bloss, *offered alternate years*)

Typical readings: Wiesel, *Night*, *Gates of the Forest*; Olsen, *Tell Me a Riddle*; Hampl, *I Could Tell You Stories*; Dallas, *The Book of Strangers*; Neihardt, *Black Elk Speaks*; Silko, *Ceremony*; Novak, *Ascent of the Mountain*, *Flight of the Dove*

105 The Religious Imagination This course constructs a critical perspective on contemporary culture and then proceeds to investigate experiences traditionally referred to as “religious,” as well as the problem of locating the “religious” in a world commonly understood to be “secular.” Traditional understandings of religious experience are both affirmed and questioned in one novel and one memoir. Cross-cultural ways of understanding religious symbol and ritual are proposed. How different cultures (primitive, classical, contemporary) address the problems of good and evil, oppression, suffering, and death are studied in cognitive and artistic forms. Students are encouraged to explore new ways of reflecting upon their experiences of these forms of expression. (Gerhart, *offered alternate years*)

Typical readings: Herrigel, *Zen in the Art of Archery*; Gordon, *Final Payments*; Geertz, *Religion*

as a *Cultural System*; Cappadona, *Art, Creativity, and the Sacred*; Levi, *The Drowned and the Saved*; Cone, *Martin and Malcolm in America*

108 Religion and Alienation in 20th-Century Culture What is religion, and how is it part of human experience? What shapes have religious ideas and institutions taken in confrontation with the contemporary world? How has the phenomenon of alienation contributed to the development of religion and religious responses. How have specific groups that have suffered alienation—Jews, Blacks, American Indians, Rastafarians and women—coped with their situations through the appropriation and modification of religious tradition? This course explores these issues as well as religious, social, and existential interpretations of alienation set out by 20th-century thinkers in the West. (Dobowski, *offered annually*)

Typical readings: Camus, *Rebel*; Sartre, *Anti-Semite and Jew*; Des Pres, *The Survivor*; Barrett, *The Rastafarians*; Berger, *The Sacred Canopy*; Neihardt, *Black Elk Speaks*

109 Imagining American Religion(s) What does it mean to imagine an American religion? This course explores that question in two ways. One way is to work towards a definition of the terms in the title of this course: what is an “American”? What is “religion”? What does it mean to “imagine” these things? The other way we explore the question of American religion is to examine various attempts to make meaning in the United States. How do different social groups “imagine American religion”? Does that change and, if so, why and how? Why does it matter how people imagine American religion? (Salter, Henking, *offered annually*)

Typical readings: Berger, *The Sacred Canopy*; Eck, *A New Religious America?*; Wertheimer, *A People Divided*; Fuller, *Spiritual But Not Religious*

210 Hinduism This course traces the major Indian religious tradition from its roots in the Indus Valley civilization and the Vedic era, through the speculations of the Upanishadic seers and the meditative techniques of the yogis, to the development of devotional cults to Siva, Durga, and Vishnu. It ends with an exploration of the effect of Hinduism on such figures as Gandhi, Sri Aurobindo, and Tagore in the imperial and contemporary periods. Sacred texts, novels, autobiographies, village studies, and Hindu art and architecture provide major sources of this study. Audiovisual aids—slides and films—are used extensively. (Bloss, *offered annually*)

Typical readings: Zaehner, *The Bhagavad Gita*; Narayan, *The Ramayana*; Zimmer, *Myths and Symbols in Indian Art and Civilization*; Forster, *A Passage to India*; Eck, *Darsan*; Roy, *Bengali Women*

211 Buddhism Buddhism's rise and development in India, and its spread into Southeast Asia, Tibet, China, Korea, Viet Nam, and Japan are traced. In each of these regions the indigenous traditions, such as Bon in Tibet, or Confucianism and Taoism in China, or Shinto in Japan, are considered, and the question is asked as to how Buddhism adopted and/or influenced elements of its new surroundings. This interaction of the core of Buddhist ideas and practices and other cultures creates such movements as Zen (Ch'an) and Vajrayana (Tibetan Tantrism). Audiovisual materials include the films *Requiem for a Faith* and *The Smile*. (Bloss, offered annually)

Typical readings: Rahula, *What the Buddha Taught*; Lhalungpa, *The Life of Milarepa*; Suzuki, *Zen Mind, Beginner's Mind*; Trungpa, *Meditation in Action*; Kaltenmark, *Lao Tzu and Taoism*; Confucius, *Analects*; Hesse, *Siddhartha*; Kasulis, *Zen Action, Zen Person*

217 Gurus, Saints, Priests, and Prophets: Types of Religious Authority Using information from many Asian cultures, this course compares types of religious leadership. Focusing on founders, prophets, shamans, gurus, mystics, and priests, the course explores how these Asian specialists in the sacred relate to the ultimate and how their authority is viewed by the members of their traditions. Do these leaders mediate or intercede with the sacred, pronounce or interpret, advise or perform rites? What types of religious experiences do they have and what techniques do they use to exhibit their authority? (Bloss, offered alternate years)

Typical readings: Spence, *God's Chinese Son*; Herrigel, *Zen in the Art of Archery*; Fingarette, *Confucius, The Secular as Sacred*; Hawley, *Saints and Virtues*; Kendall, *Shamans, Housewives*

219 Introduction to Islamic Religious Traditions This course is an historical study of the rise of Islam from seventh-century Arabia to the current global context. It examines basic beliefs, major figures, sacred scriptures, and rituals of this religious tradition. The course emphasis is on modern developments in Islam, including the Muslim presence in North America. (Davary, offered annually)

Typical readings: Denny, *An Introduction to Islam*; Arberry, *The Koran Interpreted*; Watt, *A Short History of Islam*; Esposito, *Islam: The Straight Path*; Barboza, *American Jihad: Islam after Malcolm X*; Mernissi, *Fatima, Dreams of Trespass*

228 Religion and Resistance In this course students explore the ways in which religion and resistance are related. Among other questions, students ask how the religious imagination helps us to see alternate realities and permits us to call into question our current realities. Students also explore the role of religion in legitimizing the status quo

and oppression. They ask how religious communities identify and combat oppression. In combating oppression, the class also turns to questions of practice. Is it enough to talk about liberation? Is religion a "call to action?" If so, what is meant by "action?" (Salter, Davary, offered occasionally)

Typical readings: Al-e Ahmad, *Gharbzadegi [Weststruckness]*; Esack, *Qur'an, Liberation, and Pluralism: an Islamic Perspective of Interreligious Solidarity Against Oppression*; Johnson, *She Who Is: the Mystery of God in Feminist Theological Discourse*; Romero, *The Violence of Love*; Shariati, *Religion vs. Religion*; Tutu, *No Future Without Forgiveness*; Ellison, *Invisible Man*

232 Rethinking Jesus Who is Jesus? The question is not as simple to answer as it might seem. This course explores central ways the founding figure of Christianity has been conceived and rethought, especially in the last 100 years. Though students start with an inquiry into "the historical Jesus," they move on to rethink Jesus from theological, cultural, and literary perspectives. (Salter, Spring, offered alternate years)

Typical readings: The New Testament; Crossan, *Jesus: A Revolutionary Biography*; Sanders, *The Historical Figure of Jesus*; Pelikan, *Jesus Through the Centuries*; Spencer, *Dread Jesus*; Ogden, *The Point of Christology*; various films, including *The Matrix*, *The Life of Brian*, *The Greatest Story Ever Told*, *Jesus of Montreal*, *The Last Temptation of Christ*, and *The Gospel According to St. Matthew*

236 Gender and Islam Westernization has brought sweeping changes and challenges to Islamic cultures and religious practices. As a result, political developments, social patterns, and codes of dress have undergone metamorphosis as secular ideologies conflict with traditional religious beliefs. The role of women continues to undergo transformation. How will these changes effect Muslim identity in the 21st century? (Davary, offered annually)

Typical Readings: Haddad, Esposito, *Islam, Gender and Social Change*; Mernissi, *The Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam*; Ahmed, *Women and Gender in Islam*; Rachlin, *Foreigner*

237 Christianity and Culture What is the relationship between what Christian groups do and how they understand themselves? This course uses case-studies of a wide variety of Christian communities, from a Native American community in the contemporary U.S. to the Christian communities of the Apostle Paul, to examine the relationship between theory and practice in Christianity. Special emphasis is placed on the questions of whether or how Christian communities can produce significant social change. (Salter, Spring, offered alternate years)

Typical readings: Hall (ed.), *Lived Religion in America: A Fundamental Practical Theology*; Bourdieu, *Outline of a Theory of Practice*; Prejean, *Dead Man Walking*; Orsi, *The Madonna of 115th Street*

238 Liberating Theology In the popular imagination we often associate Christianity with the elites, colonizers, or oppressors in history. But what happens when we rethink Christianity from the perspective of those marginalized from mainstream society? This course does that with the help of major 20th-century theologians who might in some way be considered part of the Liberation Theology movement. Key perspectives covered include Latin American liberation theology, feminist theology, black theology, and others. (Salter, Spring, *offered alternate years*)

Typical readings: Boff and Boff, *Introducing Liberation Theology*; Cone, *A Black Theology of Liberation*; Gutierrez, *On Job: God-talk and the Suffering of the Innocent*; Ruether, *Sexism and God-talk*; Deloria, Jr., *God is Red*

240 What is Christianity? This course is an introduction to Christianity designed both for students with no familiarity at all with Christianity and for students who have been raised in Christian traditions, but who are not familiar with the critical study of religion or the breadth of Christian traditions. Students explore Christianity using primary readings from Christian scriptures, historical readings on the development of various Christian traditions, and theological readings about the various interpretations of key Christian symbols in different Christian traditions. (Salter, *offered alternate years*)

Typical readings: Reuther, *Women and Redemption: a Theological History*; Hans Kung, *On Being a Christian*; Eusebius, *The History of the Church from Christ to Constantine*; Owen Chadwick, *A History of Christianity*; the Christian Testament.

241 Rastaman and Christ: Encounters in Diaspora What happens when religions collide? This course explores this question in the specific context of the "New World," where religions from various traditions collided under the rubrics of colonial conquest, slavery and, more recently, rapid social changes like migration, communications advances, and tourism. This course primarily explores the collision of West African religions with Christianity. Thus students focus on understanding the emergence of religions like Rastafari, Vodou, Santeria, Shango, and other New World religions. (Salter, Fall, *offered alternate years*)

Typical readings: Chevannes, *Rastafari: Roots and Ideology*; Burdick, *Looking for God in Brazil*; Mais, *Brother Man*; McCarthy Brown, *Mama Lola: a Vodou Priestess in Brooklyn*; Desmangles,

The Faces of the Gods: Vodou and Roman Catholicism in Haiti; Olmos and Paravisini-Gebert (ed.), *Sacred Possessions: Vodou, Santeria, Obeah, and the Caribbean*

242 Islamic Mysticism: The Inward Dance One of the most enigmatic and enamoring aspects of Islam is Islamic mysticism or Sufism. What is Sufism and how has it come to be such a pervasive presence in Islamic civilization? The Sufi's goal is often defined as the unveiling of the Divine light leading to union or annihilation. Sufi theoreticians have often used simple imagery, symbolism, and storytelling for expression. This course addresses the classical Sufi thought through theoretical expressions and texts, current orders, and its presence in the West. Comparative references to other mystical traditions such as Christian mystical thought, Hasidism, and Yoga are also made. (Davary, *offered annually*)

Typical readings: Schimmel, *The Triumphal Sun, I am the Fire You are the Wind*; Ernst, trans., *Ruzbihan Baqli: The Unveiling of Secrets, Diary of a Sufi Master*; al-Din Rumi, *Mathnavi*; Barks, *Feeling the Shoulder of the Lion*; Attar, *The Conference of the Birds*

251 Revelation in Religion and Science One of the influential books of the 20th century was Alfred North Whitehead's *Science and the Modern World* (1925). In it he expressed his concern for the future when he wrote, "When we consider what religion is for humanity, and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relation between them." This course carries his concern into our postmodern world with its new understandings of science and religion. (Gerhart, *offered alternate years*)

Typical texts: Gerhart and Russell, *New Maps for Old*; Lindberg, *The Beginnings of Western Science*

254 The Question of God/Goddess: Metaphoric and Philosophical Origins In an age when formal language has become more technical, the question of God is often given over to those who do not want to be bothered with the complexity of the question. In an attempt to "overhear" some of the issues that are left out of specialized knowledge, this course examines Greek plays with special attention to the ways in which these texts raise the question of God. It also familiarizes students with representative ways of formulating the question of God in classical and contemporary thought. Students dramatize one contemporary play to show the transformation of images and issues. (Gerhart, *offered alternate years*)

Typical readings: Euripides, *Ion*, *Alcestis*, *Medea*; Heracles, *Electra*, *Helen*, *Hecuba*, *The Trojan Women*, *Iphigenia at Aulis*; McFague, *Models of God*; O'Neill, *Mourning Becomes Electra*

256 Tales of Love, Tales of Horror What is a tale? Why might tales of love and terror be significant from a religious perspective? These texts relate to the experience of the holy as a mystery that is both fascinating and fearful. This course explores texts from different centuries on the subjects of "love" and "terror," and how they treat the experiences of marginality, alienation, and transcendence. (Gerhart, *offered alternate years*)

Typical readings: Eliade, *Bengali Nights*; Deri, *It Does Not Die*; Morrison, *Sula*; O'Connor, *Everything That Rises Must Converge*; tales from classic religious traditions

257 What's Love Got to Do with It? Suppose the understanding of a concept such as love is proportional to the number of genres through which it is perceived. Then one can expect that the most complete understanding of love will be found through an entire galaxy of genres, such as dialogues, satires, videos, canticles, modern lyrics, newspaper columns, and novels. Besides "literary" texts, students read and discuss "sacred" texts on love from both Eastern and Western religious traditions. (Gerhart, *offered alternate years*)

Typical readings: Plato, *Symposium*; Sappho's lyrics; the Hebrew *Song of Songs*; Sufi love poetry; John's *First Letter* and *Paul's Letter to the Corinthians*; Amerindian tales; Joyce, *The Dead*; Thompson, *Who Do You Love*; Soble, *Eros and Agape*

258 The Bible and the Qur'an: Do They Mean What They Say? The three major religious texts of many cultures—the Hebrew Bible, the New Testament, and the Qur'an—originated at different times and can be understood differently by different people. How have the texts been understood at their best? What controversies have affected particular expressions of belief in each tradition? How do different translations affect the meanings of the texts? The course has two foci: first, to compare accounts in the sacred texts in the same narratives (e.g. of Abraham, Moses, Jesus, Mary, Hagar, Joseph, Potiphar), and second, to locate principles that major thinkers in each tradition have used to interpret their respective texts. Students make presentations of how the sacred texts of each religion are used in ritual, art, architecture and music. In what different senses are the three religions—Judaism, Christianity and Islam—"religions of the book"? How might some of the polemical criticisms that have been brought against the texts be answered? Prerequisite: One 100-level course in religious studies, or permission of instructor. (Gerhart, *offered annually*)

Typical readings: *The Qur'an*; *The Oxford English Bible*; *Textual Sources for the Study of Islam*; *Textual Sources for the Study of Judaism*; *Textual Sources for the Study of Christianity*, Tracy, *Writing*

260 Religion as a Philosophical Act An inquiry into the possibilities of belief and/or skepticism as presented by major philosophical thinkers from the 18th century to the present. Each text is studied for the model of thought it proposes, the kinds of evidence it advances for or against religious claims, and the literary forms it embodies. The sense in which philosophy of religion is a form of work or form of praxis, is the focus of the course. (Gerhart, *offered alternate years*)

Typical readings: Selections from books such as the following: Buckley, *The Origin of Modern Atheism*; Doniger, *Other People's Myths*; Nietzsche, *The Gay Science*; Tracy, *Pluralism and Ambiguity*; Lloyd, *The Man of Reason-'Male' and 'Female' in Western Philosophy*

263 Religion and Social Theory Is society God? Is religion the opiate of the people? What does religion do? This course examines a variety of classic (Freud, Marx, Weber, Durkheim, Malinowski) and contemporary (Berger, Luckmann, Douglas, Geertz) theories of religion that emphasize social and cultural aspects of religion, including the origins and functions of symbol, myth and ritual. (Henking, *offered alternate years*)

Typical readings: Freud, *Totem and Taboo*; Geertz, *The Interpretation of Culture*; Weber, *The Sociology of Religion*; Turner, *Religion and Social Theory*; Erikson, *Where Silence Speaks: Feminism, Social Theory, and Religion*; Durkheim, *The Elementary Forms of the Religious Life*

267 Psychologies of Religion This course examines the variety of modern psychological perspectives that have been used to understand religion, including depth psychologies, social psychology, and empirical and behavioral approaches. In doing so, it explores psychological theories that attempt to answer such questions as: Why are people religious? Where do religious experiences and images come from? What does it mean to be religious? (Henking, *offered alternate years*)

Typical readings: James, *The Varieties of Religious Experience*; Jung, *Psychology and Religion*; Freud, *The Future of an Illusion*; Batson, Schoenrode, and Ventis, *The Religious Individual*

269 Therapy, Myth, and Ritual How are religion and psychology connected? Does psychology operate as a religion today? Are psychotherapists the new clergy? Has modern Western religion become psychologized? This course explores such issues by examining the historical connections of religion and psychology in the West and the interaction of religion and psychology in modern Western culture. (Henking, *offered alternate years*)

Typical readings: Tillich, *The Courage to Be*; Szasz, *The Myth of Psychotherapy*; Fromm,

Psychoanalysis and Religion; Suler, *Contemporary Psychoanalysis and Eastern Thought*

270 Modern Jewish History This course examines Jewish intellectual, political, and socio-economic history from the period of the French Revolution until the mid-20th century. The specific focus of the course is on the manner in which Jews accommodated themselves and related to changes in their status which were caused by external and internal events. A major area of concern are the movements—intellectual, political, and religious, such as, Reform Judaism, the Haskalah, Zionism, Jewish radicalism, Hasidism—which arose within the Jewish communities in question as reactions to Emancipation and Enlightenment. (Dobkowski, offered alternate years)

Typical readings: Hertzberg, *The Zionist Idea*; Sartre, *Anti-Semite and Jew*; Wiesel, *Souls on Fire*; Dawidowicz, *The War Against the Jews*; Arendt, *Anti-Semitism*; Glazer, *American Judaism*

271 The History and Impact of the Holocaust This course analyzes the background and history of the Holocaust; its impact on the Jewish community in Europe and worldwide; theological reactions as reflected in the works of Buber, Fackenheim, and Rubenstein; the question of resistance; the problem of survival; the Elie Wiesel syndrome; and collective guilt leading to the creation of the State of Israel. It also examines the nature of man, society, religion, and politics post-Auschwitz. (Dobkowski, offered annually)

Typical readings: Hilberg, *The Destruction of European Jews*; Wiesel, *Night, Dawn, The Oath*; Rubenstein, *After Auschwitz*; Fackenheim, *God's Presence in History*; Arendt, *Eichmann in Jerusalem*; Des Pres, *The Survivor*; Clendinnen, *Reading the Holocaust*

272 The Sociology of the American Jew This course examines the sociological, religious, and historical complexion of the American Jewish community. It attempts to deal with such issues as immigration, religious trends, anti-Semitism, assimilation, adjustment, identity, and survival, and it attempts to understand the nature of the American Jewish community. It analyzes this experience by utilizing sociological and historical insights, as well as by looking at immigrant literature in its cultural and historical context. (Dobkowski, offered alternate years)

Typical readings: Sklare, *America's Jews, The Jew in American Society*; Liebman, *The Ambivalent Jew*; Fein, *Where are We?*; Goldstein, *Jewish Americans*; Howe, *World of Our Fathers*; Wertheimer, *A People Divided*

273 The Foundations of Jewish Thought This course traces the foundations of Jewish religious and philosophical thought from the Bible, Rabbinic literature, Talmudic Judaism, the Kabbalah, medieval philosophy, and mysticism, to contemporary Jewish thought. It is an attempt to understand the "essence" of Judaism and to trace how it has developed over time and been influenced by other traditions. It also examines the impact of Judaism on Islamic and Western European thought. (Dobkowski, offered alternate years)

Typical readings: Neusner, *Understanding Rabbinic Judaism, Invitation to the Talmud*; Sholem, *The Messianic Idea*; Lamm, *Faith and Doubt*; Baeck, *The Essence of Judaism*; Herchel, *Man's Quest for God*; Steinsaltz, *The Essential Talmud*; Gillman, *Sacred Fragments*

274 Zionism, the State of Israel, and the Middle East Conflict An examination of the roots of Zionism—a complicated religious, ideological, and political movement. Such external factors as the Holocaust and the acute problems of the surviving refugees; the conflict between Jews and Arabs in Palestine; the breakdown of the British Mandate and the mutual rivalries of the Western powers in the Middle East; and the East-West conflict in the global scene are some of the historical forces which accelerated the creation of the Jewish state that are examined. But attention is also given to the internal intellectual and spiritual forces in Jewish life, which were at least as important and which constitute the ultimately decisive factor. (Dobkowski, offered occasionally)

Typical readings: Laqueur, *A History of Zionism*; Hertzberg, *The Zionist Idea*; Chomsky, *Peace in the Middle East?*; Curtis, *The Palestinians*; Gal, *Socialist-Zionism*; Spiro, *Kibbutz*; Shippler, *Arabs and Jews*

276 History of East European Jewry, 1648-1945 This course examines the social, political, cultural, and religious history of the Jews in Eastern Europe. Since Eastern Europe was home to a majority of world Jewry until the Holocaust, it is important to analyze what was distinctive about the East European Jewish experience and what impact it had on contemporary Jewish life. Topics covered include: Hasidism; the Haskalah; Yiddish literature and language; Polish-Jewish politics; anti-Semitism; the world of the Yeshiva; Zionism and Socialism; and the Russian Revolution and the creation of Soviet Jewry. (Dobkowski, offered every three years)

Typical readings: Dawidowicz, *The Golden Tradition*; Buber, *Tales of the Hasidim*; Singer, *The Spinoza of Market Street*; Stanislawski, *Tsar Nicholas I and the Jews*; Hoffman, *Shetle*

278 Jewish Life and Thought in Modern Times

This course examines Jewish life, thought, and cultural development from 1760 to the present. Among the topics discussed are: the rise of Hasidism and reaction to it; the Enlightenment and modern varieties of Judaism; Zionist thought; and revolution and Jewish emancipation. The course also focuses on major Jewish thinkers and actors who have had a profound impact on shaping, defining, and transforming Jewish thought and praxis. This includes thinkers like the Baal Shem Tov, Martin Buber, Abraham Joshua Heschel, Mordecai Kaplan, and Blu Greenberg. (Dobkowski, *offered alternate years*)

Typical readings: Gillman, *Sacred Fragments*; Buber, *I and Thou*; Heschel, *G-d in Search of Man*; Katz, *Tradition and Crisis*; Avineri, *The Making of Modern Zionism*

279 Torah and Testament How do we read sacred texts? How can they say anything to us today? This course introduces students to central texts of the Jewish and Christian traditions and key methods of reading/interpreting those texts. Through close readings of selected representative texts, we cover themes that may range from origins and cosmologies to liberation, freedom, law and morality. (Dobkowski, Salter, *offered alternate years*)

Typical readings: *Genesis*; *Exodus*; the *Gospel of John*; the *Gospel of Matthew*; Holtz, *Back to the Sources*; Sanders and Davis, *Studying the Synoptic Gospels*

281 Unspoken Worlds: Women, Religion, and Culture

When theorists describe the lives of religious people and the meaning of religion, they often speak of *homo religiosus*, religious man. What happens when we move beyond a focus upon men to examine the religious lives of women? This course focuses exclusively upon women, located within and enacting a variety of cultures and religions. In doing so, it considers women's agency and oppression, the significance of female (or feminine) religious imagery, and the interweaving of women's religious lives with such imagery. (Henking, *offered alternate years*)

Typical readings: Sered, *Priestess, Mother, Sacred Sister*; Falk (ed.), *Unspoken Worlds*; Gross, *Feminism and Religion*

283 Que(e)rying Religious Studies What do religion and sexuality have to do with each other? This course considers a variety of religious traditions with a focus on same-sex eroticism. In the process, students are introduced to the fundamental concerns of the academic study of religion and lesbian/gay/queer studies. Among the topics considered are the place of ritual and performance in religion and sexuality, the construction of religious and sexual ideals, and

the role of religious formulations in enforcing compulsory heterosexuality. Prerequisites: Any 100-level religious studies course or permission of instructor. (Henking, *offered alternate years*)

Typical readings: Herdt, *Same Sex, Different Culture*; Shokeid, *A Gay Synagogue in New York*; Brown, *Immodest Acts*; Comstock and Henking, *Que(e)rying Religion*

305 Tongues of Fire: Pentecostalism World-wide

The Pentecostal movement is characterized by the "descent of the Spirit" and manifested through such practices as speaking in tongues, spontaneous healing, and spontaneous prayer. This movement has been one of the fastest growing forms of Christianity worldwide over the past three decades; two Pentecostal denominations were recently ranked as the first and second fastest growing religious denominations in the U.S. What is this movement and how do we make sense of it? Why has it spread so rapidly? To whom does it appeal? And what has been its effect where it spreads? (Salter, *offered every three years*)

Typical readings: Harvey Cox, *Fire From Heaven*; Martin Riesbrodt, *Pious Passion*; David Martin, *Tongues of Fire: the Explosion of Protestantism in Latin America*; R. Andrew Chesnut, *Born Again In Brazil*; Walter Hollenweger, *The Pentecostals*; Diane Austin-Broos, *Jamaica Genesis*

312 New Heavens, New Earths This course compares religious movements that arise during times of rapid social change, cultural crisis, or oppression and often, under the guidance of a prophet, foresee the dramatic end of an age and a beginning of a period of redemption. It begins with religious movements among primitive cultures which have been overwhelmed or severely shaken by contacts with the West, then turns to the pursuit of the Millennium in the Middle Ages, Mother Anne and the Shakers, the Rastafarians of Jamaica; and ends with a study of a flying saucer cult in Chicago. Audiovisual aids are used extensively. (Bloss, *offered alternate years*)

Typical readings: Burrige, *New Heaven, New Earth*; Cohn, *The Pursuit of the Millennium*; Andrews, *A People Called Shakers*; Lurie, *Mountain Wolf Woman*; Barrett, *Rastafarians*; Halm, *Shi'a Islam*; Kehoe, *The Ghost Dance*

315 Japanese Religions Japan provides a wonderful opportunity to apply the discipline of the history of religions. This field of study traces the rise, development, and changes of religious traditions over time, as well as comparing types of religions. Japanese history begins with the indigenous shamanistic Shinto tradition, which interacts with a number of Buddhist traditions, filtered before their arrival through India, Tibet, and China. This mix is then challenged by Christianity and most recently has been transformed

by the growth of "new" religions in sublime and terrifying forms. This course uses a range of sources in the study of Japanese religions and culture. Selections of poetry, drama, novels, and biographies, as well as rituals and art provide glimpses of the richness of Japan. Prerequisites: An introductory course in religious studies or permission of instructor. (Bloss, *offered alternate years*)

Typical readings: Endo, *The Samurai*; McFarland, *Daruma*; Ono, *Shinto the Kami Way*; Statler, *Japanese Pilgrimage*; and readings from such texts as the *Man'Yoshu*, the *Kojiki*, and Noh plays

321 Muslim Women in Literature The question of what is intrinsically Islamic with respect to ideas about women and gender is important for understanding the position of women in Islam, and for distinguishing the religious element from socio-economic and political factors. The course sets in perspective the diversity of cultural manifestations which contribute to the complexity of Islam, through a selective exploration of literary works by both women and men. The writings contain political, social, and religious themes and reflect debates regarding the nature of society and the status of women, written primarily in the last 50 years. Readings include fiction, poetry, and non-fiction. (Davary, *offered annually*)

Typical readings: Mernissi, *Dreams of Trespass: Tales of a Harem Girlhood*; Daneshvar, *Savushun*; Mahfouz, *Midaq Alley*; Khalifa, *Wild Thorns*; Hillman, *A Lonely Woman: Forough Farrokhzad and Her Poetry*; El-Sa'dawi, *Memoirs from the Women's Prison*

345 Tradition Transformers: Systematic Theology This course focuses on key Christian theologians/figures who have shaped Christian thought. The work of these thinkers has been fundamental to the development of and changes in Western thought and society. The emphasis of the course is on close readings of selections from the primary texts (in translation) and biographical/historical readings which contextualize each author. (Salter, *offered alternate years*)

Typical readings: the Pauline Epistles; Augustine, *On Christian Teaching*; Aquinas, *Summa Theologica* (selections); Luther, *Commentary on Romans*; Calvin, *Institutes*; Copleston, *Aquinas*; Sanders, *Paul*; Steinmetz, *Luther in Context*

365 Loss of Certainty Religious experience has been described as a purely individual phenomenon. Yet, religion has also been a powerful institutional and cultural force. The loss of faith has been depicted in similarly contradictory ways—both as the product of individual decision and as a large scale historical process called secularization. This course explores this tension by reading novels and biographies as well as

theoretical work which examines the relation of religion to historical and psychological processes. (Henking, *offered alternate years*)

Typical readings: Berger, *Sacred Canopy*; Swift, *Ever After*; Glasner, *The Sociology of Secularisation*; Tillich, *Dynamics of Faith*; Miller, *Nurturing Doubt*

370 Jewish Mysticism and Hasidism This course attempts to trace and describe the developments in Jewish mysticism culminating in the Hasidic movements of the 18th and 19th centuries and neo-Hasidic trends in the 20th. These movements are viewed as religious and spiritual, as well as social and economic manifestations. The course operates from the premise that there is a continuing dialectic between an exoteric and subterranean tradition. The true history of a religion lies beneath the surface and often contradicts, energizes, and finally transforms the assumptions of the normative tradition. The course argues the central importance of the Kabbalistic-mystical tradition, not as a footnote of Jewish history, but as a motivating force. (Dobkowski, *offered every three years*)

Typical readings: Scholem, *Jewish Mysticism*; Minkin, *The Romance of Hasidism*; Zborowski, *Life Is With People*; Buber, *Tales of the Hasidic Masters*; Wiesel, *Souls on Fire*; Schaya, *The Universal Meaning of the Kabbalah*

382 Toward Inclusive Theology Theology from a feminist perspective has called into question many of the presuppositions of theologies that are assumed to apply to anyone. At the same time, neither womanist nor other identifiable groups of theologians speak with the same voice; nor need they work explicitly on the same issues. This course investigates the major contributions feminist theologians have made since 1980 and additional resources for addressing issues of inclusive theology in general. (Gerhart, *offered occasionally*)

Typical readings: Elizabeth Johnson, *She Who Is*; Mary Boys, *Jewish-Christian Dialogue*; Bill Moyers et al, *Genesis and the Millennium*; Bharati Mukherjee, *Jasmine*; Paul Knitter, *One Earth, Many Religions: Religions, Multifaith Dialogue and Global Responsibility*

401 Literary and Theological Responses to the Holocaust It is increasingly obvious that the Holocaust is a watershed event, a phenomenon that changes our perceptions of human nature, religion, morality, and the way we view reality. All that came before must be re-examined and all that follows is shaped by it. Yet, precisely because of its dimensions, the meaning of the Holocaust is impenetrable. Language is inadequate to express the inexpressible. But the moral imperative demands an encounter. This

course examines some of the more meaningful “encounters” with the Holocaust found in literature, films, and in theology. It is through the creative and theological mediums that post-Holocaust human beings have attempted most sensitively and seriously to come to terms with the universal implications of the Holocaust. (Dobkowski, *offered every three years*)

Typical readings: Schwartz-Bart, *Last of the Just*; Wiesel, *Night, Dawn, The Gates of the Forest*; Cohen, *In the Days of Simon Stern*; Fackenheim, *God's Presence in History, The Jewish Return to History*

402 Conflict of Interpretations “That’s just your interpretation!” This course engages in and reflects on two levels of interpretation: regional (interpretation of texts) and general (interpretation of issues in interpreting any text). It studies conflicting interpretations of traditionally religious texts (such as proverbs in Ecclesiastes and parables), traditionally literary texts (such as Antigone, Pygmalion), and one contemporary novel, *The Magus*. It then studies kinds of interpretations that are understood to conflict (structuralist, psychoanalytic, religious, etc.) and the senses in which a text embodies a surplus of meanings. It also considers various ways of adjudicating between conflicting interpretations. (Gerhart, *offered alternate years*)

Typical readings: Booth, *Critical Understanding: The Powers and Limits of Pluralism*; Bal, *Lethal Love*; Eagleton, *Literary Theory*; Fowles, *The Magus*; Tracy, *Dialogue with the Other*; Gerhart, *Genre Choices, Gender Questions*

410 Sacred Space The course takes a comparative approach in order to explore the meaning, function, and structure of space for religious persons. Topics include: the “wanderings” of the Australian aborigines; habitation modes of American Indians; the Peyote pilgrimage of the Huichol Indians of Mexico; the Hindu Temple; the Buddhist Stupa; and the individual as cosmos in yoga and Chinese alchemical texts. The student is asked to keep a journal reflecting his or her reactions to the readings and reflections on space as experienced in our culture. Prerequisite: One 200-level course in history of religions (210-219), or permission of instructor. (Bloss, *offered alternate years*)

Typical readings: Turner, *Ritual Process*; Bachelard, *The Poetics of Space*; Chatwin, *Songlines*; Snodgrass, *The Symbolism of the Stupa*; Griaule, *Conversations with Ogotemeli*; Campbell, *The Hero with a Thousand Faces*; Eliade, *Australian Religions*; Mookerjee, *The Tantric Way*

450 Independent Study

461 Senior Seminar: Toward Theory in Religious Studies Religious studies is an endeavor to understand phenomena referred to in the general categories “religion” and “religious.” What does it mean to be religious in U.S. culture? In other cultures? What is religion? What are some major religious questions? What are ways people have responded to these questions? What is theory? What is experience? How are theory and experience related? In this course students discuss diverse theoretical perspectives on religion, differentiate among kinds of theories, evaluate them, and apply them to particular examples. The course offers a context for recognizing the contribution of prior work in religious studies and provides a capstone for the major. (*Fall, offered annually*)

464 God, Gender, and the Unconscious The unconscious and God have both been depicted as inaccessible to ordinary conscious reflection. Likewise, depth psychologists like Freud have depicted women as mysterious objects of desire or, like Jung, as representative of the depths which call men toward wholeness. What is the relation of the enigmas of God, woman, and the unconscious? This course examines depth psychology with particular reference to connections between religion and gender. In doing so, students read the work of Freud and Jung, consider the positions of selected followers who have discussed religion and/or gender, and examine the perspectives of various feminists who have used and/or critiqued Freud and Jung. (Henking, *offered alternate years*)

Typical readings: Freud, *The Future of an Illusion*; Jung, *Aspects of the Feminine*; Wehr, *Jung and Feminism*; Van Herik, *Freud on Femininity and Faith*

495 Honors

RUSSIAN AREA STUDIES

Program Faculty

Judith McKinney, Economics, Coordinator

David Galloway, Russian

Jo Anna Isaak, Art

Derek Linton, History

Susanne McNally, History

Patricia Myers, Music

David Ost, Political Science

Kristen Welsh, Russian

The Russian area studies program is designed to give students knowledge of the Russian language, to help students better understand Russian culture and the situation in the newly independent countries, and to prepare students for continued study at the graduate level. The geopolitical location and vast size of the former Soviet Union ensure that this area will continue to play a critically important role in the world. In addition, because Russia's historical development has occurred within the context of the challenge and comparison represented by the West, the perspective which emerges from a study of Russian and Soviet history, culture and language offers an excellent opportunity to see ourselves more clearly.

Russia is a natural subject for a multidisciplinary approach. The struggle to improve conditions of life in that country has constituted a common project engaging social, political, economic, and religious thinkers, historians, philosophers, writers, and artists. No one area, approach, or way of knowing has developed in isolation from the others; each illuminates the whole.

The Russian area studies program offers two tracks for a major (one disciplinary and one interdisciplinary), and two tracks for a minor (one disciplinary and one interdisciplinary). The interdisciplinary track involves a concentration in Russian history and

society, while the disciplinary track involves a concentration in Russian language for the minor and Russian language and culture for the major. (Note that a student may not satisfy the requirements for both disciplinary and interdisciplinarity within Russian area studies.) Only courses for which the student has received a grade of C- or better will be counted toward either of the majors or minors. A term abroad in one of the Colleges' programs is strongly recommended for either major.

REQUIREMENTS FOR MAJOR, HISTORY AND SOCIETY

interdisciplinary, 10 courses

Three Russian language courses, starting at least at the 102 level; two courses from the Russian area studies humanities electives; three courses from the Russian area studies social science electives; and two additional courses in either Russian language or from the Russian area studies electives. At least two courses must be at the 300 level or above. No more than one course can come from the contextual courses category. Students are encouraged to take one independent study outside of language study.

REQUIREMENTS FOR MAJOR, LANGUAGE AND CULTURE

disciplinary, 10 courses

Seven language courses, starting at least at the 102 level, and three non-language courses from the Russian area studies offerings, at least one of which must be from the humanities and at least one of which must be from the social sciences. No course from the list of "Contextual Courses" will count.

REQUIREMENTS FOR MINOR, RUSSIAN LANGUAGE

disciplinary, 5 courses

Five courses in Russian language starting at least at the 102 level.

REQUIREMENTS FOR THE MINOR, AREA STUDIES*interdisciplinary, 5 courses*

Five courses from the Russian area studies electives selected in consultation with an adviser. At least two courses must be in humanities and two in social sciences. No courses from the list of “Contextual Courses” may count toward the minor.

CROSS-LISTED COURSES**Humanities Electives**

ART 256	Art of the Russian Revolution (offered occasionally)
BIDS 298	The Ballets Russes (offered occasionally)
ENG 360	20 th -Century Central European Fiction
HIST 367	Women and the Russian State (offered occasionally)
RUSE 112	Introduction to Russian Literature—the 20 th Century
RUSE 203	Russian Prison Literature
RUSE 204	Russian Film
RUSE 230	Russian Culture
RUSE 237	Russian Folklore
RUSE 238	Spies, Reds, & Poets
RUSE 350	Survey of 19 th -Century Russian Literature
RUSE 351	Survey of 20 th -Century Russian Literature
MUS 150	In a Russian Voice (offered occasionally)

Social Sciences Electives

BIDS 120	Russia and the Environment
ECON 146	The Russian Economy
HIST 260	19 th -Century Russian Modernity through Literature
HIST 261	20 th -Century Eurasia
HIST 394	Russia and Central Asia
HIST 396	History and the Fate of Socialism
POL 257	Russia and China Unraveled

Contextual Courses

Cannot count for either of the minors or for the Language and Culture major; maximum of one can count for the History and Society major.

ECON 233	Comparative Economic Systems and Institutions
ECON 236	Introduction to Radical Political Economy
ECON 240	International Trade

ECON 344	Economic Development and Planning
HIST 238	World Wars in Global Perspective
HIST 276	The Age of Dictators
POL 140	Introduction to Comparative Politics
POL 245	Europe East and West
POL 379	Radical Thought Left and Right
SOC 300	Classical Sociological Theory

COURSE DESCRIPTIONS (RUS)

101, 102 Introductory Russian I and II An introduction to the Russian language designed particularly to develop listening, speaking, reading and writing. Students work with dialogues and grammatical patterns, using audio/video tapes and computers.

105 Beginning Russian in Review This course offers qualified students the opportunity to complete the elementary sequence of language acquisition in one semester rather than two. Students learn the fundamentals of the Russian language (speaking, listening, writing, and reading). Instruction and practice rely heavily on technological tools such as CD-Roms, computerized drilling exercises, and interactive World Wide Web activities. Weekly laboratory is mandatory.

201, 202 Intermediate Russian I and II The aim of these courses is to develop further the basic language skills acquired in the introductory courses. An intensive study of grammatical structures with a continued emphasis on oral and written skills, they include supplementary reading with vocabulary useful for everyday situations and creative writing based on course material. Audio/video tapes and computers are used.

301, 302 Russian Language, Literature and Culture I and II These courses are intended to expand usage of Russian in oral and written forms. The main emphasis is on contemporary conversational Russian. Intensive reading is accompanied by a review of grammar in context, and compositions on a variety of themes, based on reading original texts of Russian literature, poetry, and newspapers. Films and computers are used.

330, 331 Russian Language, Literature and Culture I and II These courses in Russian emphasize using the language largely as a means of looking at Russian literature, culture, and contemporary life. The focus of attention is texts, such as poetry, short stories, and newspaper articles, as well as Russian painting, music, films, and videotapes. Readings, discussion, and written assignments in Russian are suited to students at the third or fourth year level of language study. Computers are used.

401, 402 Selected Topics: Russian Literature and Culture Highly advanced Russian language and culture courses for students who have already achieved the fourth level of language study. These courses offer topics from a broad range of choices, including literary texts, poetry, film and avant-garde writers. Written and oral reports and weekly journals.

450 Independent Study

495 Honors

COURSES TAUGHT IN ENGLISH (RUSE)

203 Russian Prison Literature The Soviet system of prisons and labor camps operated for much of the 20th century. Under dictator Josef Stalin, millions of the country's own citizens were imprisoned on false charges for years, worked to death in Siberian mines, or executed outright. The perpetrators of these crimes have never been brought to justice. In this course students read from the literature that arose in response to this tragedy: works by Aleksandr Solzhenitsyn, Varlam Shalamov, Lidia Ginzburg, and Georgii Vladimov. The course is open to all students regardless of level, and all readings will be in English translation. (Galloway, *Spring*)

204 Russian Film This course is an introduction to the most important trends, directors, and films in Russian cinema from the beginning of the 20th century to the present. Students are exposed to a wide range of movies, including early silent films, experimental films of the 1920s and early 1930s, socialist realist films, films on World War II and Soviet life, and films from contemporary Russia. All readings are in English and all films shown with English subtitles. Due to the rich heritage of Russian cinema this course does not claim to be an exhaustive treatment of all the great Russian films, but rather aims to acquaint students with the overall contours of Russian filmmaking. (Welsh, *Spring*)

230 Russian Culture Russia has stood at a crossroads in Eastern Europe between the influence of the Orient and Western Europe. As a consequence, the Russian identity is a curious mix of Eastern and Western influences. This course presents samplings from many aspects of Russian culture, including art, music, language, religious practice, film, cuisine, history, and the image of Russia in American culture. The goal is to comprehend how Russian culture has established itself between the two extremes of East and West. Open to all students. (Galloway, *Spring*)

237 Russian Folklore In this course students survey the wealth of Russian and Slavic folk tales, epic songs, legends, riddles, and other elements of the oral tradition, as well as the later literatures these genres inspired. Students examine characters such as the Firebird, Baba-Yaga the witch, Koshchei the Deathless, and Ilya Muromets. Materials are not restricted to the printed word, and include art and music arising from the Russian folk tradition. There are no prerequisites and no knowledge of Russian language or culture is presumed. (Galloway, *Spring, alternate years*)

238 Spies, Reds, and Poets Throughout their history, Russians have left their homeland because of war, political and religious persecution, and unbearable censorship. In the 20th century, this problem intensified to create three distinct "waves" of Russian émigrés, many of whom settled in the United States. Students will analyze stereotypes such as the gangster, the capitalist, the spy, and the femme fatale while considering the more subtle representations created by writers who have experienced the other culture first-hand. The course is open to all students regardless of level. (Welsh, *Fall*)

350 Survey of 19th-Century Russian Literature (In translation) Nineteenth-century Russian writers recorded "the 'body and pressure of time'" and mapped the human heart, exploring relationships between men and women, sexuality, issues of good and evil, and the alienated individual's search for meaning in the modern world. In brilliant, yet deliberately accessible work, prose writers recorded the conflict and struggle of their distinctively Russian cultural tradition, with its own understanding of ideas about religion, freedom, and the self, and its own attitudes toward culture, historical, and social order. Open to students of all levels. (*Offered occasionally*)

Typical readings: Pushkin, *Little Tragedies*; Lermontov, *A Hero of Our Time*; Gogol, *The Overcoat and other stories*; Turgenev, *Fathers and Sons*; Dostoevsky, *Notes from Underground*

351 Survey of 20th-Century Russian Literature (In translation) In the 20th century, Russia's "other voices" continued to express the souls and spirit of individual men and women, but now under the profound impact of historical events from revolution and world wars through glasnost and perestroika. Witnessing and experiencing great suffering, these heroic writers could neither remain silent under censorship nor write the socialist-realist propaganda dictated by the Soviet government. Open to students of all levels. (*Offered alternate years*)

Typical readings: Akhmatova, *Requiem* and other poetry; Bulgakov; Solzhenitsyn

THE SACRED IN CROSS-CULTURAL PERSPECTIVE

Program Faculty

Mary Gerhart, Religious Studies,

Coordinator

Lowell Bloss, Religious Studies

Judith-Maria Buechler, Anthropology

Bahar Davary, Religious Studies

Richard Dillon, Anthropology

Michael Dobkowski, Religious Studies

Susan Henking, Religious Studies

Ilene Nicholas, Anthropology

H. Wesley Perkins, Sociology

Richard Salter, Religious Studies

This program provides an opportunity to study expressions and representations of the sacred across several eras from the prehistoric to the modern, and in several cultures. Topics include the following: religious artifacts and sites; behaviors, relationships and roles associated with the sacred; sacred thought-worlds of peoples in their own terms; religious expressions; and religious and ritual systems in socio-cultural context and as they change through innovation, revitalization, resistance, and myriad other processes. The focus is on the sacred in different cultures from a religious studies and an anthropological perspective. One objective is to show that the sacred is necessarily constituted socially and culturally, on the one hand, and that the meanings of any particular expressions of the sacred are not necessarily exhausted by social-cultural analysis, on the other.

The sacred in cross-cultural perspective program offers an interdisciplinary minor; the program does not offer a major.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

One course in religious studies and one course in anthropology at each of three levels: 100, 200, and 300 to 400 level from the following lists.

CROSSLISTED COURSES

Religious Studies Courses

REL	Any 100-level course
REL 210	Hinduism
REL 211	Buddhism
REL 217	Gurus, Saints, Priests and Prophets
REL 219	Introduction to Islamic Tradition
REL 232	Rethinking Jesus
REL 236	Gender and Islam
REL 237	Lived Christianity
REL 238	Liberating Theologies
REL 241	Rastaman and Christ
REL 254	The Question of God/Goddess
REL 258	The Qu'ran and the Bible
REL 263	Religion and Social Theory
REL 272	The Sociology of the American Jew
REL 273	Foundations of Jewish Thought
REL 281	Unspoken Worlds
REL 283	Que(e)rying Religious Studies
REL 305	Tongues of Fire: Pentecostalism Worldwide
REL 312	New Heavens, New Earths
REL 315	Japanese Religions
REL 336	Islam and the West
REL 402	Conflict of Interpretations
REL 410	Sacred Space

Anthropology Courses

ANTH 102	World Prehistory
ANTH 110	Introduction to Cultural Anthropology
ANTH 206	Early Cities
ANTH 208	Archaeology of Japan and China
ANTH 220	Sex Roles: A Cross-Cultural Perspective
ANTH 227	Intercultural Communication
ANTH 296	African Cultures
ANTH 297	Peoples and Cultures of Latin America
ANTH 306	History of Anthropological Theory
ANTH 326	Patterns and Processes in Ancient Mesoamerica Urbanism
ANTH 352	Builders and Seekers

Sociology Courses

SOC 243	Religion, State, and Society in Modern Britain
SOC 244	Religion in American Society
SOC 370	Theories of Religion: Religion, Power, and Social Transformation

SELF-INSTRUCTIONAL LANGUAGE PROGRAM (SILP)

Program Faculty

Thelma Pinto, Director

The Self-Instructional Language Program (SILP) offers courses in less commonly taught languages. Students work independently using the language lab facilities at the Colleges and team up with a native speaker for biweekly tutorials. The program makes extensive use of audio-visual material, and interactive multimedia computer stations.

Every program is monitored by the SILP director and evaluated by outside examiners who are instructors of the specific language at a neighboring college or university. Languages available include advanced Italian, Arabic, Brazilian, Portuguese, Hindi and Vietnamese. Other languages may be offered on request.

All courses may be taken for credit or pass/fail.

COURSE DESCRIPTIONS

111 **Beginning Arabic I** Permission needed from instructor. (Pinto, *Fall 2004*)

131 **Beginning Hindi I** Permission needed from instructor. (Pinto, *Fall 2004*)

145 **Brazilian Portuguese** Permission needed from instructor. (Pinto, *Fall 2004*)

301 **Advanced Italian I** Permission needed from instructor. (Pinto, *Fall 2004*)

161 **Beginning Vietnamese I** Permission needed from instructor. (Pinto, *Spring 2005*)

SOCIOLOGY

The program and course descriptions for Sociology can be found in the section for the Department of Anthropology and Sociology (p. 87)

SPANISH AND HISPANIC STUDIES

Marisa DeSantis, M.A., Instructor
Alejandra Molina, Ph.D., Assistant Professor

Juan Liébana, Ph.D., Associate Professor
Edgar Paiewonsky Conde, Ph.D., Associate Professor

The Spanish and Hispanic studies department meets the demands and expectations of students as they confront the global situation of the third millennium in which the language and cultures of the Hispanic world play a crucial role. The program is built on the premise that language and culture are inseparable: every step in the process of becoming proficient in language must be rooted in culture and, conversely, language proficiency is the necessary foundation for all true understanding of culture. We promote the intellectual and moral expansion that must typify a liberal arts education, making students more conscious of the linguistic dimension that is the essence of human society and deepening their understanding of how identity is both product and producer of the fabric of culture.

Delving into the ethnically diverse and conflictive genesis of both imperial Spain and colonial Latin America, our program traces some of the main features and events of the Hispanic world, as it has evolved and continues to evolve, on both sides of the Atlantic. Covering the multifaceted cultural topography of Spain and Latin America, as well as the relatively new manifestations of Hispanic culture in the U.S., the Spanish and

Hispanic Studies department offers, by definition, a profoundly multicultural academic experience, one firmly grounded in bilingualism and intended for students of diverse backgrounds. Recent innovations include the integration of the latest multimedia technology in order to create a fully interactive learning experience that encompasses the cultural richness of the Hispanic world.

All Spanish and Hispanic studies students are strongly advised to study one semester abroad. The department sponsors two off campus programs: one in Madrid, Spain, and one in Santiago, Dominican Republic. In these programs students live with families, take all courses in the target language, and speak only in Spanish. The Colleges also have programs in Ecuador and Mexico and some course credits from these programs may, with approval of the department, be counted toward a major or minor. A maximum of four course credits from off campus study may be applied to the major, two to the minor.

Spanish and Hispanic studies courses are organized into four sequential levels: fundamental skills, advanced skills, introduction to culture and literature, and advanced culture and literature. Courses at the 100 level focus on fundamental language skills and must be taken in sequence. Courses at the 200 level develop advanced language skills. Courses numbered 300 through 339 are an introduction to Hispanic culture and literature, and courses numbered 340 and above offer an advanced exploration of Hispanic culture and literature.

The Spanish and Hispanic studies department offers a disciplinary major and minor. Only courses completed with a grade of C or better may count toward the major or minor.

REQUIREMENTS FOR THE MAJOR (B.A.) *disciplinary, 10 courses*

Ten Spanish and Hispanic studies courses at the 203 level or above, including three courses from the Introduction to Culture and Literature group, three from the Advanced Culture and Literature group, and two more which may be either from the Advanced Culture and Literature group or courses taught in English with Hispanic content (SPNE).

REQUIREMENTS FOR THE MINOR *disciplinary, 6 courses*

Six Spanish and Hispanic studies courses at the 203 level or above, at least three of which must be from level III (Introduction to Culture and Literature) or level IV (Advanced Culture and Literature). Only one of the level IV courses can be from courses taught in English with Hispanic content (SPNE).

COURSE LEVELS

Level 1: Fundamental Language Skills

SPAN 101	Beginning Spanish I
SPAN 102	Beginning Spanish II
SPAN 121	Intermediate Spanish I
SPAN 122	Intermediate Spanish II

Level II: Advanced Language Skills

SPAN 203	Conversation and Composition
SPAN 204	Spanish for Heritage Speakers
SPAN 221	Spanish in Film and Song
SPAN 225	Spanish for Contemporary Issues
SPAN 231	Translation I
SPAN 260	Issues in Spanish Grammar

Level III: Introduction to Culture and Literature

SPAN 316	<i>Voces de Mujeres</i>
SPAN 317	<i>Arte y Revolución</i>
SPAN 321	<i>Cuentos de América Latina</i>
SPAN 336	Spain: The Making of a Nation

Level IV: Advanced Culture and Literature

SPAN 346	Latin American Women's Writings
SPAN 361	The Sounds of Spanish: Phonetics and Dialects
SPAN 362	Generations of 1898 and 1927
SPAN 372	Contemporary Spanish Novel

SPAN 410	Spanish Golden Age
SPAN 420	Contemporary Latin American Novel
SPAN 490	Cervantes: Don Quixote

Courses Taught in English with Hispanic Content

SPNE 201	¿Spanglish? Issues in Bilingualism
SPNE 330	Latina Writing in the United States
SPNE 345	The Paradoxes of Fiction
SPNE 355	García Márquez: The Major Works

COURSE DESCRIPTIONS (SPAN)

101 Beginning Spanish I Designed for students who have not taken Spanish before, this course develops the basic skills in understanding, speaking, reading, and writing the language. Beginning Spanish I, as well as the other courses in the beginning and intermediate levels, use a combination of master classes with the regular instructor and small groups and individual practice with the multimedia materials accompanying the text. (*Offered each semester*)

102 Beginning Spanish II A continuation of Beginning Spanish I, this is normally the appropriate level for students who have taken recently one year of Spanish in high school. The course combines master classes with the regular instructor, and practice sessions using the multimedia materials accompanying the text. Prerequisite: SPAN 101 or the equivalent. (*Offered each semester*)

121 Intermediate Spanish I The intermediate level of Spanish is designed for students who have completed the beginning Spanish sequence, or students whose previous language studies place them at that level. The course further develops the basic language skills acquired in the beginning sequence through the intensive study of grammatical structures, continued attention to oral and written communication, and an increased emphasis on reading comprehension. Written Spanish is practiced through short essays and oral expression and through the creation of dialogues and situations. The course combines master classes with the regular instructor, and practice sessions using the multimedia materials accompanying the text. Prerequisite: SPAN 102 or the equivalent. (*Offered each semester*)

122 Intermediate Spanish II A continuation of Intermediate Spanish I, this course introduces the student to the more complex aspects of grammar, continues vocabulary build up, and emphasizes oral and written communication through discussion of textual material, situation dialogues, and the writing of short essays. The course combines master classes with the regular

instructor and practice sessions using the multimedia materials accompanying the text. Prerequisite: SPAN 121 or the equivalent. (*Offered each semester*)

203 Advanced Spanish: Conversation and Composition This course is designed for students who have completed the intermediate Spanish sequence, or students who have taken at least three or four years of Spanish in high school. The course focuses on mastering the different stages of oral and written communication. Students refine their skills toward improved proficiency in speaking and writing, with emphasis on current practices and everyday situations. Prerequisite: SPAN 122 or the equivalent. (*Offered each semester*)

204 Spanish for Heritage Speakers A comprehensive review of the Spanish language that targets the particularities of the bilingual condition, this course introduces students to issues that are relevant to the different Hispanic populations living in the United States. Readings, exercises, and class discussions address the specific needs of the bilingual student. Students in this course also have the opportunity to work with migrant workers and other Hispanic communities living in the area. Prerequisite: permission of the instructor. (*Molina, offered alternate years*)

221 Spanish in Film and Song This course uses Spanish and Latin American music and cinema to refine the student's language skills beyond the intermediate level. Team work is emphasized in the creation of multimedia projects tailored to the needs of the group and the individual. Scripts and lyrics are used as text to introduce students to popular culture and current events in today's Hispanic world. In addition, students develop a script writing project. Prerequisite: Completion of the intermediate Spanish sequence or the equivalent. (*Liébana, offered annually*)

225 Spanish for Contemporary Issues This course focuses on contemporary issues of relevance to Spain, Latin America, and Latino communities in the United States. The Internet, plus current video and audio materials, supplement the textbook and provide opportunities for discussion and writing on non literary topics, though literary texts may be used on occasion to illustrate a theme or topic. Advanced grammar topics are reviewed as needed. Prerequisite: SPAN 203 or above, or the equivalent. (*Offered annually*)

260 Issues in Spanish Grammar This course is designed to develop an advanced level of proficiency in Spanish with an emphasis on

grammatical accuracy. The course addresses the needs of students who are comfortable speaking, reading, and writing Spanish but who still need to refine their linguistic skills by concentrating on the more advanced grammatical structures. This course can be taken at any point after completion of SPAN 203 or the equivalent. Students majoring in Spanish are required to take this course or the language equivalent. (*Offered annually*)

316 *Voces de mujeres* Designed to introduce students to Hispanic women's discourse, this course is an introduction to the critical analysis of texts written by women from Spain and Latin America. Class discussions confront issues of race, class, gender, sexuality and nation; the relationship between gender and writing, and the dialogue of the analyzed texts undertaken within their historical and cultural context. Prerequisites: Two courses from level II and above, or the equivalent. (Molina, *offered annually*)

Typical readings: Santiago, *Cuando era puertorriqueña*; Gerúa Morales, *Él sur*; Laforet, *Nada*; Alegría, *No me agarran viva*; works by Poniatowska, Storni, Garro, and others

317 *Arte y Revolución* This course offers an introduction to literary discourse through the exploration of literary genres, and the particular vocabularies, strategies and devices they employ. A number of critical approaches are brought to bear on a variety of representative contemporary Latin American texts. Comparisons are drawn between literary works and the forms of other artistic media, such as films, paintings, and songs. Students sharpen their critical and communicative skills through oral and written responses to texts. Prerequisites: Two courses from level II and above, or the equivalent. (Paiewonsky Conde, *Spring, offered annually*)

Typical readings: Stories by García Márquez, Rulfo and Borges; the poetry of Neruda; essays by Alegría; paintings by Rivera and Kahlo; songs by Parra, Blades, and others; novels by Fuentes and Sábato, and theatre by René Marqués

321 *Cuentos de América Latina* Against a background of contemporary theory on the genre, the course examines this ancestral drive to tell a story in its multifaceted manifestation in Latin America. Moving from the forms of the oral tradition (anécdota, chiste, cuento popular) to the popularly rooted stories of Bosch, Rulfo and Allende, to the metaphysical games of Borges and Cortázar, and from the Amazon to the urban centers, from the Andes to the Caribbean, the course ends with an examination of the multi-functionality of feminine voices in the present generation of women storytellers. Students sharpen their receptivity as listeners and readers as well as

exercise their skills as inventors and narrators. Prerequisites: Two courses from level II and above, or the equivalent. (*Offered alternate years*)

Typical readings: Stories by writers mentioned above and also Quiroga, Bombal, García Márquez, Poniatowska, Valenzuela, Sánchez, Vega

336 *Spain: the Making of a Nation* This course takes an approach to the development of contemporary Spain and Spanish national identities in the context of Western civilization. It studies and discusses historical background, economic and political patterns, literary and artistic development (Cervantes, Velázquez, Goya, Picasso), as well as cultural traditions and folklore. Some of the issues the course addresses are: Jews, Muslims, and Christians; imperial Spain and the psychology of conquest; the myth of Don Juan; the Gypsy paradox. Prerequisites: Two courses from level II and above, or the equivalent. (Liébana, *offered alternate years*)

Typical readings: Ugarte, *España y su civilización*; Umbral, *Guía irracional de España*; films by Buñuel, Berlanga, Saura and Almodóvar; paintings by el Greco, Dalí, and Picasso

346 *Latin American Women's Writings* This course encompasses one or more topics concerning female experience as represented in texts written by women in Latin America. Class themes and discussions center on issues such as women as writers; the female body and violence; women and power; women as agents of history; or female voice/female silence. Prerequisite: Two courses from level III or the equivalent. (Molina, *offered alternate years*)

Typical readings: Allende, *Eva Luna*; Valenzuela, *Cambio de armas*; Esquivel, *Como agua para chocolate*; Menchu, *Me llamo Rigoberta Menchú and other testimonials*

361 *The Sounds of Spanish: Phonetics and Dialects* This course takes students one step further in their study of the Spanish language with an introduction to the biological mechanics of native sound production. Students work together to approximate the sounds created by a native speaker of Spanish and the develop an ear for native versus non-native sounds. Once these tasks are accomplished, students are introduced to the phonetic variation found in the Spanish-speaking world with particular emphasis on the social advantages and disadvantages that these variations produce. Prerequisites: Two courses from level II or the equivalent. (DeSantis, *Fall, annually*)

362 *Generations of 1898 and 1927* From the Spanish American War (1898) to the Spanish Civil War (1936) there was a period of

extraordinary literary and artistic production. This course focuses on the study of the two generations that compose what is known as the second Golden Age in Spanish literature. The socio-historical conditions and the literary currents that affected this period in Spanish history are examined in the light of the concept of "generation" in the arts. Prerequisites: Two courses from level III or the equivalent. (Liébana, offered every three years)

Typical readings: Unamuno, *Niebla*; Machado, *Campos de Castilla*; Baroja, *El Arbol de la Ciencia*; Valle Inclán, *Luces de bohemia*; García Lorca, *Bodas de sangre*; Guillén, *Cántico* (poetry); selected poetry by Aleixandre

372 Contemporary Spanish Novel A study of the novel after the Spanish Civil War, the course focuses on some of the major novelists writing during the Franco regime (1939-1975), and the new generation of authors of the post-Franco period. Such topics as the trauma of the Civil War, censorship and creative freedom, the New Wave novelists, and female voices in Spanish fiction are addressed. Movies based on contemporary Spanish novels are part of the course. Prerequisites: Two of SPAN 341, SPAN 342, SPAN 343, or the equivalent. (Offered alternate years)

Typical readings: Cela, *San Camilo, 1936*; Delibes, *Los santos inocentes*; Sánchez Ferlosio, *El Jarmana*; Mendoza, *El misterio de la cripta embrujada*; Montero, *Tetrararé como una reina*; Muñoz Molina, *El invierno en Lisboa*

410 Spanish Golden Age: Renaissance and Baroque This course offers careful analysis of the major literary works of Spain's century of conflictive splendor, 1550-1650. It focuses on certain epochal features that have become foundational to modernity, as the relation of crisis and criticality, self-fashioning and orthodoxy, perspectivism and ethnocentrism. The literature is studied in the wider context of Renaissance history, philosophy and art, with attention given to the preceding Italian and contemporary Elizabethan counterparts. Prerequisites: Two courses of level III or IV, or the equivalent. (Paiewonsky-Conde, offered every three years)

Typical readings: *El Lazarillo de Tormes*, novels and dramas by Cervantes; Quevedo, *El buscón*; theatre by Lope, Tirso and Calderón; epigrams by Gracián; poetry of Garcilaso, Santa Teresa de Ávila, San Juan de la Cruz, Góngora and Quevedo; key paintings by el Greco, Murillo and Velázquez; essays and films on the period and the works

420 Contemporary Latin American Novel This course focuses on reading and discussion of major works by the generation of Latin-American writers known as the Latin American "boom" and important precursors. Consideration is given to the political factors that inform the ideological premises of these writers. (Paiewonsky Conde, offered every three years)

Typical readings: Bombal, *La amorta ja da*; Rulfo, *Pedro Páramo*; Carpentier, *El acoso*; Márquez, *La hojarasca*; Fuentes, *La muerte de Artemio Cruz*; Vargas Llosa, *Los cachorros*

450 Independent Study

490 Cervantes: Don Quixote This course offers careful analysis of the style, characterization, theme, and structure of Spain's greatest literary masterpiece, and study of the work's relationship to major social and intellectual currents of the 16th and 17th centuries. (Paiewonsky Conde, offered every three years)

Typical readings: *Don Quixote* and required critical writings

495 Honors

COURSES TAUGHT IN ENGLISH (SPNE)

201 Spanglish? Issues in Bilingualism This course examines the ever-growing bilingual Spanish/English population in the United States from both a linguistic and sociolinguistic point of view. Students first explore linguistic and sociolinguistic history by looking at the specific events that lead to the merging of Spanish and English along with prior notions of bilingualism. They then look at the present linguistic and sociolinguistic state of bilingualism through current research as well as conduct their own research by exploring the local bilingual community. Prerequisites: SPAN 101 or 102, or equivalent. (Offered alternate years)

330 Latina Writing in the United States This course examines works by women writers of Hispanic descent in the United States. It explores the dynamics of gender, race, and sexuality as it affects the writers' identities as Latinas. The works analyzed are placed in critical dialogue with the changing U.S. cultural and political attitudes towards an ever-growing Latino population. Prerequisite: Open to all; recommended for sophomores and above. (Molina, offered alternate years)

Typical readings: García, *Dreaming in Cuban*; Cisneros, *Woman Hollering Creek*; Anzaldúa, *Borderlands/La Frontera*; Mohr, *El Bronx Remembered*; Santiago, *When I Was Puerto Rican*

345 The Paradoxes of Fiction: Latin American Contemporary Narrative This course examines some of the most representative works by the generation of Latin American literary giants known as the "Boom." This is a fiction that lays bare the paradoxes at the very core of fiction: exposing the double-sidedness of boundaries, turning life inside out and death outside in, dismantling the construction of subjectivity, and constantly assaulting and reconstructing the reader's own identity. And yet for all this, the reader is always caught in the very dense web of socio-historical conditions (and at times gruesome political reality) of Latin America. It is, therefore, a literature responsive to the whole of human experience. Prerequisite: Open to all; recommended for sophomores and above. (Paiewonsky-Conde, offered alternate years)

Typical readings: Borges, *Ficciones*; Bombal, *The Shrouded Woman*; Rulfo, *Pedro Páramo*; Carpentier, *Manhunt*; Cortazar, *Stories*; Fuentes, *Aura*; García Márquez, *On Love and Other Demons*; Traba, *Mothers and Daughters*

355 García Márquez: the Major Works This course provides a close study of major novels and stories by this extraordinary writer, as well as some of his journalistic pieces and key interviews. Consideration is given to both the political and magic-realist perspectives in his work. The context of ideological controversy (the politics of culture) in contemporary Latin America is examined. Prerequisites: Open to all; recommended for sophomores or above. (Paiewonsky-Conde)

Typical readings: *Cándida Eréndida y su Abuelo Desalmado*; *Cien años de soledad*; *Crónica de una muerte anunciada*; *El amor en los tiempos de cólera*; *El olor de la guayaba*

THEATRE

Robert F. Gross, English, Coordinator

The theatre program provides students with the opportunity to explore the literature of the theatre as well as the performance of theatre.

The theatre program offers an interdisciplinary minor.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

ENG 178 *Acting I*; ENG 278, *Introduction to Dramatic Interpretation*; one course from the dramatic literature group; and two courses from the art of theatrical production group.

CROSSLISTED COURSES

Dramatic Literature Courses

CLAS 108	Greek Tragedy
ENG 225	Shakespeare: Histories and Comedies
ENG 226	Shakespeare: Tragedies
ENG 278	Introduction to Dramatic Interpretation
ENG 328	European Drama from Lessing to Ibsen
ENG 333	American Drama
ENG 380	Modern Drama

Art of Theatrical Production Courses

EDUC 295	Theatre and the Child
ENG 275	Acting II
ENG 307	Playwriting Workshop

URBAN STUDIES

Program Faculty

Patrick McGuire, Economics, Coordinator

James Spates, Sociology, Coordinator

Ted Aub, Art

Judith-Maria Buechler, Anthropology

Alan Frishman, Economics

Christopher Gunn, Economics

Clifton Hood, History

Derek Linton, History

Stan Mathews, Art

Scott McKinney, Economics

Ilene Nicholas, Anthropology

Urbanization and globalization are proceeding at an incredible rate. The field of urban studies examines the living environment of most Americans and of a rapidly growing proportion of the world's population. In this context, urban studies is a valuable major.

The program is multidisciplinary, using a variety of analytical methods to study the life and problems of cities. The primary subject areas for the major are anthropology/sociology, economics, history, and political science. However, courses in art, English, classics, and American studies are also relevant and give the student additional perspectives on urbanization beyond those offered in the three basic departments.

Urban studies offers an interdisciplinary major and minor. All courses toward an urban studies major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 10 courses

BIDS 229 *Two Cities: New York and Toronto*; four core courses from at least four disciplines; one methods course; and four additional elective courses (from the core or elective list) approved by an advisor in the program. One upper level (300 or higher) course should be included.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

BIDS 229 *Two Cities: New York and Toronto*; three courses from three different disciplines; and one upper-level (300 or higher) course or independent study approved by an advisor in the program.

CROSSLISTED COURSES

Introductory Courses

BIDS 229 Two Cities: New York and Toronto

Core Courses

ANTH 206	Early Cities
ANTH 247	Urban Anthropology
ECON 213	Urban Economics
HIST 215	American Urban History
HIST 264	Modern European City
POL 236	Urban Politics
SOC 251	Sociology of the City

Methods Courses

ANTH 273	Ethnographic Research and Methods
ECON 202	Statistics
SOC 211	Research Methods

Electives

ALST 200	Ghettopscapes
ANTH 297	Peoples and Cultures of Latin America
ANTH 298	Modern Japan
ANTH 326	Patterns and Processes in Ancient Mesoamerica Urbanism
ARCH 302	Design II: The Wider Environment
ARCH 311	History of Modern Architecture
ARCH 312	Theories of Modern Architecture and Urbanism
ART 101	Ancient to Medieval Art
ART 102	Renaissance to Modern Art
ART 116	World Architecture
ART 232	Rococo Art and Architecture
ART 235	Art and Architecture of Baroque Rome
ART 340	American Architecture to 1900
ASN 102	Istanbul
BIDS 265	Architecture, Morality, and Society
CLAS 202	Athens in the Age of Pericles
CLAS 251	The Romans: Republic to Empire
ECON 344	Economic Development
ECON 248	Poverty and Welfare
ENG 258	19th-Century English Novel
HIST 246	American Environmental History
HIST 256	Technology and Society in Europe

HIST 300	American Colonial History
HIST 310	Rise of Industrial America
HIST 311	20th-Century America: 1917-1941
HIST 352	Who Wants to be a Millionaire?
HIST 469	Global Cities
POL 215	Minority Group Politics
POL 229	State and Local Government
SOC 223	Social Stratification
SOC 290	Sociology of Community

WOMEN'S STUDIES

Program Faculty

Betty Bayer, Women's Studies, Coordinator
 Biman Basu, English
 Lara Blanchard, Art
 Judith-Maria Buechler, Anthropology
 Rocco Capraro, History
 Elena Ciletti, Art
 Melanie Conroy-Goldman, English
 Anna Creadick, English
 Bahar Davary, Religious Studies
 Donna Davenport, Dance
 Jodi Dean, Political Science
 Debra DeMeis, Psychology
 Iva Deutchman, Political Science
 Richard Dillon, Anthropology
 Laurence J. Erussard, English
 Maureen Flynn, History
 Mary Gerhart, Religious Studies
 Jack Harris, Sociology
 Susan Henking, Religious Studies
 Leah R. Himmelhoch, Classics
 Jo Anna Isaak, Art
 Marilyn Jiménez, Africana Studies
 Cedric Johnson, Political Science
 George Joseph, French and Francophone
 Studies
 Elisabeth Lyon, English
 Susanne McNally, History
 Dia Mohan, Sociology
 Alejandra Molina, Spanish and Hispanic
 Studies
 Renee Monson, Sociology
 Paul Passavant, Political Science
 Eric Patterson, English and American
 Studies
 Lee Quinby, English and American Studies
 Craig Rimmerman, Political Science
 Mary Salibrici, Writing and Rhetoric
 Richard Salter, Religious Studies
 Nicholas Sammond, Media and Society
 John Shovlin, History
 Rosalind Simson, Philosophy
 Deborah Tall, English and Comparative
 Literature
 Lisa Tetrault, History
 Michael Tinkler, Art

Andy Walters, Psychology
 Margaret Weitekamp, Women's Studies
 Cadence Whittier, Dance
 Cynthia Williams, Dance
 Jinghao Zhou, Asian Languages and
 Cultures

Women's studies has been taught at the Colleges since 1969 and the program was, in fact, one of the first such programs in the country. The goals of the program are to educate women and men about women's participation in history, literature, society and thought, and about the serious implications for social and cultural life of the neglect of women's contributions. In pursuing these goals, we seek to enrich ourselves and others by asking questions about past history and present practices in order to work for the betterment of the future.

Women's studies is a multidisciplinary enterprise. Students are encouraged to take a wide range of courses, developing theoretical sophistication, cultural and historical awareness, and an understanding of multiple perspectives on gender.

Women's studies offers a disciplinary major and minor and an interdisciplinary major and minor.

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 10 courses

WMST 100, WMST 300, WMST 401, a feminist research and methodology course (WMST 323 or WMST 301 or other as approved by the program), and six additional women's studies elective courses that create an area of concentration and include courses from four disciplines and at least two divisions.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

WMST 100 and four additional women's studies elective courses from two divisions or programs.

ELECTIVES

Humanities

- ALST 240 Third World Women's Texts
- AMST 201 American Attitudes Toward Nature/
Methodologies of American Studies
- ART 210 Woman as Image and Image-Maker
- ART 211 Feminism in the Arts
- ART 212 Women Make Movies
- ART 229 Women and Art in the Middle Ages
- ART 256 Art of Russian Revolution
- ART 306 Telling Tales: Narrative in Asian Art
- ART 403 Gender and Painting in China
- ART 467 Seminar: Artemesia and Gentileschi
- ASN 212 Women in Contemporary Chinese
Culture
- ASN 220 Male and Female in East Asian Societies
- ASN 342 Chinese Cinema: Gender, Politics and
Social Change in Contemporary China
- BIDS 365 Dramatic Worlds of South Asia
- CLAS 230 Gender in Antiquity
- DAN 212 Dance History II
- DAN 214 Dance History III 1960s to Present
- DAN 900-level courses require prior dance
department approval to count as WMST credits
- ENG 264 Post-World War II American Poetry
- ENG 281 Literature of Sexual Minorities
- ENG 304 Feminist Literary Theory
- ENG 318 Body, Memory, and Representation
- ENG 342 Readings in Multi-Ethnic Women's
Literature
- ENG 354 Forms of Memoir
- ENG 381 Sexuality and American Literature
- FRE 251 Eros and Thanatos
- FRE 380 Advanced Francophone Topics:
Images de Femmes
- FRE 389 Women in the French Renaissance
- FRNE 311 Feudal Women in France, Vietnam and
Japan
- HIST 208 Women in American History
- HIST 234 Medieval Europe
- HIST 241 The Politics of Gender and the Family
in Europe, 1700-1850
- HIST 279 Body Politics: Women and Health in
America
- HIST 317 Women's Rights Movements in the U.S.
- HIST 367 Women and the State: Russia
- HIST 371 Life-Cycles: The Family in History
- HIST 375 Western Civilization and Its
Discontents
- MDSC 203 History of Television
- MUS 206 Opera As Drama
- PHIL 152 Issues: Philosophy and Feminism
- PHIL 250 Feminism: Ethics and Knowledge

REL 236	Gender and Islam
REL 237	Christianity and Culture
REL 254	The Question of God/Goddess
REL 256	Tales of Love and Horror
REL 257	What's Love Got to Do With It?
REL 281	Unspoken Worlds
REL 283	Que(e)rying Religious Studies
REL 321	Muslim Women and Literature
REL 402	Conflict of Interpretations
REL 464	God, Gender and the Unconscious
RUSE 351	Other Voices in 20th-Century Russian Literature: Women Writers
SPAN 316	Voces de Mujeres
SPAN 346	Latin American Women's Narratives
WRRH 221	He Says, She Says: Language and Gender
WRRH 252	An Anatomy of American Class: Realities, Myths, Rhetorics
WRRH 301	Discourse of Rape
WRRH 304	Hidden Writing: Journals, Diaries, and Notebooks as Creative Discourse

Social Sciences

ANTH 209	Gender in Prehistory
ANTH 220	Sex Roles: A Cross-Cultural Perspective
ANTH 230	Beyond Monogamy
ANTH 296	African Cultures
BIDS 245	Men and Masculinity
BIDS 280	Women's Narratives of Wealth and Power
BIDS 307	Contexts for Children
ECON 310	Economics and Gender
POL 175	Introduction to Feminist Theory
POL 212	The Sixties
POL 219	Sexual Minority Movements and Public Policy
POL 238	Sex and Power
POL 333	Civil Rights
POL 375	Feminist Legal Theory
SOC 221	Sociology of Minorities
SOC 225	Sociology of the Family
SOC 226	Sociology of Sex and Gender
SOC 233	Women in the Third World
SOC 240	Gender and Development
SOC 340	Feminist Sociological Theory

Natural Sciences

PSY 275	Human Sexuality
WMST 223	Social Psychology
WMST 247	Psychology of Women
WMST 323	Research in Social Psychology
WMST 357	Self in American Culture
WMST 372	Topics in Social Psychology

COURSE DESCRIPTIONS

100 Introduction to Women's Studies This course introduces the vast, complex, changing field of women's studies. By engaging some key issues, questions, and conversations that have been raised in and by women's studies in specific times and places, this course is designed to stimulate analyses about students' locations in the circuits of such conversations, and to encourage students to raise their own questions about women, gender, feminism(s), modes of women's organizing, and production of knowledge about women. While it is impossible to cover all pertinent topics in one semester, this course introduces various specific issues and histories, that, taken together, highlight the complexity of Women's Studies as both an academic and activist field. (*Offered each semester*)

203 Space, Race, and Gender: Space Exploration in History and Fiction Why did NASA hire Nichelle Nichols, *Star Trek's* Lt. Uhura, to recruit astronauts in 1978? Historically, fictional visions of space flight have shaped actual space exploration. This course explores how gender and race depictions in space science fiction influenced the history of female and minority astronauts, and vice versa. The course investigates how gender and race politics shaped U.S. space history, by examining space visions from Jules Verne to *Star Trek* and *Star Wars*. How do they encode social and political issues about gender and race? Engaging these topics provides new vision of space exploration and American culture. (*Weitekamp, Spring*)

215 Between Feminism and Psychoanalysis Sigmund Freud has been reviled by many feminists for his notions of penis envy and his puzzled query "What do women want?" And yet, Freud and such subsequent psychoanalytic theorists as Horney, Klein, Winnicott, and Lacan also have been sources of significant analyses of female subordination, sexuality, and desire. This course examines relations between psychoanalysis and feminism by focusing on ways in which psychoanalytic theory has understood gender, as well as the ways in which feminists have critiqued and/or appropriated such depictions of female experience. (*Henking, offered occasionally*)

Typical readings: Freud, *Sexuality and the Psychology of Love*; Freud, *Dora*; Hooks, *Feminist Theory, From Margin to Center*; Olivier, *Jocasta's Children*; Sayers, *Mothers of Psychoanalysis*; Trask, *Eros and Power*

223 Social Psychology With the emergence of the discipline of social psychology in late 19th century came new ways of thinking about the gender, race, and class of individuals, groups, and nations. These new conceptualizations brought with them new ways of seeing the social

psychological nature of "Man" and by extension "Woman," and the psychological terms of modernity and postmodernity. Drawing on influential European and North American social psychologists, students in this course ask: Was social psychological nature to be understood in more symbolic interactionist, behaviorist, psychodynamic, cognitive or cybernetic terms? Students learn how ideas on social psychological life carried commitments to uncovering the "social laws of life" (Dewey); or social psychology's efforts to engage with women and men as historicized subjects within social, political, and cultural contexts (Wilkinson, Sampson). This course also can count toward the major in psychology. Prerequisites: Permission of instructor or PSY 100. (Bayer)

Typical readings: Myers, *Social Psychology*; Halberstadt and Ellyson, *Social Psychology Readings: A Century of Research*; Festinger, Riecken and Schachter, *When Prophecy Fails*; Wilkinson, *Feminist Social Psychologies*; Bourke, A., *The Burning of Bridget Cleary*

247 Psychology of Women To Freud's question of "What do women want?" psychology has brought description, analysis, categorization and diagnosis in its effort to plumb the depths of woman's purported enigmatic nature. Parallel to psychology's mainstream versions on the psychology of women are feminist writings exploring alternative views of psychological issues and life events of concern to women. This course examines these distinct paths from early case studies of hysteria through to mid-century depictions of the "problem with no name" (Friedan) and to late 20th-century renderings of PMS, bodily dissatisfactions and eating disorders. The course uses history, theory and research in psychology to examine these issues and events as well as to appreciate psychology's changing views, treatment and study of women's lives in all of their diversity. This course also can count toward the major in psychology. Prerequisite: Permission of the instructor or PSY 100. (Bayer)

Typical readings: Chodorow, *Femininities, Masculinities, Sexualities*; Riger, *Transforming Psychology: Gender in Theory and Practice*; Hurtado, *The Color of Privilege*

300 Feminist Theory This seminar surveys several strands of feminist theorizing and their histories. By critically engaging the underlying assumptions and stakes of a range of theories, students become more aware of their own assumptions and stakes, and sharpen their abilities to productively apply feminist analyses in their own work. Prerequisite: WMST 100 or permission of instructor. (Fall)

301 Feminist Oral History Feminist oral history considers how women communicate and conceptualize their life stories, putting into practice a feminist commitment to recording women's life stories. This seminar operates as a workshop, investigating the theory underlying feminist oral history while putting the methodology to work through a class interviewing project. Through critical reading and practical experience, students research oral history questions and conduct interviews that are recorded using audio and video equipment. Furthermore, they develop the critical tools and analytical judgment needed to analyze the role of gender in oral history interviewing and prepare interviews to be deposited in an archive. (Weitekamp, Fall)

323 Research in Social Psychology How lives are studied in social context is the question at the heart of social psychological research and feminist epistemology. Brought together, these approaches have reawakened concerns about the place of language, cultural discourses and relations of power in social psychological life. This course asks students to think through the philosophical and theoretical underpinnings to different research paradigms as they learn how to put different research methods into practice. Students design and conduct a research project, for which one component will be discourse analysis of women's and men's forms of language and the subtle ways in which these forms act on perceptions. This course also can count toward the major in psychology and satisfies the psychology laboratory requirement. Prerequisites: WMST 223 or WMST 247 or permission of the instructor. (Bayer)

Typical readings: Wetherell, Taylor, and Yates, *Discourse Theory and Practice*; Potter and Wetherell, *Discourse and Social Psychology*; Wilkinson and Kitzinger, *Feminism and Discourse: Psychological Perspectives (Gender and Psychology)*

357 Self in American Culture Twentieth century U.S. life is distinguished by an increasing tendency to see everyday life in psychological terms. How and when did it become so chic to see and conceive of ourselves as essentially psychological? What happens when these forms of self recede and newer ones, such as the consumer self, the narcissistic self, or the saturated self begin to signify the psychology of a decade and who we are as humans? This course draws on a feminist approach to examine the place of social psychology in the cultural history of American individualism and notions of the self. This course also can count toward the major in psychology. (Bayer)

Typical readings: de Tocqueville, *Democracy in America*; Danziger, *The Historical Formation of Selves*; Pfister and Schnog, *Inventing the Psychological*; Gergen, *The Saturated Self*; Haiken, *Venus Envy*

372 Topics in Social Psychology This course is designed to focus on a topic of current interest in the field. Topics are announced in advance, and are addressed through feminist social psychology frameworks. Possible topics include cyberpsychology (Gordo-Lopez and Parker; Turkle); Cold War America and Cold War social psychology; the social psychology of the Women's Movement through classic texts; history of social psychology. This course also can count toward the major in psychology. Prerequisite: Permission of the instructor. (Bayer)

401 Senior Seminar Women's studies seniors produce a culminating project as they apply feminist theories and research methods, integrating their experiences as women's studies majors. Prerequisites: WMST 100 and WMST 300. (*Spring, offered annually*)

450 Independent Study/Practicum This course provides the opportunity for students to engage in practical involvements in topics/issues in women's studies as well as pursuing independent research under faculty supervision.

WRITING AND RHETORIC

Program Faculty

Cheryl Forbes, Ph.D.; Associate Professor,
Coordinator

Susan Hess, M.A., Instructor

Gary L. Matassarini, M.A.; Instructor

Mary M. Salibrici, Ph.D.; Assistant
Professor

Stefan J. Senders, Ph.D.; Assistant
Professor

rhetoric. **n.** 1. The study of the elements, as structure or style, used in writing and speaking. 2. The art of effective expression and the persuasive use of language.

—*American Heritage Dictionary*

The writing and rhetoric program serves the students of Hobart and William Smith and the curriculum of the Colleges by offering rigorous courses at all levels that integrate the study of writing and the study of rhetoric. It does so in the following ways:

First, the courses support students who enter the institution knowing that they need and want to strengthen their ability to express themselves effectively in written discourse.

Second, the courses help students meet the challenges of the community curriculum, which puts effective written discourse at its center. Writing is both a way to learn course content and a result of learning; the mark of a liberally educated person. Writing across the curriculum, therefore, is a central component of these offerings through the Writing Colleagues Program (a program for preparing student mentors to help with the teaching of writing and reading); through our work in first-year seminars and bidisciplinary courses; and through the support of faculty members' use of writing in their courses.

Third, the courses provide students who understand that written discourse will

be fundamental to their post-college lives the opportunity to pursue concentrated studies in writing and rhetoric through the individual majors program.

Every course offered by the writing and rhetoric program is open to any student interested in refining her or his prose and who wants, at the same time, to pursue a particular topic in communication.

CROSSLISTED COURSES

MDSC 100	Introduction to Media and Society
MDSC 223	War, Words and War Imagery
MDSC 300	Making the News
MDSC 321	Grand Illusions: Press and Political Spectacle

COURSE DESCRIPTIONS

100 Writer’s Seminar This course is for students who wish to improve their ability to express their own ideas, positions, and interpretations. It emphasizes developing the writer’s “voice” because much of what one is asked to write in college requires the writer to express his or her own ideas in a convincing, credible manner. The course considers what it means to be a writer—what habits of mind and work lead to an effective essay—and stresses focus, cohesion, and organization. Course times and themes vary with instructor. (Repeatable) (*Offered each semester*)

200 Grammar and Style Understanding grammar is important for writers because grammatical choices affect style; stylistic choices have grammatical implications. Yet grammar is often given last place in writing classes or made a mere matter of mechanics—correcting a comma splice, changing a relative pronoun. This course is designed for all writers and would be writers who want to understand the rhetorical power of grammar. It is designed for anyone who wants to understand what stylistic choices writers have available. It is not, therefore, a course in grammar or a course in style, but a course on the relationship between them. Students improve their grammar through working on style; they improve their style by working on grammar, sentence diagramming, weekly grammatical excursions, required weekly quizzes, and a final project. (Forbes, *offered annually*)

Typical readings: Kolln, *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*; Kolln and Funk, *Understanding English Grammar*; Wislawa Szymborka; and Annie Proulx

220 Breadwinners and Losers: The Rhetoric of Work How do we talk about work in our society? How do we decide what work to do? How does work affect identity and what life means? Is work valuable in and of itself, or is work only a means to an end? What are the rhetorical requirements of various workplaces? What issues of gender, class, and equity are raised by workplace rhetoric? This course seeks to address these and other questions about a fundamental aspect of every person’s life. It explores the issue of work in school and after school through readings and discussions. Topics vary. (Repeatable) (Forbes, *offered alternate years*)

Typical readings: Hall, *Life Work*; Wilson, *When Work Disappears*; Millhauser, *Martin Dressler*; Snyder, *The Cliff Walk*; Levine, *What Work Is*.

221 He Says, She Says: Language and Gender Relations Awareness of gender difference often constitutes a significant barrier both to effective self expression and interpersonal communication, becoming for both men and women a source of either self censorship or an (often unconscious) silencing of others. Is there a value to having a sense of otherness based upon one’s gender roles? Are there ways to bridge the gender gap in order to communicate effectively and without diminishing one’s sense of self? If one takes the problem as an opportunity for serious study, one is confronted with fundamental questions about how language links individual identity with socially defined gender roles. Students encounter the potential for discovering new opportunities for personal expression and communication with others. (*Offered annually*)

224 Writing and the Culture of Reading Academic, intellectual culture is a culture of the word, of reading and writing, of print. This course explores the dynamics of this culture through a close interrogation of the writing and reading practices of intellectuals, ourselves included. Through the course of the semester students keep a reading journal, write several critical essays, and complete a final project. (Forbes, *offered alternate years*)

Typical readings: Rose, *The Year of Reading* Proust; Manguel, *A History of Reading*; Denby, *Great Books*; Montaigne, selected essays; Carroll, *Alice in Wonderland*; Scholes, *Protocols of Reading*

250 Talk and Text: An Introduction to Discourse Analysis This course investigates one of the fundamental theoretical ways language is studied today. Students study the theories of discourse analysis and practice those theories by analyzing spoken and written texts. Analysis of the various kinds of texts in our culture—from billboards to novels, from political speeches and

academic lectures to radio and TV talk shows—leads into discussions of conversational style, gender, linguistic stereotypes, and problems in intracultural communication. (*Offered alternate years*)

Typical readings: Brown/Yule, *Discourse Analysis*; Tannen, ed., *Analyzing Discourse: Text and Talk*; Tannen, *Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse*

251 Black Talk, White Talk What is BEV or Ebonics? Is it a language or a dialect? This course studies Black English Vernacular, also called Ebonics or Black street speech or Black talk (depending on the linguist): its sounds, structure, semantics, and history. It investigates the differences between black and white spoken discourse styles, which lead to tension and misunderstanding. It looks at written texts for the ways in which they reveal particular styles of spoken discourse. And it investigates the educational public policy issues surrounding Black English Vernacular. (Forbes, *offered alternate years*)

Typical readings: Smitherman, *Talkin and Testifyin: The Language of Black America*; Baugh, *Black Street Speech: Its History, Structure, and Survival*; Smitherman, *Black Talk: Words and Phrases from the Hood to the Amen Corner*; Holloway, *Africanisms in American Culture*; Wiley, *Why Black People Tend to Shout*

252 An Anatomy of American Class: Realities, Myths, Rhetorics Visit any American high school and find most students dressed in trendy sneakers and jeans, a good representation of the hidden discourse of class since these same students originate from different social and economic backgrounds. This course interrogates American class—how is it defined? Who gets to define it? How is it represented in written and spoken discourse? What are its costs and hidden injuries? How does class shape and predict? What is the connection between race, ethnicity, and class? What is the language of class? Students think, read, and write analytically about their own experiences as well as develop critical interpretations about the cultural discourse of class. (Salibrici, *offered alternate years*)

Typical readings: Terkel, *Division Street America*; Rubin, *Worlds of Pain*; Fussell, *A Guide Through the American Status System*; Burke, *The Conundrum of Class*; Weis, *Working Class Without Work*; Zandy (ed.), *Liberating Memory: Our Work and Working Class Consciousness*; and literary works by Sinclair Lewis, Tillie Olsen, Alice Walker, and Gloria Anzaldua.

300 Writers World of Discourse: Issues and Practice of American Journalism This course introduces print journalism. It focuses on the basics of reporting and feature writing (business, sports, local government, and the law). Participants should expect to produce several pages of accurate, detailed, and well-written copy a week and be prepared for extensive and numerous revisions. Students also work on typography and layout. As the major project for the semester, students in teams write, edit, design, and typeset a newspaper. There is a fee for this course. (Repeatable) (Forbes, *offered alternate years*)

Texts: A subscription to *The New York Times*; Harrower, *The Newspaper Designer's Handbook*; and *The Associated Press Stylebook and Libel Manual*.

301 Writers World of Discourse: The Discourses of Rape in Contemporary Culture An examination of the many ways our culture talks about rape, from political rape to date rape; the changing definitions of rape; rape as metaphor; and the social, political, and ethical implications of such discourses. How does the news media cover rape? How does the entertainment industry portray rape? Issues of power and powerlessness, victims and victimization, and privacy and the public good emerge. (Forbes, *offered alternate years*)

Typical readings: Brownmiller, *Against Our Will*; Roiphe, *The Morning After: Sex, Fear and Feminism on Campus*; Raini, *After Silence*; short stories by Atwood; novels by Morrison and Irving; Thornhill and Palmer, *A Natural History of Rape*.

302 Secrecy and Security: Rhetoric, Theory, Practice This course examines government secrecy and security discourse as responses to current political events including Sept. 11, 2001, the war in Iraq, and the articulation of international policy in the post-Cold War world. The course looks in particular at the rhetorical dimensions of government secrecy—the ways it is explained, rationalized, and argued. The readings include general philosophical and sociological approaches to secrecy, as well as case-studies, critiques and polemics. Students are encouraged to integrate theoretical approaches with concrete examples, and they are expected to develop their abilities to express complex ideas in writing. (Senders)

304 Hidden Writing: Journals, Diaries, and Notebooks as Creative Discourse Creative ideas for writers often begin with jottings that remain out of sight when final artistic creations are unveiled. Journals, diaries, and notebooks are usually private but normally pivotal to the creative process. This course explores the

connection between private and public texts and the value of private writing as a creative activity. How does the language of privacy prefigure or help shape public creations? Can private writing be considered an art form? Students investigate such questions while examining private writings of published authors. They also engage in their own hidden writing, making connections between their experiences, authors studied, and the discourse of hidden writing. (Salibrici, *offered alternate years*)

Typical readings: Drescher and Munoz (eds.), *Darkness and Light: Private Writing as an Art: An Anthology of Contemporary Journals, Diaries, and Notebooks*; Johnson, *The Hidden Writer: Diaries and the Creative Life*; Ghiselin (ed.), *The Creative Process*; and hidden writings of such authors as Franz Kafka, Virginia Woolf, Anais Nin, and Sylvia Plath.

305 Writing Colleagues Seminar: The Teaching of Writing and Reading This intensive course is designed for students who would like to work in the Writing Colleagues Program, or study the current theories of the teaching of writing and reading at the college level. Students investigate the theories of writing as a process and the ways that reading is a critical and interdependent part of that process; engage in frequent critical reading, writing, and discussion; and, under the supervision of the instructor, work with at least one student during a five-week practicum to help her or him improve critical reading and writing abilities. In addition, students solidify and hone their grammatical skills. Prerequisites: Must be completing sophomore year although exceptional first-years are accepted; submission of portfolio; interview; and faculty recommendation. (Forbes, Salibrici, *offered each semester*)

Typical readings: Batholomae and Petrosky eds., *Ways of Reading: An Anthology for Writers*; Vacca and Vacca, *Content Area Reading*; Straub and Lunsford, eds., *12 Readers Reading: Responding to College Student Writing*.

306 Science Colleagues Seminar This intensive course is designed for students who would like to work in the science version of the Writing Colleagues Program or those interested or who need courses in scientific discourse. Students investigate the distinguishing linguistic characteristics of a variety of scientific genres, from the lab report and professional academic journal article to academic conference presentations and the general science article; write multiple drafts of each genre investigated; engage in weekly workshops on those drafts; and read several science writers. In addition, students hone and solidify their grammatical skills. Prerequisites: Submission of a portfolio; faculty recommendation; interview; and course work in at least one lab science. (Forbes)

Typical readings: Primo Levi, Roald Hoffman, David Quammen, Ann Penrose, and Steven Katz.

312 Power and Persuasion: Readings in Rhetoric, Ancient to Modern In this course, students read and respond to texts of rhetorical theory, practice the art of detailed rhetorical analysis, and apply rhetorical theory to their own persuasive texts. They also focus on political rhetoric as exemplified in representative great 20th-century speeches. Students study and give traditional kinds of speeches, including deliberative, judicial, and ceremonial. (Salibrici, *offered annually*)

Typical readings: Plato, *Phaedrus*; Aristotle, *Art of Rhetoric*; Cicero, *De Oratore*; Augustine, *On Christian Doctrine*; Virginia Woolf, Monique Wittig, Cornel West, and speeches by Franklin Roosevelt, Martin Luther King, Robert Kennedy, Ronald Reagan, Geraldine Ferraro, among others.

322 Adolescent Literature This course, run as a workshop and compliment to EDUC 320 *Children's Literature*, considers contemporary works that represent the main forms of literature for early and late adolescence: science fiction, fantasy, realistic and "problems" novels, and historical novels. Students write young adult fiction, as well as read and discuss young adult novels—their rhetoric, style, and issues. Participants form reading partnerships with local middle and high school students to discuss the books they are reading and the stories they are writing. There is a lab with this course. (Forbes, Salibrici, *offered alternate years*)

Typical readings: Voigt, Paterson, Hamilton, Kerr, L'Engle, Singer, Alexander, Tolkien, LeGuin, Fox, O'Dell, Konigsburg, Aiken, Avi, among others.

351 Writing in the Natural and Social Sciences This course is designed for students interested in writing about science, particularly environmental science. Students write weekly articles or essays, read and discuss articles by major science writers, and read and discuss each other's articles in a workshop. (*Offered alternate years*)

Typical readings: Gould, McPhee, Angier, Hubbell, Heath, Sacks, Thomas; a subscription to the New York Times is required

352 Writing in the Professional Workplace Preparing students for the principles and practices of professional writing in nonacademic settings is the focus of this course. It explores the way rhetoric functions in professional cultures and, more broadly, within a high-tech "information society." Issues of gender relations and multiculturalism in the workplace are also addressed. Students investigate, read, and write

about professional writing, as well as practice its numerous forms, including (but not limited to) job application materials, letters and memos, reports and proposals, oral presentations, and electronic communications. (Salibrici, *offered alternate years*)

Typical readings: Bell, *Tools for Technical and Professional Communication*, Boyett/Conn, *Workplace 2000*, Jackall, *Moral Mazes, The World of Corporate Managers*, and chapters from Barnum/Carliner, *Techniques for Technical Communication*

360 Writing Colleagues Field Placement

420 The Writer's Guild The goal of the course is to write a collection of essays. This capstone workshop for Writing and Rhetoric majors or serious writers meets once a week in extended session during which students read and critique each other's work. Students should be prepared to write an essay a week, with extensive revisions, read professional examples on the theme for the semester, which varies from year to year, submit an essay for publication, and give a public reading as the final examination. Prerequisite: permission of the instructor based on a writing sample. (Repeatable) (Forbes, Salibrici, *offered alternate years*)

450 Independent Study

495 Honors

WRITING COLLEAGUES PROGRAM

Cheryl Forbes, Writing and Rhetoric,
Director

The Writing Colleagues program combines practical experience working with students to improve their reading and writing, not as a tutor but as a trained reader, with intellectual inquiry into the social, cultural, psychological, and cognitive processes of language. A student first applies to the Writing Colleagues program by contacting the program director. Once accepted as a candidate colleague, the student enrolls in the Writing Colleagues seminar and, by earning a B or better, becomes a Writing Colleague. The colleague is then qualified to work with professors in a series of field placements, associated with courses the professor is teaching. Completion of the Writing Colleagues program is valuable preparation for work in teaching, law, journalism, public policy, advertising/marketing, public relations, and publishing. The Writing Colleagues program offers both a disciplinary and an interdisciplinary minor. Students who major in writing and rhetoric and minor in the Writing Colleagues program must have a second minor.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses

WRRH 305 *Writing Colleagues Seminar*; two field placements, one of which must be a first-year seminar; three courses from the Writing Colleagues core or any of the electives.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses

WRRH 305 *Writing Colleagues Seminar*; two field placements, one of which must be a first-year seminar; one course from the social sciences and natural sciences electives group; two additional courses from the Writing Colleagues core courses or any of the electives.

CORE COURSES

- MDSC 321 Grand Illusions: Press and Political Spectacle
- WRRH 200 Grammar and Style
- WRRH 220 Breadwinners and Losers: The Rhetoric of Work
- WRRH 221 He Says, She Says: Language and Gender
- WRRH 224 Writing and the Culture of Reading
- WRRH 250 Talk and Text: Introduction to Discourse Analysis
- WRRH 252 An Anatomy of Class
- WRRH 251 Black Talk/White Talk
- WRRH 300 Writers World of Discourse: Journalism
- WRRH 301 Discourse of Rape
- WRRH 302 Op-Ed: Writing Political and Cultural Commentary
- WRRH 304 Hidden Writing
- WRRH 305 Writing Colleagues Seminar
- WRRH 306 Science Colleagues Seminar
- WRRH 312 Power and Persuasion: Readings in Rhetoric, Ancient to Modern
- WRRH 322 Adolescent Literature
- WRRH 325 Writing in the Professional Workplace
- WRRH 351 Writing in the Natural and Social Sciences
- WRRH 420 Writers Guild

ELECTIVES

Humanities

- AMST 101 American I, Eye, Aye
- ART 211 Feminism in the Arts
- ART 212 Women Make Movies
- EDUC 202 Human Growth and Development
- EDUC 321 Language, Experience and Schooling
- EDUC 333 Literacy
- EDUC 334 Science and Cognition
- EDUC 343 Special Populations in Texts
- ENG 310 Creative Non-Fiction Workshop
- ENG 354 Forms of Memoir
- PHIL 120 Critical Thinking and Argumentative Writing
- PHIL 190 Facts and Values
- PHIL 260 Mind and Language
- PHIL 380 Experience and Consciousness
- REL 103 Journeys and Stories
- REL 258 The Qu'ran and the Bible
- REL 402 Conflict of Interpretations

SOCIAL AND NATURAL SCIENCES

- ANTH 227 Intercultural Communication
- ANTH 370 Life Histories
- POL 270 African-American Political Thought
- POL 375 Feminist Legal Theory
- PSY 203 Introduction to Child Psychology and Human Development
- PSY 205 Adolescent Psychology
- PSY 357 Self in American Culture

COURSE CODES

CODE	DEPARTMENT OR PROGRAM	HIST	History
AEP	Arts and Education	ITAL	Italian
ALST	Africana Studies	JPN	Japan
AMST	American Studies	LAT	Latin
ANTH	Anthropology (Anthropology and Sociology)	LGBS	Lesbian, Gay, Bisexual Studies
ARCH	Architectural Studies	LTAM	Latin American Studies
ART	Art	MATH	Mathematics (Mathematics and Computer Science)
ASN	Asian Studies	MDSC	Media and Society
BIDS	Bidisciplinary Courses	MUS	Music
BIOL	Biology	PEC	Athletics and Physical Education (formal)
CHEM	Chemistry	PEHR	Peer Education in Human Relations
CHIN	Chinese	PER	Athletics and Physical Education (informal)
CLAS	Classics	PEW	Athletics and Physical Education (wellness)
CPSC	Computer Science (Mathematics and Computer Science)	PHIL	Philosophy
DAN	Dance	PHYS	Physics
DAT	Dance (Technique)	POL	Political Science
ECON	Economics	PPOL	Public Policy Studies
EDUC	Education	PSY	Psychology
ENG	English and Comparative Literature	REL	Religious Studies
ENV	Environmental Studies	RUS	Russian Area Studies
EUST	European Studies	RUSE	Russian Area Studies (taught in English)
FRE	French and Francophone Studies	SILP	Self-Instructional Language Program
FRNE	French and Francophone Studies (taught in English)	SOC	Sociology (Anthropology and Sociology)
FSCT	Fisher Center	SPAN	Spanish and Hispanic Studies
FSEM	First-Year Seminar	SPNE	Spanish and Hispanic Studies (taught in English)
GEO	Geoscience	URST	Urban Studies
GERE	German Area Studies (taught in English)	WMST	Women's Studies
GERM	German Area Studies	WRRH	Writing and Rhetoric
GRE	Greek		