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# COURSES OF INSTRUCTION

## FIRST-YEAR SEMINARS

Each fall every first-year student participates in a First-Year Seminar, offered by a faculty member in his or her field of expertise. The seminar topics offered each year vary, as do the faculty members teaching these courses. Examples of First-Year Seminar courses include the following:

010 **Bicultural America** Biculturalism looms large in America. Given the enormous immigration of people from all corners of the world and the recent strengthening of ethnic identities, many Americans now live bicultural lives. At the same time, mono-cultural individuals are forced to rethink their own concepts of American society, as they live, work, and marry with bicultural partners. In this course, students explore the personal experience of biculturalism through several in-depth cases from biography and literature. Social scientific analysis also helps students to understand all that it means to live “facing two ways.” (Dillon)

Typical readings: J. Kogawa, *Obasan*; N.S. Momaday, *House Made of Dawn*; W.E.B. DuBois, *Souls of Black Folk*; some short stories by Puerto Rican-Americans; and selected brief anthropological texts

017 **Multiple Reality: The Unconscious in Myth, Literature, and Art** Death, dreams, desire and the workings of chance: in this course students explore the use of the aesthetic image to delve into these dimensions of reality usually out of reach to our waking consciousness. Against a theoretical background that draws from anthropological, psychoanalytic, linguistic and aesthetic sources, the journey begins with tales from antiquity, passes through the imagistic thinking of pre-scientific Renaissance physics and cosmology, and arrives at two main artistic movements of the 20th century: surrealism (its

genesis in France and its development as an international movement) and magic realism (as developed mainly in Latin America in the last few decades). Students reflect on various images from these diverse sources and media (painting, literature, cinema) while analyzing their power to reveal multiple levels of experience. Along with a number of written assignments, the course requires a multimedia computer project. (Paiewonsky-Conde)

Typical readings: Freud, *Dreams in Folklore*, *The Themes of the Three Caskets*, *Belief In Chance and Superstition*; Jung, *The Soul and Death*, *Dream Symbolism in Relation to Alchemy*; Buchowski, *The Controversy Concerning The Rationality of Magic*; Apuleius, *The Story of Psyche and Love*; tales from Ovid's *Metamorphoses* and Boccaccio's *Decameron*; Breton, *Manifestoes of Surrealism*; paintings by Ernst, Magritte, Picasso, Dali, Miro; poetry by Eluard, Aragon, Desnos, Lorca, Neruda; stories by Bombal, Borges, Cortazar, and novels by Rulfo and Fuentes

018 **Genocide and the Modern Age** The 20th century can aptly be described as the “Age of Genocide”—a century in which mass murder and mass death marked the convergence of modern organization, modern technology and human propensities for violence and indifference to violence. Students in this course examine the history of genocide and its impact on culture, politics and religion. (Salter)

Typical readings: Wiesel, *Night*; Hirsch, *Genocide and the Politics of Memory*; Camus, *The Plague*; Gourevitch, *Stories from Rwanda*; Homer, *The Iliad*; Dobkowski, *Genocide and the Modern Age*; Chang, *The Rape of Nanking*; Balakian, *Sad Days of Light*; and films and other media

025 **Odyssey and Enlightenment** “Odyssey” is often defined as a long voyage, usually marked by changes in fortune or, in a figurative sense, it can be an intellectual or spiritual wandering. This first-year seminar is a voyage, or odyssey. Students begin by reflecting on their own experiences, trips, journeys and learning to date,

and further consider these topics through viewing and discussing the film *The Wizard of Oz*. Students then read, analyze, and discuss works as seemingly diverse as an ancient Greek epic (Homer's *Odyssey*); a medieval chivalric romance (*Sir Gawain and the Green Knight*); an end-of-the-nineteenth century novella set primarily in Central Africa (Joseph Conrad's *Heart of Darkness*); a supposed children's book set in an invented world and time (J.R.R. Tolkien's *The Hobbit*); and a product of the 1950s and '60s American Beat Movement (Jack Kerouac's *On the Road*). These are complemented with films such as *Apocalypse Now*, *Willow*, and *Thelma and Louise*, as well as with Christopher Vogler's text *The Hero's Journey: Mythic Structure for Writers*. The ultimate goal is to consider how our personal odyssey, which is not yet over, leads us toward enlightenment, awareness of others, self-discovery, and freedom. (Rainville)

**028 The Ghost in the Machine** This course explores, through Western culture, the question of what it means to be human. Since Copernicus in the Renaissance recognized that the earth circles the sun and isn't the center of the universe; since Darwin recognized that *Homo sapiens* is just one evolving species among many; since Freud showed that we are not just who we seem to ourselves, the status and nature of the human has been contested and re-envisioned. Is "the human" an essential concept or a constructed one? Is what makes us human a matter of mind or consciousness? Does the human lie in our capacity for language or dance or tool-using? Does it lie in behavior or individuality or social order? To explore this fundamental question, students examine the boundaries of the human: where the human meets the inhuman, where it meets the more than human, where it meets the natural and where it meets the mechanistic. Each of these boundaries is still turbulently being pushed and tested today. (Weiss, Crenner)

Typical readings: Levi, *Survival in Auschwitz*; Palahniuk, *Fight Club*; Asimov, *The Final Question*; Spielberg, *AI*; Faulkner, *The Bear*; Rymer, *Genie: an Abused Child's Flight from Silence*; Shakespeare, *The Tempest*; Dostoevsky, *The Grand Inquisitor*

**036 Aboard the Hogwarts Express** Students enter Harry Potter's magical world, and accompany him through his first six years at Hogwarts School of Witchcraft and Wizardry. Readings and discussions of the primary texts and critical scholarship address themes that emerge from these works: good and evil; gender roles; life in the academy; family; civic leadership; magic and technology; and the traditional hero pattern. Students especially examine the *poetics* of fiction targeted toward young people, and the *politics* of writing, editing, publishing, and marketing such

fiction. Writing projects include critical essays, a "create your own episode" exercise, and an analytical final paper. (Rainville)

Typical readings: J.K. Rowling's *Harry Potter* series published to date: *Harry Potter and the Sorcerer's Stone*; *Harry Potter and the Chamber of Secrets*; *Harry Potter and the Prisoner of Azkaban*; *Harry Potter and the Goblet of Fire*; *Harry Potter and the Order of the Phoenix*; *Harry Potter and the Half Blood Prince*; Elizabeth Heilman's *Harry Potter's World*

**038 Class and Gender Through the Lens of Mozart's Da Ponte Operas** As a genre, 18th-century Italian opera buffa depended for its dramatic effect on a reversal of the customary expectations of class and gender stereotypes held by members of the middle-class. Nowhere is this reversal clearer and more effectively used than in the three comic operas composed by Mozart for Vienna in the 1780s on texts supplied by the librettist Lorenzo da Ponte. Thus, study of these delightful works provides insight into attitudes about what was considered proper behavior for men and women among the three separate classes of Viennese society (landed aristocracy, professional middle class, and menial domestic servants). Many of those attitudes and expectations still may be found embedded in current European and American societies. This seminar uses the scenarios and the verbal and musical texts as a basis for considering issues of class and gender, then and now. This seminar requires basic reading skills in music notation. Taking Music 110 *Introduction to Music Theory* concurrently would cover the necessary notation before scores are used in class discussion. (Myers)

Typical readings: scores and librettos for Mozart's *Marriage of Figaro*, *Thus do they All*, and *Don Giovanni*; Beaumarchais, *The Barber of Seville* and *The Marriage of Figaro*, Steptoe, *Mozart's Da Ponte Operas*; Rousseau, *The Social Contract*; excerpts on 18th-century class and gender

**039 Feminism, Funk, Culture and Politics in the Seventies** This course takes as its starting point the thesis that much of what we think of as characteristic of contemporary America, from technology to terrorism, finds its root in the decade of the 1970s. Drawing on contextual readings by a range of historians, students examine writing and cultural objects of the era to consider the validity of this thesis. Texts include novels, essays, political speeches, photographs, music, visual art and film. (Conroy-Goldman)

Typical readings: Schulman, *The Seventies: The Great Shift in American Culture, Society, and Politics*; Frum, *How We Got Here: the 70s*; Brownmiller, *Memoir of a Revolution*; Levin, *The Stepford Wives*; Didion, *The White Album*; movies, albums

**042 Mirrored Histories: Racism in the U.S. and South Africa** This course examines the parallel structures of segregation in the U.S. and apartheid in South Africa. The basic premise is that through the lens of another culture we can come to examine our own culture and history. The causes and effects of segregation and apartheid on race relations are the central focus. How race affects gender, class, and social spaces is explored throughout the readings. Taught from the perspectives of professors from South Africa and the United States, the course provides unique insights into the histories of these two countries. (McCorkle, Pinto, Joseph)

Typical readings and other materials: Archival films and recordings of the speeches of Nelson Mandela and Martin Luther King Jr.; films such as *Journey to Peace* (Desmond Tutu and John Hope Franklin); *Down Second Avenue* (Ezekiel Mphahlele); *The Slave Book* (Rayda Jacobs); *The Bluest Eye* (Toni Morrison); *Time of the Butcher Bird* (Alex LaGuma); *Ready For Revolution* (Stokely Carmichael); *Parting the Waters: America in the King Years 1954-1963* (Taylor Branch); *A History of Inequality in South Africa: 1652-2002* (Sampie Terreblanche); *Mother to Mother* (Sindiwe Magona); selections from bell hooks, Gwendolyn Brooks, and James Baldwin

**044 The Human Faces of Mathematics** What is mathematics? Is it discovered or invented? What does it mean to understand mathematics? Why have women been discouraged from mathematics? In what ways is mathematics like poetry or art? Why is mathematics so useful in science? What do mathematicians actually do? Students pursue answers to these questions and others by reading biographies of mathematicians and their ideas. Students employ multiple disciplines including cognitive science, psychology, philosophy, history, and mathematics. Some of these inquiries generate insights into the teaching and learning of mathematics. The goal is a deeper and broader understanding of mathematics as an integral part of human culture and contemporary society. (Kehle)

Typical readings: Hoffman, *The Man Who Loved Only Numbers: The Story of Paul Erdos and the Search for Mathematical Truth*; Wilson, *Four Colors Suffice: How the Map Problem was Solved*; Trimble, *Writing with Style: Conversations on the Art of Writing*; articles and chapters from such texts and journals as Lakoff and Nune, *Where Mathematics Comes From: How the Embodied Mind Brings Mathematics Into Being*; Murray, *Women Becoming Mathematicians: Creating a Professional Identity in Post-World War II America*; films and TV: *A Beautiful Mind*, *Good Will Hunting*, *Numbers* (CBS), and *Nova* (various, PBS)

**045 Reflecting Science** Science does not exist in a vacuum; it is central to our culture and our society. This seminar explores the role science plays in our world, and gives a new perspective on its impact and significance. Students first examine how scientists view themselves and their work, through memoirs and popular accounts. Then students look at the intersection of science and the arts, considering how writers and painters incorporate scientific ideas in their work. Finally, students consider the public role of science, examining its relevance to political and moral questions associated with terrorism and nuclear power. (Spector)

Typical readings: J. Watson, *The Double Helix*; M. Frayn, *Copenhagen*; A. Lightman, *Einstein's Dreams*; J. McPhee, *The Curve of Binding Energy*; S. McGrayne, *Nobel Prize Women in Science*; A. Einstein, *Ideas and Opinions* (selections); L. Shlain, *Art and Physics* (selections); R. Preston, *The Bioweaponers*

**046 Taking Flight** In this course, students explore the science, invention, history, and art of human flight. They see first-hand some of the inventions and contributions of famous aviators in history, and learn much about flight from local experts and enthusiasts. Students build their own flying contraptions—from simple paper creations that float freely through the air, to realistic model aircraft that fly under complete control. Students read and write about flying, and about building things that fly. Students help each other do all of this, and show others the excitement of taking flight. (Orr)

**047 Art+Ideas+East+West** This course examines how difference is expressed in art. Students examine formal techniques of representing the real world, the effect of social class on artistic practice, the contributions of both men and women to artistic production, and representations of the “other” in both European and Asian art. Students gain experience in analyzing and writing about fine arts in the context of the multiplicity of world cultures. (Tinkler, Blanchard)

Typical readings: Sylvan Barnet, *A Short Guide to Writing about Art*; Burton Watson, ed., *Columbia Book of Chinese Poetry*; Guy Davenport, tr., *7 Greeks, Anthology of Greek Lyric Poetry*

**051 The Only Constant is Change** Few would debate the assertion that change is an integral part of living. Yet many people resist and even fear change and some lack the skills to manage transitions effectively. The most reliable transitions in life are often those we have the most difficulty accepting and adapting to (e.g., aging). If we were more aware of mortality and impermanence would it impact the way we live? What constitutes healthy adaptation? The

concepts of transition, identity, well-being, and coping are examined across time, cultures, and disciplines. These topics are timely for first-year students given that the initial semester of college is marked by multiple transitions in core areas of life (e.g., residence, relationships, level of scholarship). Students engage in critical examination of these topics and considerable self-reflection, and have the opportunity to develop a repertoire of skills to assist them in navigating the tasks that mark the transition from high school to college. (Wilson)

Typical readings: DiMarco, *Moving Through Life's Transitions with Power and Purpose*; His Holiness the Dalai Lama, *The Art of Happiness*; Snyder, *Coping: The Psychology of What Works*; Keyes and Haidt, *Flourishing*; Albon, *Tuesdays with Morrie*, selected readings (e.g., Heraclitus, Plato, Seligman, Meyers, Deiner, Csikszentmihalyi, Fredrickson, Pennebaker, Yalom, Kierkegaard)

**052 Weimar Culture** For many of us, a reference to Weimar Germany summons up images from the musical “Cabaret”—risque jazz clubs, outré fashions, and “divine decadence.” The truth, of course, is much more complicated but no less fascinating. Students examine the plays, literature, films, and visual arts on Germany during the years 1919-1933, both for how they reveal the tensions of that era, and how they continue to engage and challenge us today. Students look at the works of expressionists, dadaists, the Bauhaus, and proponents of the New Objectivity, among others. (Gross)

Typical readings: plays: Kurt Weill and Bertolt Brecht, *The Rise and Fall of the City of Mahogany*; Odon van Horvath, *Sladele and A Sexual Congress*; Georg Kaiser, *The Gas Trilogy*; fiction: Herman Hesse, *Steppenwolf*; Irmgard Keun, *The Artificial Silk Girl*; Thomas Mann, *Mario and The Magician*; films: Fritz Lang, *M*; G.W. Pabst, *Diary of a Lost Girl*; Beckmann Reinhardt Spiele, *Art and Architecture*; Frank Whitford, *Bauhaus*, and visual material by Hannah Hoch and Kurt Schwitters

**055 Origins** Two questions have occupied humans in all cultures: Who am I? Where did I come from? In answering these, humans have taken on a third powerful question: Why am I here? Since the dawn of human history, societies have answered these questions through origin stories. In our modern era, our origin stories are flavored by science. In this seminar, students examine creation stories from a variety of cultures both ancient and modern. The course includes two of our most profound scientific origin stories: The Big Bang and the origin of life on Earth. Students look for common themes across the breadth of time and culture and look for the fundamental elements of what humans are seeking when they ask Where did I come from? In the process, students delve into the more basic

questions: Who am I? and Why am I here? (Arens)

Typical readings: Fry, *The Emergence of Life on Earth: A Historical and Scientific Overview*; Hawking, *A Brief History of Time*; Von Franz, *Creation Myths*; Sproul, *Primal Myths: Creation Myths Around the World*

**056 Bird Obsession: Beauty of the Beast** Birds have captured the hearts and minds of people for centuries. Early texts from Chinese, Greek and other cultures discuss birds in the context of religion, the humanities, and science. Backyard bird feeding and bird watching are among the top hobbies. Conservationists advocate spending millions of dollars on saving and protecting birds from extinction. Why are we so obsessed with birds? Is it their amazing ability to fly, their almost implausible migrations, their vibrant colors, their curious personalities? In some religions, birds have been invoked as symbols of peace, power, trickery, gluttony, and intelligence. Do the lives of birds really embody these anthropomorphic characteristics? Do birds provide an avenue to connect us with our environments, the patterns of nature, and environmental issues? In this course, students examine the lives of birds, the people who are obsessed with birds, and their interactions from a variety of perspectives. They examine birds as models for conservation and science, as religious symbols, and as subjects of art and literature. Finally, students have an opportunity to connect with the environment of the Finger Lakes region by learning about and observing our local birds. (Deutschlander)

Typical readings: Kaufmann, *Kingbird Highway: The Story of a Natural Obsession That Got a Little Out of Hand*; Souder, *Under a Wild Sky: John James Audubon and the Making of The Birds of America*; Cokinos, *Hope Is the Thing with Feathers: A Personal Chronicle of Vanished Birds*; Gallagher, *The Grail Bird: Hot on the Trail of the Ivory-billed Woodpecker*; Weidensaul, *Living on the Wind: Across the Hemisphere with Migratory Birds*; Savage, *Crows: Encounters with the Wise Guys*; Feher-Elston, *Ravensong: A Natural and Fabulous History of Ravens and Crows*; Gibson, *The Bedside Book of Birds: An Avian Miscellany*

**057 Facets of Islam** Islam is important. Not all Moslems are religious or political extremists, yet the most immediately threatening challenges to Western modernity are emerging from radical Moslem groups. Furthermore, Moslem countries control most of the fuel on which our current lifestyle is based. For these reasons alone, Americans need to understand the Moslem world far better than we presently do. But the defensive dictum to “know your enemy” is only the most shallow reason for studying Islam, which is the fastest growing religion in the world today. Why is

that? Students explore with critical but open minds the appeal of this religious tradition and way of life. "Facets of Islam" first constructs a basic but coherent narrative of Islam in history. Then students sample the splendors of Islamic civilization in architecture, science, gardens, and poetry. Students confront honestly some problematic and troubling issues which divide the Moslem worldview from our own. Finally, students remind themselves of the diversity of the Moslem world today in music, food, and festival. (McNally)

Typical readings: Robinson, *Cambridge Illustrated History of the Islam World*; Viorst, *In the Shadow of the Prophet*; Von Grunebaum, *Mohammedan Festivals*; Schaffer, *Southernization*; Said, *Orientalism* (excerpts); Huntington, *Clash of Civilizations* (excerpts); Allah, *The Holy Koran*; Mazrui, *The Resurgence of Islam and the Decline of Communism*; Ibn Battuta, *Travels*; Al Ghazali, *On the Duties of Brotherhood*; Rumi, *Poems*; Mandel, *How to Recognize Islamic Art*

**058 Tales of the Village Idiot: Russian and American Folklore** In this course, students survey the wealth of Russian folk tales, epic songs, legends, riddles, and other elements of the oral tradition, as well as the later literature these genres inspired. Students examine characters such as the Firebird, Baba-Yaga the witch, Koshchei the Deathless, and Ilya Muromets, and read many types of folktales, including magical, animal, and "idiot" tales. Materials include art and music arising from the Russian folk tradition. Students also consider the role of folklore in contemporary American life, and the ways in which some genres continue to produce new examples of folklore. (Galloway)

Typical readings: all types of folklore: tales, epic songs, legends, riddles, tongue twisters, charms, and chants; and Russian literature directly influenced by the folklore tradition: Pushkin, *Rusalka*, *Ruslan and Liudmila*; Gogol, *Vii*, *Christmas Eve*; Tolstoy, *Three Hermits*, *How Much Land Does a Man Need?*; Turgenev, *Bezhin Meadow*

**060 Alcohol in College: What is Truth? What is Myth?** Alcohol abuse continues to be a serious problem on college and university campuses across the nation. Students examine this problem from both natural scientific and social scientific perspectives. Readings include public health and social science research literature on the scope of alcohol use in college and the theories proposed to explain that use. The natural science literature is used to explore the pharmacologic effects of alcohol on the brain, related health risks, and the relationship of blood alcohol concentration to risk and harm. Students participate in ongoing research on the scope and consequences of alcohol use on this campus. Finally, educational models for abuse

prevention and harm reduction are explored and evaluated for effectiveness. (Craig)

Typical readings: Braun, Stephen, Buzz, *The Science and Lore of Alcohol and Caffeine*; Venturelli, Peter J. (ed.), *Drug Use in America: Social, Cultural, and Political Perspectives*; U.S. Department of Health and Human Services, *Alcohol and Health: Special Report to Congress*; selected research articles conducted on the HWS campus

**061 Native Heritage: "Walk in Balance on the Earth Mother"** Native history and philosophy pivots on an understanding of and reverence for nature: "Walk in Balance on the Earth Mother" is Chippewa medicine man and seer Sun Bear's summary of the Native message to all people. This course examines that history from New France to the present, focusing on the often-troubled relationship between the European and the Indian, selecting several historical personages (e.g. Pocahontas, Tecumseh) to further question what lessons can be learned and applied in the examination of that conflict. Students also encounter and critique Native literature and art. (Hess)

Typical readings: Sherman Alexie, *The Lone Ranger and Tonto Fist Fight in Heaven*; Paula Gunn Allen, *Pocahontas: Medicine Woman, Spy, Entrepreneur, Diplomat*; James Fenimore Cooper, *The Last of the Mohicans*; Ian Frazier, *On the Rez*; Joy Harjo, *A Map to the Next World*; Maurice Kenny, *Black Robe*; Karl Kroeber, *Ishi in Two Worlds: the Biography of the Last Wild Indian in America*; Christopher Vecsey, *The Paths of Kateri's Kin*; Robert W. Venables, *American Indian History: Five Centuries of Conflict and Coexistence*

**062 The Politics of Disaster** Are natural disasters still possible in today's extensively mediated cyborg environment? To what extent are contemporary disasters the result of human force rather than "forces of nature"? This course addresses the political and social dimensions of the 2005 hurricanes Katrina and Rita. Students probe such relevant issues as poverty/inequality, federalism, disaster preparedness policy, the efficacy of relief and relocation efforts, environmental change, urban planning and the social consequences of neoliberal restructuring. The course concludes with critical assessment of various proposals for rebuilding New Orleans and the Gulf Coast and speculation on how they might affect the course of American political development. (Johnson)

Typical readings: U.S. Government, 2005 *Complete Guide to the Hurricane Katrina Disaster* (CD-ROM); Urban Land Institute, *A Strategy for Rebuilding New Orleans*; John Brown Childs, ed., *Hurricane Katrina: Response and Responsibilities*; Tom Piazza, *Why New Orleans Matters*; Craig E.

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FIRST-YEAR SEMINARS

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Colten, *An Unnatural Metropolis*; Michael Eric Dyson, *Come Hell or High Water: Hurricane Katrina and the Color of Disaster*; Alfredo Saad-Filho and Deborah Johnston, eds., *Neoliberalism: A Critical Reader* (selected essays)

**063 God or Nothing: Literature, Culture, and Revolution in 1860s Russia** This course peers into one of the most fertile breeding grounds of European revolution and social change: 1860s Russia. Students discuss nihilism, women's rights, and Russian spirituality by reading novels including Turgenev's *Fathers and Sons*, Chernyshevsky's *What is to Be Done?* and Dostoevsky's *Crime and Punishment*. Students examine literary aspects of these novels as well as their historical, political and cultural contexts. Throughout the semester, students consider the powerful role of art in society, a vigorously debated topic in Russia for more than two centuries. (Welsh)

**065 Philosophy Through Literature, Drama and Film** How do we gain knowledge? Is truth relative to the individual? What makes me me? Am I free to make my own choices? How should I live? Is the natural world the whole of reality? These and other perennial philosophical questions about knowledge, meaning, reality, persons, morality, and society are central themes in literature, drama, and film. Short philosophical readings provide contexts for discussions of ways of knowing, the distinction between appearance and reality, problems of human freedom and responsibility, the nature of persons and machines, the problem of understanding evil, and the possibility of moral truth. (Oberbrunner)

Typical readings: Huxley, *Brave New World*; Kafka, *Metamorphosis*; Stoppard, *Jumpers*; Anouilh, *Antigone*; Tolstoy, *The Death of Ivan Ilyitch*; films: *The Wachowski Brothers*, *The Matrix*; Kurosawa, *Rashomon*; Kubrick, *2001, A Space Odyssey*; Kazan, *On the Waterfront*; Jonze, *Being John Malkovich*; Allen, *Crimes and Misdemeanors*; short readings from philosophers including Plato, Descartes, Berkeley, Hume, Mill, Kant, Sartre

**072 Rock Music and American Masculinities** Elvis, Dylan, Jerry Garcia, Bruce Springsteen, Kurt Cobain. They were central figures in the history of American rock music from 1950s rock and roll to 1990s grunge. But what kind of men were they? This seminar offers an interdisciplinary look at the life, times, and music of these hegemonic men of rock and their non-hegemonic counterparts through the lens of men's studies; i.e., through the history and theory of American masculinities. Through their study of the soundtrack of late 20th century America, students develop an appreciation for the role of gender, race, class, sexuality and region in shaping men's identity and experience. (Capraro)

Typical readings: P. Guralnick, *Last Train to Memphis*; R. Shelton, *No Direction Home*; C. Brightman, *The Grateful Dead's American Adventure*; Sandford, *Springsteen Pointblank*; C.R. Cross, *Heavier than Heaven*; M. Kimmel, ed., *Men's Lives*; R. Adams and D. Savran, eds., *The Masculinity Studies Reader*; various recordings

**102 Thinking and Creating** This is a course about intelligence, creativity, and all the students in the class—how they think and create. While participants study the history of intelligence testing in Stephen Jay Gould's *Mismeasure of Man*, the *Bell Curve* debate, the theory of multiple intelligences by Howard Gardner, and many scholars' theories of creativity, the course explores each student's thinking patterns, problem-solving styles, and capacity for creativity. Focus is placed on thinking and creating as facets of learning through the arts in education. The last six weeks of the semester comprise a service-learning component in the Geneva Middle School, where Colleges students facilitate learning in the classroom. Integrated arts experiences are directed toward the development of non-conformist thinking and acceptance of self and others, toward a less-violent culture governed by compassion and reasoned responses in place of judgment and impulsivity. (Davenport)

Typical readings: S. King, *On Writing*; M. Csikszentmihaly, *Creativity*; S.J. Gould, *The Mismeasure of Man*; S. Fraser, *The Bell Curve Wars*, O. Sacks, *The Man Who Mistook His Wife for a Hat*; H. Gardner, *Frames of Mind*

**104 Lost in Translation: Memory in Exile** In the context of globalization, a web of transnational communities has emerged in the world. These new migrations have transformed national literatures. In this seminar students focus on the work of writers from the Diaspora—writers who live outside their countries and in the memory of their native languages, religions and cultures, while forging new identities abroad. Through the works of African and Caribbean writers, students ask questions about notions of authenticity and alienation. What strategies do these writers devise to relocate themselves in new imaginary or physical spaces? How do they capture the pressures, the challenges and the experiences shaping their migrant communities? In what ways do they negotiate their pluralistic identities while they live in states of displacement, wandering, remembrance, and are confronted by prejudice? These are among the issues discussed. From a historical perspective, students also learn about the ideological and literary relationships of black American intellectuals with African and Caribbean authors writing from their exilic situations in Paris. The main objective of the seminar is to understand how patterns of memory, exile and identity affect and operate in the fictional works of these writers. (Dahouda)

Typical readings: Edwidge Danticat, ed., *The Butterfly's Way: Voices from the Haitian Diaspora in the United States*; Shay Youngblood, *Black Girl in Paris*; Edward W. Said, *Reflections on Exile and Other Essays*; Amin Maalouf, *In the Name of Identity: Violence and the Need to Belong*; Stephen Castles and Mark J. Miller, *The Age of Migration*; Manthia Diawara, *We Won't Budge: An African Exile in the World*

**107 The Culture of Respect** Every community of human beings, every society around the world, is faced with the challenge of creating a culture where all individuals are respected independently of their differences. This course studies both the differences and the common bonds that connect human beings to one another. Issues of gender, race, class, religion, and sexuality, among others, are studied historically and from multicultural perspectives. By studying the dynamics of oppression that result from unequal access to power, money, information and education, and by listening to experiences and stories of hope, students develop tools to create a society in which all voices are heard. A theoretical framework for a deeper understanding of the dynamics of human oppression is provided. Yet, this course goes beyond theory to practice. In this light, the class is team-taught by faculty and students. This course also explores cultural differences regarding the use of alcohol: how various cultures view alcohol and how such differences impact behavior from an multicultural perspective. (Albro/Diana)

Typical readings: Andersen and Hill Collins, *Race, Class and Gender: An Anthology*; Acosta-Belen and Sjoström, *The Hispanic Experience in the United States: Contemporary Issues and Perspectives*; Shapiro, *No Pity*; Adams, et al., *Readings for Diversity and Social Justice*; Takaki, *Strangers from a Different Shore*; Tilly, *Stories, Identities and Social Change*

**113 Yoga Journeys** Yoga has many faces and has traveled many paths. It is a movement science that strengthens and disciplines the body. It is a philosophical system grounded in the classic Vedic texts of India. It is what scholar Georg Feuerstein refers to as a “psychospiritual technology” of self-realization based in a very particular understanding of the nature of human consciousness. And in America today, it is a really big business. This seminar explores all these aspects of yoga, from its roots in the pre-history of the people of India to today's yoga industry. Students read classic Indian texts; study the anatomy and physiology of yoga practice from the perspective of “western” medicine and “eastern” ayurvedic medicine; trace the development of “old” and “new”. One class meeting each week is taught as a yoga class, introducing students to the classical system of asana practice (postures) and to relaxation

techniques, with a full-day yoga “intensive” directed by a senior national teacher at the close of the semester. All students are welcome, both those with and without prior experience of yoga. (Bennett)

Typical readings: selections from Alistair Shearer, *The Yoga Sutras of Patanjali*; Brian Dana Akers, *The Hatha Yoga Pradipika of Svamarama*; Alistair Shearer and Peter Russell, *The Upanishads*; Van Buitenen, *The Bhagavad-Gita*; Desikachar, *The Heart of Yoga*; Feuerstein, *The Essential Yoga*; Yeshe, *Introduction to Tantra*; Bhante Henepola Gunaratana, *Mindfulness in Plain English*; Calais-Germain, *The Anatomy of Movement*; Kapil and Elson, *The Anatomy Coloring Book* (selected exercises); Cranz, *The Chair*; Svoboda, *Prakeruti. Your Ayurvedic Constitution*; Kadetsky, *First There is a Mountain: A Yoga Romance*; Paramahansa Yogananda, *Autobiography of A Yogi*; Herman Hesse, *Siddhartha*; Judith Lasater, *Living Your Yoga*; Stephen Cope, *Yoga and the Quest for the True Self*

**118 Creating: Myth, Mystery, and Mind** This course critically examines various perspectives on the nature of creative activity in the arts, sciences, and everyday life. Students read a wide range of both descriptive and theoretical literature (psychological, philosophical, historical, and sociological) while trying to articulate their own ideas on concepts such as creativity, creating, genius, intelligence, invention, and problem-solving. The course also considers the relationship between creative activity and gender, class and culture. The emphasis throughout is upon analyzing concepts of the creative in terms of actual creative experience. The course places a premium on student participation: in addition to writing weekly responses to course readings, pairs of students work with the instructor in planning and directing class discussions each week. (Collins)

**119 Under the Spell** This seminar explores the aesthetic appreciation of the natural environment as the source of inspiration for some of the world's greatest literature, poetry, mythology and dance forms. After listening to the “call of the wild” in primitive as well as technological societies like our own, students come to understand how intensely the human imagination has followed the course of the stars and the rush of leaves, rivers and birds in carving out its religions, its habitations and its emotional dispositions. (Flynn)

Typical readings: Lucretius, *The Nature of Things*; Ovid, *Metamorphoses*; Malouf, *An Imaginary Life*; Ackerman, *A Natural History of the Senses*; Whitman, *Song of Myself*; Gaard, *Ecofeminism and Wilderness*; film *From the Heart of the World: The Elder Brothers' Warning*

**147 Africa: Myths and Realities** Africa is the continent Americans probably understand the least. As a result, there are many myths and misconceptions about the people and the countries of this vast continent. This course examines the reality of Africa from many viewpoints: its geography, environment, demographics, and history; its social, economic, and political structures; and its art, music, and literature. Students also examine contemporary issues in South Africa, Nigeria, Senegal, Rwanda and elsewhere. Among the course's varied experiences are guest lectures, films, and readings. (Frishman, McCorkle)

Typical readings: Gordon and Gordon (eds.), *Understanding Contemporary Africa*; Khapoya, *The African Experience*, works by Achebe, Emecheta, Fanon, and Mandela

**151 Marx in Beijing** Marxism came to China after the Russian Revolution of 1917 and became ideologies of the Republican era (1912-1949) and the official Chinese ideology of communist China (1949-present). Over the past 80 years, Marxism has radically altered Chinese society and significantly influenced several generations of the Chinese intellectuals. Why could Marxism defeat Sun Yat-sen's Three Principles of the People in the Republican era? How could Marxism dominate Confucianism under the Mao regime? Why has Marxism faced serious challenges in the post-Mao era? How do the leaders of the Beijing government interpret Marxism in order to retain their power? This course addresses these questions by examining the relationship between Marxism and the changes of China's past, present, and the future. This course aims to increase students' awareness of the key role of Marxism in reconstructing modern China and why debate over the removal of Marxism remains current and acrimonious. (Zhou)

Typical readings: Chan, Adrian, *Chinese Marxism*; Baron, Dean and Donna Sammons Carpenter, *Mao, Marx and the Market: Adventures in Russia and China*; Misra, Kalpana, *From Post-Maoism to Post-Marxism: The Erosion of Official Ideology in Deng's China*; Singer, Peter, *Marx: A Very Short Introduction*; Su, Shaozhi, *Marxism and Reform in China*

**153 Nutrition: Issues and Controversies** Nutrition is a rapidly growing field with many important and controversial issues: How are diet and disease related? What are the links between nutrition and weight control? What impact can nutrition have on sports performance? Print and electronic media are filled with information on these and other nutrition-related questions, but how can one assess this information? In this course students attempt to differentiate between

pseudo-scientific information on nutrition and information based upon valid scientific research. Where possible, they match Web sites making nutrition-related claims with in-depth readings. A major goal is the assessment of opposing viewpoints using both scientific standards and personal beliefs and values. In the process, students practice the skills of information retrieval, reading, writing, critical thinking, explanation, and persuasion. (Kerlan)

Typical readings: Forsythe, *Nutrition and You with Readings*; Nestle and Dixon, *Taking Sides: Clashing Views on Controversial Issues in Food and Nutrition*; FoodWise Dietary Analysis Software

**166 Truth and Reconciliation** In this course students consider two examples of societies that have attempted to deal with a history of racial oppression: South Africa, and the American South, with a focus on Mississippi during the civil rights years. By 1990, the system of apartheid had begun to crumble in South Africa. With the election of Nelson Mandela and the framing of a new constitution, the South African government created a Truth and Reconciliation Commission to try to deal with the outrages of the past and attempt an effort at national unity. The work of the Commission both borrowed from and inspired other Truth Commissions around the world. American historian George Fredrickson has researched a comparative history of racial discrimination in South Africa and America in his book *Black Liberation*. That provides a general framework for this examination of the two societies. Students consider the civil rights movement in America, and the government's effort to end legal discrimination in this country. They discuss suggestions that have been made to create similar programs of reconciliation and reparations in America. (George)

Typical readings: Dorfman, *Death and the Maiden*; Moody, *Coming of Age in Mississippi*; Fredrickson, *Black Liberation*; Marsh, *God's Long Summer*; Tutu, *No Future Without Forgiveness*; Huie, *Three Lives for Mississippi*; James and Van De Vijver, *After the TRC*; Orr, *From Biko to Basson*

**188 Anatomy of Voice** This course begins with the anatomy of the larynx, which makes the human voice unique with regard to the variations it can impart to audible tone. It moves to metaphor by asking what "voice" is in speaking and writing and how an individual signals his or her own persona, invents characters, or gives shape to ideas and intellectual perspectives. In this way it considers several kinds of "voicing" as it communicates authorial identity, literary persona, gender distinction, political bias, cultural value, or historical era. These modes of language-marking emerge in the study of selected texts from a wide range of times

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## BIDISCIPLINARY COURSES

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and traditions, as students apply to them Roland Barthes' notion of "writing aloud," or the capacity of the language text to represent the "pulsional incidents" of the voice of author, character, gender difference, academic discipline, the spirit of a time, or the wisdom of an age. (Cummings)

Typical readings: Strunk and White, *Elements of Style*; Plato, *Phaedrus*; Montaigne, *Essays*; selected sonnets, Renaissance to modern; Watson, *The Double Helix*; Sayre, *Rosalind Franklin and DNA*; Sartre, *The Words*; Snyder, *Turtle Island*

### BIDISCIPLINARY COURSES

**120 Russia and the Environment** The Soviet Union left a devastating legacy of environmental misuse that Russia still grapples with today. Students consider whether the Soviet model of environmental change is distinctive by looking at the roles played by geography, history, Russian culture, and the Soviet economic and political system. They also consider how the attempted transition to a market-based democratic system has affected the Russian approach to environmental issues. Students look at such cases as the Chernobyl disaster, the desertification of the Aral Sea, the destruction of the Caspian caviar trade and the threat to Lake Baikal. (J. McKinney/Galloway, Fall)

**200 Introductory Dialogues in Critical Social Studies** We use social and cultural theory in our everyday lives but rarely very consciously. This course investigates ways in which hegemonic "common sense(s)" are constructed and changed, both in society and the academy, and the purposes they serve. The aim is to heighten awareness of personal, practical, and policy implications of social theory, and develop critical responses to it. (Staff, offered alternate years)

**210 The Curious Cook: the Science and Art of Cooking and Eating** While cooking is an art, it is also a science. Every kitchen is a laboratory, and each dish is the result of a series of scientific experiments. To achieve great art in the kitchen, the cook must combine the fundamentals of food chemistry with a fluency in the scientific method. Students in this course learn to cook, appreciate, and describe great food as artists and scientists. Excellence in reading, writing, and oral communication is emphasized. Prerequisites: Permission of instructor; students must not have taken a college-level science course. (Forbes/Bowyer, Fall, offered alternate years)

Typical readings: Barham, *The Science of Food*; McGee, *On Food and Cooking*; Hervé, *This, Molecular Gastronomy: Exploring the Science of Flavor*

**211 Labor: Domestic and Global** Labor is fundamental to the human condition, and it is also the class name of those who work. Exploring the challenges facing the working class today, and situating them in the history of the labor movement here and abroad, are the objectives of this course. Debating political strategies of the labor movement, different interpretations of how the economy works, and of how racism and sexism have divided both the workplace and labor movement are central to those objectives, as is gaining an understanding of world labor migration past and present. (Johnson/Gunn)

Typical readings: Nelson Lichtenstein, *State of the Union*; Barbara Ehrenreich and Arlie Russell Hochschild, *Global Woman*; Isabel Hilton et al., *The Factory* (*Granta* 89, Spring 2005); David Brody, *Labor Embattled*; Frederick Winslow Taylor, *The Principles of Scientific Management*; Mike Davis, *Prisoners of the American Dream*; Dyer-Witherford, Nick, *Cyber-Marx: Cycles and Circuits of Struggles in High-Tech Capitalism*

**229 Two Cities: NY and Toronto** This course provides an in-depth examination of these two cities, the most powerful in their respective countries. Each city is examined historically with special consideration given to sociological and economic issues. The basic idea is to see the city as a living organism by using the case study method. By using films, literature, and most importantly, a required five-day field trip to each city, students come to understand the city as a human construction rather than as an abstract concept. Prerequisite: one of the following: BIDS 228, one of the core courses in urban studies, ANTH 247 *Urban Anthropology*, ECON 213 *Urban Economics*, HIST 264 *Modern European City*, or permission of one instructor. (Spates/McGuire, Spring)

**232 Diversity and Adaptation** This course examines the role of diversity and adaptation in the natural sphere and in the human sphere by examining cases such as the Galapagos Islands and Darwin's reaction to them; adaptation of pre-Columbian cultures such as the Incas to their environment; and present-day indigenous adaptation to encroaching modernity. (S. McKinney/Bowyer; offered alternate years)

Typical readings: Darwin, *Voyage of the Beagle*; Weiner, *The Beak of the Finch*; Metraux, *The History of the Incas*; Kane, *Savages*

**235 The Third World Experience** This course is designed to expose students to the cultures, histories, economies, societies and politics of peoples living in Asia, Africa, and Latin America as well as minority groups in the United States. Students are asked to examine, evaluate and appreciate the Third World experience in relation to their own society and history. They are also asked to recognize the impact of Third World people and nations on American and global society. (Frishman/Tareke, Spring)

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BIDISCIPLINARY COURSES

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**245 Men and Masculinity** This course offers a reinterpretation of men's lives from the perspectives of history and sociology, informed by pro-feminist men's studies. Students assert that masculinity is problematic—for men and for women—but also, subject to change, since it is socially constructed and historically variable. Students focus on men's lives in American society from the late 19th-century to the present, and explore the varieties of masculinities in the diversity of race, class, ethnicity and sexuality. This course allows men and women to come to a deeper understanding of men as men, and to re-think the male experience.

The course syllabus includes small-group discussions, guest lecturers, and films. Course requirements typically include three bidisciplinary essays: a biography exploring the problematics of masculinity; an analytic of men in groups; and speculation on solutions and social change. (Harris/Capraro, *Spring*)

Typical readings: Pollack, *Real Boys*; Filene, *Him/Her/Self*; Johnson, *The Gender Knot*; Digby, *Men Doing Feminism*; Gonzales, *Muy Macho*; Monette, *Becoming a Man*; Kimmel, *Men Confront Pornography*; Coltrane, *Family Man*

**262 Architecture, Morality and Society** John Ruskin, among the most influential writers and theorists of the 19th century (and curiously overlooked today), argued that the one art form that everyone had to encounter was architecture. We live in buildings, we work in them, we are influenced by them wherever we are; hence, their importance in each of our lives in social life can hardly be overemphasized. Using Ruskin's writings as the central axis, this course examines his central role in the development of art criticism, architecture theory and early modern art. In addition, it explores the relations between architecture and society by examining some of his sociological theories. Along the way, students study Gothic architecture, William Morris and his influence on the Arts and Crafts Movement, the Bauhaus, and such modern figures as Frank Lloyd Wright. (Spates/Mathews)

**265 Comparative Elites** This course examines the history and behavior of elites in the British cultural world, with an emphasis on the United States, Great Britain, and South Africa. As social groups that exist in almost every human society, elites make political and economic decisions and often shape cultural tastes, giving them an authority that is disproportionate to their numbers. This course makes a comparative analysis of the similarities and differences of elites in three nations that represent variations on the British model. Drawing on the insights of history, sociology, anthropology, literature, and other disciplines, students explore elites' power, structure, and self-identity. They ask questions such as: What is an "elite"? Who belongs, who doesn't, and why? How do elites vary over time and from place to place? How do they exercise

power and how do they understand themselves and their civic role? Has the development of professional authorities in the modern world dispersed elite power in a democratic direction, as some scholars argue, or has it expanded the scope of administrative and moral elites by extending "governmentality"? What is the significance of elites for social stratification, economic development, and race, ethnicity, and gender? How do elites affect family and marriage patterns, social manners, philanthropy, education, and social mobility? How are changing understandings of rank, class, wealth and equality reflected in the cultural realm, especially in the 'self-help' literature? (Hood/Moodie, *offered every three years*)

Typical readings: Mills, *The Power Elite*; Cannadine, *The Decline and Fall of the British Aristocracy*; Davidoff and Hall, *Family Fortunes*; Jacob, *Capital Elites*; Moodie, *The Rise of Afrikanerdom*; Bradford, *A Taste of Freedom*; Lemann, *The Big Test*

**280 Women's Narratives of Wealth and Power**

This course examines two aspects of women and the economy. One is the role of women in the economic order and the other is the role women have played in offering alternative ways to understand the relationship between the economy and the formation of social, political and individual consciousness. Major economic theories have consistently not included gender as a category for economic analysis. This course begins with the assumption that women have nevertheless developed ways of conceptualizing the economy and its effects on the major institutions affecting women. These alternative visions have been expressed traditionally in women's novels and by non-traditional women economists. The course approaches the question of women's economic roles from the perspective of institutional economics, literary criticism, feminist criticism, and rhetorical analysis. No prior knowledge of economic theory is required to enroll. The course is a cognate course for the economics major and is crosslisted with the following program majors: Media and Society, Public Policy, and Women's Studies. (Waller/Robertson, *offered alternate years*)

Typical readings: Edith Wharton, *Age of Innocence*, *House of Mirth*; Thorstein Veblen, *Theory of the Leisure Class*; Charlotte Perkins Gilman, *Yellow Wallpaper*, *Women and Economics*; Maxine Hong Kingston, *Women Warriors*; Marilyn Waring, *If Women Counted*; Joyce Carol Oates, *Shopping*

**295 Alcohol Use and Abuse: Causes and**

**Consequences** Alcohol is the most widely used and abused drug in contemporary American society. While attractions, pleasures and possible benefits of alcohol consumption may be debated, there is little argument about the debilitating effect and enormous costs of heavy drinking and alcoholism on the health

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## BIDISCIPLINARY COURSES

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of individuals, families, and society in general. This course brings together natural science and social science contributions to the interdisciplinary study of this phenomenon by incorporating a variety of academic perspectives including biology, chemistry, social psychology, epidemiology, and sociology, and by making extensive use of multimedia resources. Students explore the effect of family, genetics, peers, ethnicity, and gender on drinking behavior along with the chemical properties and physiological effects of alcohol on the human body. Social patterns of drinking in various societal contexts also are examined.

Educational programs are developed to share the course outcomes with the larger community.

BIDS 295 can be applied for course credit in sociology and public policy majors and minors and is part of the American Commitments Program of the Association of American Colleges and Universities. It has been recognized nationally as a model for courses about substance use and abuse. (Perkins/Craig, *offered alternate years*)

Typical readings: Jung, *Under the Influence: Alcohol and Human Behavior*; Fingarette, *Heavy Drinking*; Knapp, *A Love Story*; Venturelli, *Drug Use in America: Social, Cultural, and Political Perspectives*; and selections from the research literature

**298 The Ballets Russes: Modernism and the Arts** In the history of 20th-century music and dance, no one company has had so profound and so far-reaching influence as The Ballets Russes. This course attempts to explore the artistic achievements of The Ballets Russes by studying the choreography, composition, and design of some of its major productions: *L'Après Midi d'un Faun*, *Petrushka*, *Firebird*, *Le Sacre du Printemps*, and *Les Noces*. It investigates the languages of music, dance, and the visual art as separate but connected expressions of cultural aesthetics through their similarities and their differences. Questions raised include What is the role and nature of the artist within his or her society—mirror of conscience or outcast rebel? What is the importance or function of art itself—a force for social change or an illustration of established values? What does modernism mean in music, dance and the visual arts? (Myers/Williams, *Fall*)

**307 Children in Contexts in a Changing Society** That the American family has changed significantly in the last three decades is undisputed; what is less clear are the implications of these changes for American children and by extension for America's schools. In this course students examine the impact of poverty on children in two key contexts: their families and their schools. Discussions focus on 1) determining how poverty places children at developmental and educational risk, and 2) identifying the processes that may lead to

increased risk or increased resilience. Students focus on children's experience of living in poverty but extrapolate their understandings to other policy areas of concern as well.

Prerequisites: PSY 100; PSY 203 or EDUC 202; one education course or participation in the education program. (DeMeis, *Spring, offered alternate years*).

Typical readings: Edin & Lein, *Making Ends Meet*; *The Future of Children*; Kozol, *Savage Inequalities*; Ohanian, *One Size Fits Few*; reserve journal articles

**316 The Anglo Saxons** This course provides an interdisciplinary approach to the civilization and social life of the Anglo Saxon and Celtic realms from the end of Roman Britain to the Norman Conquest—a formative period for later British self-conception and an exemplary instance of blending between Germanic, Celtic, and Mediterranean civilizations. Students work from the perspectives of written and visual evidence—literature, sermons, histories, buildings, manuscripts, and monuments. These materials demonstrate that what has been called a “Dark Age” was not so dark after all. The course benefits students studying English, comparative literature, art history, and European studies. (Erussard/Tinkler, *Fall, offered occasionally*)

**365 Dramatic Worlds of South Asia** From street art to street performances, from classical drama to Hindu temple festivals, from Buddhist sand mandalas to family rituals, from local pilgrimages to Islamic communal rites, from storytellers to dancers; there are many opportunities for the student of South Asian cultures and traditions to study the ways in which people create, express and even transform their relation to the spaces they inhabit. Rituals and expressive traditions are central modes through which people affirm their sense of what to value, how to belong, how to rule, and how to affirm a sense of social and cosmological order. In this course, students explore dramatic representations in public and sacred spaces and attempt to decipher their possible meanings. They are pushed to think about the contexts and conditions which impute these performances, cultural practices, and religious traditions with political meaning in South Asia. (Mohan and Bloss, *Spring, offered alternate years*)

Typical readings: Kirin Narayan, *Storytellers, Saints and Scoundrels*; Sarachchandra, *The Folk Drama of Ceylon*; Haberman, *Journey Through the Twelve Forests*; von Grunebaum, *Muhammadan Festivals*; Mines and Lamb, *Everyday Life in South Asia*; Raheja and Gold, *Listen to the Heron's Words*; Scott, *Domination and the Arts of Resistance*; Goffman, *Presentation of Self in Everyday Life*; Bharucha, *The Politics of Cultural Practice: Thinking through Theatre in an Age of Globalization*

**AESTHETICS***Program Faculty*

Carol Oberbrunner, Philosophy,  
Coordinator

James Crenner, English and Comparative  
Literature

Donna Davenport, Dance

Mark Jones, Art

The aesthetics program seeks to help students gain insight into the nature and importance of artistic expression, the role of criticism in the arts, and the place of the arts in society. These are particularly significant issues in the current social climate in which the arts increasingly have been asked to justify themselves, as government funding for the arts and for public education in the arts has dwindled.

The program offers an interdisciplinary minor consisting of five courses. To be credited to the minor, a course must be completed with a grade of C- or better.

**REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 5 courses*

Either AEP 335 *The Arts and Human Development* or PHIL 230 *Aesthetics*. In addition, from the following list of six artistic disciplines (art, creative writing, film, dance, music, and theatre), the student must choose two artistic disciplines and take two courses in each one. The two courses in each artistic discipline must involve both studio and theory work, according to one of the following combinations: a) one studio course and one theory course; b) two combined studio-theory courses; c) one combined studio-theory course and either one studio course or one theory course.

The following list specifies the courses within each of the six artistic disciplines that are studio courses, theory courses, and combined studio-theory courses.

**ART COURSES****Studio 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 239	Digital Imaging
ART 234	Photography
ART 245	Photoscreenprinting
ART 246	Intaglio Printing
ART 248	Woodcut Printing
ART 301	Photography Workshop
ART 305	Painting Workshop
ART 315	Sculpture Workshop
ART 345	Printmaking Workshop

**Theory Courses**

ART 100	Issues in Art
ART 110	Visual Culture
ART 201	African-American Art
ART 210	Woman as Image Maker
ART 211	Feminism in the Arts
ART 250	20th-Century European Art: Reality Remade
ART 282	American Art of the 20th-Century
ART 330	Modernism in Art and Literature
ART 333	Contemporary Art
ART 440	The Art Museum

**CREATIVE WRITING COURSES****Studio Courses**

ENG 260	Creative Writing
ENG 305	Poetry Workshop
ENG 309	Fiction Workshop
ENG 310	Creative Non-Fiction Workshop

**Theory Courses**

ENG 202	Modern Short Story
ENG 210	Modernist American Poetry
ENG 223	Environmental Literature
ENG 239	Popular Fiction
ENG 246	Globalism and Literature
ENG 264	Post World War II American Poetry
ENG 281	Literature of Sexual Minorities
ENG 291	Introduction to African-American Literature I
ENG 292	Introduction to African-American Literature II
ENG 300	Literary Theory Since Plato

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AESTHETICS

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ENG 302	Post-Structuralist Literary Theory
ENG 304	Feminist Literary Theory
ENG 312	Psychoanalysis and Literature
ENG 318	Body, Memory, and Representation
ENG 327	The Lyric
ENG 342	Readings in Multi-Ethnic Women's Literature
ENG 343	Initiation Literature
ENG 354	Forms of Memoir
ENG 381	Sexuality and American Literature
ENG 388	Writing on the Body
WRRH 322	Adolescent Literature

### DANCE COURSES

#### Studio Courses

DAN 140	Dance Ensemble
DAN 250	Dance Improvisation
DAT	Any full-credit dance technique course or two half-credit technique courses. Consecutive study is not required.

#### Theory Courses

DAN 210	Dance History I
DAN 212	Dance History II
DAN 325	Movement Analysis: Laban Studies
DAN 432	Teaching Methods

#### Combined Studio-Theory Courses

DAN 105	Introduction to Dance: Theory and Practice
DAN 200	Dance Composition I
DAN 215	Movement for Athletes: Analysis and Performance
DAN 300	Dance Composition II

### MUSIC COURSES

#### Studio Courses

MUS 900	Any two private instruction or ensemble courses (900 series) will count as one studio course. Consecutive study not required.
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#### Theory Courses

MUS 110	Introduction to Music Theory
MUS 401	Form and Analysis

#### Combined Studio-Theory Courses

MUS 120	Tonal Theory and Aural Skills I
MUS 121	Tonal Theory and Aural Skills II
MUS 231	Tonal and Chromatic Theory
MUS 232	Advanced Chromatic Theory and Counterpoint
MUS 450	Composition I: Small Forms
MUS 450	Composition II: Large Forms

### THEATRE COURSES

#### Studio Courses

ENG 178	Acting I
ENG 275	Acting II
ENG 386	Shakespearean Performance

#### Theory Courses

ENG 278	Introduction to Dramatic Literature
ENG 357	Theories of Theatre
ENG 380	Modern Drama
EDUC 301	Drama in a Developmental Context
MUS 210	American Musical Theatre

#### Combined Studio-Theory Courses

ENG 307	Playwriting Workshop
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### FILM

#### Studio Courses

ENG 178	Acting I
ENG 275	Acting II
ENG 308	Screenwriting I
MDSC 305	Film Editing

#### Theory Courses

ART 212	Women Make Movies
ENG 176	Film Analysis I
ENG 229	Television Histories, Television Narratives
ENG 230	Film Analysis II
ENG 233	The Art of the Screenplay
ENG 237	Screenplay to Screen
ENG 287	Film Histories I
ENG 288	Film Histories II
ENG 289	Film Histories III
ENG 368	Film and Ideology
ENG 370	Hollywood on Hollywood
ENG 375	Science Fiction Film
ENG 376	New Waves
MDSC 303	Social Documentary

**AFRICANA STUDIES**

*Coordinating Committee*

- Marilyn Jiménez, Africana Studies,  
Coordinator
- Biman Basu, English
- Elena Ciletti, Art
- Kanate Dahouda, French and  
Francophone Studies
- Richard G. Dillon, Anthropology
- Kevin Dunn, Political Science
- Alan Frishman, Economics
- Catherine Gallouët, French and  
Francophone Studies
- Jack Harris, Sociology
- Cedric Johnson, Political Science
- George Joseph, French and Francophone  
Studies
- DeWayne Lucas, Political Science
- Dunbar Moodie, Sociology
- Thelma Pinto, Africana Studies
- Gebru Tareke, History

The Africana studies program enhances the educational development of students by offering courses that reflect the experience of Africa, African-Americans, and the African diaspora.

The program offers an interdisciplinary major in Africana studies and interdisciplinary minors in African studies, Africana studies, and African-American studies.

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

**REQUIREMENTS FOR THE MAJOR**

*interdisciplinary, 10 courses*

One 100-level introductory course or BIDS 235 *The Third World Experience*, eight courses in one of three concentrations (African, African-American, Africana) and a 400-level seminar course. Within the eight courses of the concentration, there must be at least one course exploring each of the following perspectives: historical (H), contemporary (CP), artistic/literary (AL), anthropological (A), and

comparative or cross-cultural (C). An independent study may substitute for the seminar if such a course is not offered.

**REQUIREMENTS FOR THE MINOR IN AFRICAN STUDIES**

*interdisciplinary, 5 courses*

An introductory course and four courses from the African concentration list. At least three different perspectives (historical, contemporary, artistic/literary, anthropological, and comparative or cross-cultural) must be represented within these four courses. One perspective must be historical, the other two should be chosen in consultation with an adviser in the program.

**REQUIREMENT FOR THE MINOR IN AFRICAN-AMERICAN STUDIES**

*interdisciplinary, 5 courses*

An introductory course and four courses from the African-American concentration list. At least three different perspectives (historical, contemporary, artistic/literary, anthropological, and comparative or cross-cultural) must be represented within these four courses. One perspective must be historical, the other two should be chosen in consultation with an adviser in the program.

**REQUIREMENTS FOR THE MINOR IN AFRICANA STUDIES**

*interdisciplinary, 5 courses*

An introductory course and four courses from either the African or African-American concentration lists. At least three different perspectives (historical, contemporary, artistic/literary, anthropological, and comparative or cross-cultural) must be represented within these four courses. One perspective must be historical, the other two should be chosen in consultation with an adviser in the program. Students are encouraged to take as many comparative or cross-cultural courses as their program permits.

AFRICANA STUDIES

**CROSSLISTED COURSES**

**Introductory Courses**

ALST 150	Foundations of Africana Studies
BIDS 235	Third World Experience
FSEM 147	Africa: Myths and Reality

**African Concentration**

ALST 201	South Africa: An Orientation
ALST 214	Senegal: An Orientation (AL)
ALST 216	African Literature II: National Literatures of Africa (AL)
ALST 240	Third World Women's Texts (CP)
ALST 309	Black Cinema (AL, C)
ANTH 290	Pharaohs, Fellahin, and Fantasy (A)
ANTH 296	African Cultures (A)
ANTH 352	Builders and Seekers (A)
FRE 352	Advanced Francophone Topics: Maghreb Literature (AL)
HIST 283	South Africa in Transition (H)
HIST 284	Africa: From Colonialism to Neocolonialism (H)
HIST 285	The Middle East: Roots of Conflict (H)
HIST 364	Seminar: African History
HIST 461	Seminar: War and Peace in the Middle East
SOC 222	Social Change (C)

**African-American Concentration**

ALST 200	Ghettoscapes (AL, C)
ALST 225	African-American Culture (AL)
ALST 309	Black Cinema (AL, C)
ALST 460	Invisible Man and its Contexts (AL)
ART 201	African-American Art (AL)
EDUC 337	Education and Racial Diversity in the U.S. (C)
ENG 290	African American Autobiography (AL)
ENG 291	Introduction to African-American Literature I (AL)
ENG 292	Introduction to African-American Literature II (AL)
ENG 318	Body, Memory, and Representation (AL)
ENG 342	Readings in Multi-Ethnic Women's Literature (AL)
FRNE 218	Island Voices: Caribbean Literature in French (AL)
HIST 227	African-American History I (H)
HIST 228	African-American History II: The Modern Era (H)
HIST 306	Civil War and Reconstruction: 1845-1877 (H)
POL 215	Minority Group Politics (C)
POL 270	African-American Political Thought (C)

POL 333	Civil Rights (C)
POL 348	Racism and Hatreds (CP)
REL 238	Liberating Theology (C)
REL 239	Rastaman and Christ (C)
SOC 221	Sociology of Minorities (C)
WRRH 251	Black Talk/White Talk (C)

**COURSE DESCRIPTIONS**

**150 Foundations of Africana Studies** This course provides the foundations and context for Africana Studies from an historical and contemporary perspective. It defines the geographical parameters which include the study of Africans on the Continent and in the diaspora (Europe, the Americas and the Caribbean). It also clarifies concepts and correct false perceptions of Africa and Africans, with a focus on inclusiveness and diversity of both the traditional and the modern. This course is multi-disciplinary cross-cultural, taught from an African-centered perspective sensitive to race, gender, and class. Faculty members from the departments of anthropology, economics, French, history, political science and sociology participate as guest lecturers. (Pinto)

**200 Ghettoscapes** More than ever, the ghetto has come to dominate the American imagination. Mainstream media has portrayed the inner city as a place of fear and to be feared. In reaction to this view, many African-American and Latino writers and filmmakers have forged powerful images of community and effort. This course focuses on films and literary texts that take up the imagery of the ghetto and its role in modern American society. In addition, students consider the role of the inner city as the crucible for hip-hop culture, including its international manifestations. (Jiménez, offered alternate years)

Typical readings: Wright, *How Bigger Was Born*; Petry, *The Street*; Naylor, *The Women of Brewster Place*; Brown, *Manchild in the Promised Land*; Thomas, *Down These Mean Streets*; Rodríguez, *The Boy Without a Flag: Tales of the South Bronx*. Films include *Hanging in with the Homeboys*; *Boyz 'n the Hood*; *Menace II Society*; *Mi Vida Loca*; *Crossover Dreams*

**201 South Africa: An Orientation** This course provides an inter-disciplinary introduction to the people, land and culture of South Africa. It is a requirement for students planning to go on the South Africa program. It is taught from an African-centered and feminist perspective inclusive of the variety and diversity of peoples and cultures. It includes the historical, socio-political, literary and cultural aspects. The cultural component includes music and the arts. Issues of health and safety are central to the course. (Pinto, Fall, offered alternate years)

**202 Women's Narratives in Post-Apartheid South Africa** This course makes students aware of the importance of people in any culture having a voice in the events that influence their lives and examines the contributions of South African women to their history and culture. In the post-apartheid period (since 1994) women's narratives, autobiographies, novels, stories and plays have emerged as a rich source of information about the hidden and silenced majority. These narratives navigate between history and literature reconfiguring women's roles in South African history and culture. The literary texts can in this way contribute to the restoration of women's places and rewriting their history and contributions. No prerequisites. (Pinto, *Fall*, offered alternate years)

Typical readings: Meer, *Women's Speak*; Karodia, *Daughters of the Twilight*; Mhlope, *Have You Seen Sandile*; Ramphele, *Steering by the Stars*; Wicomb, *David's Story*

**214 Sénégal: An Orientation** This course provides an introduction to the people, land, and culture of Sénégal for students planning to go on the Sénégal program. It includes an introduction to Sénégalese history, religion, economics, manners and customs, arts and crafts, food, sports, geography, wildlife, and vegetation. Students touch on issues of health and safe traveling. There is extensive viewing of slides and videotapes. (Joseph, offered alternate years)

**216 African Literature II: National Literatures of Africa** This course is a continuation of African Literature I and focuses on a single national literature from Africa and the ways in which writers and bards work in the context of the postcolonial national society identity. (Joseph)

Typical readings: poetry of L.S. Senghor; Ousmane Sembene, *Harmattan*; Aminata Sow Fall, *La Grève des Bâtus*; A. Sadjí, *Maïmouna*; Birago Diop, *Contes D'Amadou Coumba*; Boubacar Boris Diop, *Grand Dakar Usine*

**225 African-American Culture** This course attempts to identify and analyze distinctive elements of African-American culture. It focuses on literature, dance, and film, but also refers to music and visual arts. While it follows the development of African-American culture chronologically, it often returns to key experiences and sees them in light of new experiences or different contexts. (Jiménez, offered alternate years)

Typical readings: DuBois, *The Souls of Black Folk*; Toomer, *Cane*; Hurston, *Their Eyes Were Watching God*; Morrison, *Song of Solomon*

**226 Screen Latinos** In this course, students learn to identify Latino stereotypes in the media (primarily film and television), trace the history of such stereotypes and show how these stereotypes have been repackaged for contemporary audiences. More important, students examine how Latinos have used media, including New Media, to counteract the stereotypes and fashion images that spring from their specific identities as Puerto Ricans, Mexicans, Dominicans, Cubans, etc., and yet acknowledge their shared culture as "Latinos." To this end, students encounter a variety of "media objects," including literature, film, television, murals, new media (Web installations) and performance art (groups such as Culture Clash). (Jimenez, *Fall 2006*)

**240 Third World Women's Texts** This course analyzes issues of special importance to Third World women through literary texts. The focus is on the "politics of the body," and includes discussion of such issues as reproduction, fertility and infertility, self-image and racial identity, and aging. (Pinto, Jiménez, offered alternate years)

Typical readings: Rifaat, *Distant View of a Minaret*; El Saadawi, *Woman at Point Zero*; Emecheta, *The Bride Price*; Edgell, *Beka Lamb*

**309 Black Cinema** This course examines films by African, African American, and other African diaspora directors. It focuses on the attempt by different filmmakers to wrest an African/diasporic identity and aesthetic from a medium that has been defined predominantly by American and European models. Students analyze the implicit and explicit attempts to formulate a black aesthetic within film, as well as the general phenomenon of the representation of blacks in film. Directors considered include Haile Gerima, Ousmane Sembene, Souleymane Cisse, Charles Burnett, Camille Billops, Isaac Julien, Sara Maldoror, Julie Dash, Spike Lee and others. (Jiménez, offered alternate years)

**310 Black Images/White Myths** This course is designed to provide basic analytical tools for the study of racial and ethnic images in films, television, and other texts. The focus is on African-American and Latino images in mainstream media as inflected through issues of race/ethnicity, gender, and class. (Jiménez, offered alternate years)

Typical readings: essays by Stuart Hall, Paul Gilroy, bell hooks, and others, plus various films

**460 Invisible Man and Its Contexts** This course is a seminar focusing on a close reading and analysis of Ralph Ellison's *Invisible Man*. Ellison's novel is a pivotal work in the study of African-American culture because it draws upon many aspects of the African-American experience—history, music, politics, etc., and poses fundamental questions about identity and the nature of American democracy. It also has the distinction of coining one of the enduring tropes of racial discourse—invisibility. Prerequisite: ALST 225, HIST 227, HIST 228, or equivalent. (Jiménez)

Typical readings: Ellison, *Invisible Man* and *Shadow and Act*; Sundgust, *Cultural Contexts to Ellison's Invisible Man*

**461 Experience of Race** In this seminar students explore all aspects of race as part of the human experience in an attempt to understand why racial categories are so pervasive and enduring in Western thought. How did racial categories arise? Was there a time when Western societies did not think in terms of race? Or is race a "natural" way of fixing differences? What is the difference between racialized thinking and racism? Has racism ended, as some social thinkers contend? Will we ever stop categorizing people in terms of race? In addition, students examine the differences in how race is experienced in the United States, Latin America and the English-speaking Caribbean. (Jiménez, Pinto)

Typical readings: Goldberg, *Racist Culture*; Fanon, *Black Skins/White Masks*; Ellison, *Invisible Man*; Lamming, *In the Castle of My Skin*

Students are encouraged to study an African language through the SILP program (Arabic, Swahili or Xhosa) and to go on a program abroad in Africa (Sénégal or South Africa).

## AMERICAN STUDIES

### *Program Faculty*

Eric Patterson, English and Comparative Literature, Coordinator  
 Lee Quinby, English, Coordinator  
 Betty Bayer, Women's Studies  
 Kanate Dahouda, French and Francophone Studies  
 Iva Deutchman, Political Science  
 Christopher Gunn, Economics  
 Jack Harris, Sociology  
 Clifton Hood, History  
 Marilyn Jiménez, Africana Studies  
 Cedric Johnson, Political Science  
 DeWayne Lucas, Political Science  
 Elisabeth Lyon, English  
 Richard Mason, Sociology  
 Craig Rimmerman, Political Science  
 Daniel Singal, History

The American studies program interprets American culture from an interdisciplinary point of view that combines critical social science and humanities approaches. The program provides a basis for graduate study in a variety of fields, as well as an excellent background for law, journalism, and other professional careers.

American studies offers an interdisciplinary major and minor. To count toward the major or minor, all courses must be passed with a grade of C- or better.

### REQUIREMENTS FOR THE MAJOR

*interdisciplinary, 12 courses*

AMST 100, 101, and 201; two courses from the American studies introductory group; six courses from the American studies advanced group chosen to balance between the humanities and social sciences, five of which must focus on a student-defined topic; and AMST 465.

AMERICAN STUDIES

**REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

AMST 100 or 101, an introductory course from a field relevant to American Studies and four courses from the introductory or advanced groups, three of which center on a major issue or theme. These should include courses from two different divisions.

**AMERICAN STUDIES COURSES**

**Introductory Courses**

ANTH 110	Introduction to Cultural Anthropology
ECON 120	Contemporary Issues
ECON 122	Economics of Caring
HIST 105	Introduction to the American Experience
POL 110	Introduction to American Politics
REL 108	Religion and Alienation
REL 109	Imagining American Religion(s)
SOC 100	Introduction to Sociology

**Advanced Courses**

AMST 302	Culture of Empire
AMST 310	History of Sexual Minorities in America
ANTH 220	Sex Roles: A Cross-Cultural Perspective
ANTH 230	Beyond Monogamy
ART 201	African-American Art
ART 282	American Art of the 20th-Century
ART 340	American Architecture to 1900
ECON 212	Environmental Economics
ECON 213	Urban Economics
ECON 232	U.S. Economy: A Critical Analysis
ECON 236	Introduction to Radical Political Economy
ECON 305	Political Economy
EDUC 337	Education and Racial Diversity in the U.S.
EDUC 343	Special Populations in Texts
ENG 176	Film Analysis
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 230	Film Analysis
ENG 264	Post World War II American Poetry
ENG 287	Film Histories I
ENG 288	Film Histories II
ENG 289	Film Histories III
ENG 291	Introduction to African-American Literature I
ENG 375	Science Fiction Film

FRE 242	Introduction to Quebec Studies
FRNE 218	Culture and Identity in French Caribbean Literature and Society
HIST 204	History of American Society
HIST 208	Women in American History
HIST 215	American Urban History
HIST 227	African-American History I
HIST 228	African-American History II: The Modern Era
HIST 246	American Environmental History
HIST 300	American Colonial History
HIST 304	The Early National Republic: 1789-1840
HIST 306	Civil War and Reconstruction: 1845-1877
HIST 310	Rise of Industrial America
HIST 311	20th-Century America: 1917-1941
HIST 312	The U.S. Since 1939
HIST 314	Aquarian Age: The United States in the 1960s
HIST 336	History of American Thought to 1865
HIST 337	History of American Thought Since 1865
HIST 340	Faulkner and Southern Historical Consciousness
HIST 352	Who Wants to be a Millionaire? Elites in America
MUS 207	Music and American Culture
MUS 210	American Musical Theatre
POL 219	Sexual Minority Movements and Public Policy
POL 222	Political Parties
POL 225	American Presidency
POL 229	State and Local Government
POL 236	Urban Politics and Public Policy
POL 238	Sex and Power
POL 270	African-American Political Thought
POL 290	American Foreign Policy
POL 320	Mass Media
POL 332	American Constitutional Law
POL 333	Civil Rights
POL 334	Civil Liberties
REL 272	The Sociology of the American Jew
REL 278	Jewish Life and Thought in Modern Times
SOC 221	Sociology of Minorities
SOC 223	Social Stratification
SOC 224	Social Deviance
SOC 225	Sociology of the Family
SOC 226	Sociology of Sex and Gender
SOC 244	Religion in American Society
SOC 249	Technology and Society
SOC 251	Sociology of the City
SOC 258	Social Problems
SOC 259	Social Movements

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AMERICAN STUDIES

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SOC 261	Sociology of Education
SOC 271	Sociology of Environmental Issues
SOC 290	Sociology of Community
WMST 323	Research in Social Psychology
WMST 357	Self in American Culture

**COURSE DESCRIPTIONS**

**100 History and Form of American Culture**

This course discusses the origins and development of the dominant cultural institutions of the United States, particularly the evolution and impact of the mass media and advertising and the way in which mass culture perpetuates systems of domination based on class, race, and gender. (Patterson, Fall, offered annually)

Typical readings: Domhoff, *Who Rules America Now?*; Ewen, *Captains of Consciousness*; Dyer, *Advertising as Communication*; Zinn, *A People's History of the U.S.*; Barnouw, *Tube of Plenty*; a variety of interpretive articles, as well as primary sources

**101 America: I, Eye, Aye** This course focuses on American first-person narratives in order to examine the ways in which a variety of American writers have advanced their moral and political views by conjoining conventions of autobiography, natural history, and social critique. It includes an analysis of the politics of self- and national-identity through close textual readings. (Quinby, offered annually)

Typical readings: Jefferson, *Declaration of Independence*; essays by Emerson, Thoreau, Whitman, and Fuller; *Narrative of the Life of Frederick Douglass*; Jordan, *On Call*

**201 Methods of American Studies as Used in the Study of American Attitudes Toward Nature** This course provides a continuation of the issues and ideas raised in AMST 100 and 101. It examines several ways in which theories of culture have been used to look at American attitudes toward the natural world and thus serves to introduce the student of American culture to methods of cultural analysis. It also provides a chronological overview of the evolution of American views of the natural world, touching on attitudes toward Native Americans, natural resources, gender and nature, human uses of animals, development of agribusiness, etc. (Patterson, offered annually)

Typical readings: Smith, *Virgin Land*; Marx, *The Machine in the Garden*; Nash, *Wilderness and the American Mind*; Merchant, *The Death of Nature*; Jefferson, *Notes on Virginia*; Crevecoeur, *Letters of an American Farmer*

**254 American Masculinities: Cultural**

**Construction and Gay Men** Taught from a perspective affirming the rights of sexual minorities: course discusses the lives of gay men today, the various constructions of masculinity by gay men, their resistance to homophobic constructions of them, and the "gender insubordination" of some gay men who contest aspects of dominant constructions of masculinity. Examines the experience of gay men in school, sports, work, military service, religion, politics; their representation in the media; the HIV crisis; and differences based on region/race/ethnicity. The course uses analytical texts, fiction, memoir, film, visiting speakers. (Patterson, Spring)

**302 The Culture of Empire** This course traces the history of racist attitudes in the United States and their impact on Native Americans, African Americans, and the people of the Philippines, Japan, and Vietnam. This course requires active participation in classroom discussions and a substantial research paper. (Patterson, offered alternate years)

Typical readings: Berkhofer, *The White Man's Indian*; Jordan, *The White Man's Burden*; Dower, *War Without Mercy*; Drinnon, *Facing West*; Thompson, *Sentimental Imperialism*

**310 The History of Sexual Minorities in**

**America** This course traces the historical development of lesbian and gay communities in the United States, with particular emphasis on changing concepts and definitions of lesbian and gay identity, the growth of lesbian and gay social institutions, the development of political organizations devoted to the protection of the civil rights of lesbian and gay Americans, the problem of homophobia, and the political activism generated by the AIDS crisis. The course requires active participation in classroom discussions and a substantial research paper. (Patterson, offered alternate years)

Typical readings: Miller, *Out of the Past*; Katz, *Gay American History*; Pharr, *Homophobia*; Human Rights Watch, *Hatred in the Hallways*

**465 Senior Seminar: Issues in American Studies** (Offered annually)

## ANTHROPOLOGY AND SOCIOLOGY

H. Wesley Perkins, Ph.D.; Professor,  
 Department Chair  
 Sheila Bennett, Ph.D.; Professor  
 Judith-Maria Buechler, Ph.D.; Professor  
 Emerita  
 Richard G. Dillon, Ph.D.; Professor  
 Jack Dash Harris, Ph.D.; Professor  
 Brenda Maiale, M.A.; Instructor  
 Richard Mason, Ph.D.; Associate  
 Professor  
 Dia Mohan, Ph.D.; Assistant Professor  
 Renee Monson, Ph.D.; Assistant Professor  
 T. Dunbar Moodie, Ph.D.; Professor  
 Ilene Nicholas, Ph.D.; Associate Professor  
 James L. Spates, Ph.D.; Professor  
 Lung-Chang Young, Ph.D.; Professor  
 Emeritus

Anthropology and sociology are closely related social science disciplines. They study the ways in which people live together under various social and cultural conditions. By exploring the multifaceted dimensions of human societies, they seek to understand human behavior, social interactions, and institutional structures in all their diversity.

The anthropology and sociology department offers disciplinary majors in anthropology, sociology, and anthropology sociology; the department offers minors in anthropology and in sociology. All courses to be credited toward any major or minor in the department must be passed with a grade of C- or better.

### REQUIREMENTS FOR THE ANTHROPOLOGY MAJOR (B.A.)

*disciplinary, 10 courses*  
 ANTH 273, ANTH 306, and a seminar (either a 400-level seminar or a 200- or 300-level seminar with an advanced component); an anthropology course focused on a geographic area; and six additional anthropology electives. Within the six electives, one must be at the 300 level, and at least two must be outside the

student's primary subfield of specialization (cultural anthropology, archaeology, linguistics, or physical anthropology). One 200- or 300-level sociology course can substitute for an anthropology elective course.

### REQUIREMENTS FOR THE ANTHROPOLOGY MINOR

*disciplinary, 5 courses*  
 ANTH 110 and four additional courses in anthropology, of which at least three must be at the 200 level or above, and one must be at the 300 level or above.

### REQUIREMENTS FOR THE SOCIOLOGY MAJOR (B.A.)

*disciplinary, 10 courses*  
 SOC 100; SOC 211; SOC 212; SOC 300; SOC 464 or SOC 465; and five additional sociology courses, at least one which must be at the 300 level. One 200-level or higher anthropology course can substitute for a 200-level sociology elective course.

### REQUIREMENTS FOR THE SOCIOLOGY MINOR

*disciplinary, 6 courses*  
 SOC 100; either SOC 211, SOC 212 or 300; and four additional sociology courses.

### REQUIREMENTS FOR THE ANTHROPOLOGY SOCIOLOGY MAJOR (B.A.)

*disciplinary, 10 courses*  
 ANTH 110; SOC 100; a combination of three courses from department core offerings (ANTH 273, ANTH 306, SOC 211, SOC 212, and SOC 300) that includes both anthropology and sociology as well as both theory and methods; a seminar in either anthropology or sociology; two electives in anthropology; and two electives in sociology.

**ANTHROPOLOGY COURSE DESCRIPTIONS**

**102 Archaeological Myth and Reality: World Prehistory** This course seeks to replace myths of “killer apes” and “ancient astronauts” with archaeological reality. A broad survey of archaeological knowledge of both New and Old World prehistory provides a framework for analysis of major transitions in cultural evolution and of selected archaeological puzzles, such as the enigmatic markings of the Peruvian desert near Nazca. This course is designed for non majors who want a general understanding of what “happened” in prehistory. The course is also suitable for prospective majors who need an overview of the archaeological record against which to set more specialized courses in archaeology. No prerequisites. (Nicholas, *offered annually*)

**110 Introduction to Cultural Anthropology** This course explores the anthropological understanding of human society through ethnographic case studies of particular societies. In the holistic approach of anthropology, the interrelations of kinship, economics, politics, and religion are stressed. Special emphasis is also placed on anthropological theories of human behavior and the wide range of creative solutions to the problem of social living devised by various cultures of the world. (Dillon, Staff, *offered each semester*)

**115 Language and Culture** This course introduces students to the study of language as a natural phenomenon and as a human creation. Different approaches to the analysis and study of language as a social and symbolic system are presented. Topics include the Sapir Whorf hypothesis (the idea that language determines how and what we think), the relationship between language and gender, how social forces alter the shape of language, and what language tells us about the structure of the human mind. (Staff, *offered occasionally*)

**205 Race, Class, and Ethnicity** This course explores race, class, and ethnicity by focusing on new immigrant groups in the United States and Europe. It addresses the broad social, cultural, economic, and political forces outside and within communities that affect the lives and identities of new female and male, legal and illegal migrants. The impact of racism is crucial in shaping the way in which migrants live, their transcultural connections, and their concepts of themselves and others. Students analyze the relations between groups such as white and African Americans with Latin Americans, Asians, and Eastern Europeans in the U.S., and Europeans with each other and non Europeans in Europe. This is explored in the contexts of work places, schools, residences, shopping areas, and festive and crisis events. The comparisons shed new light on theoretical and

policy issues regarding multiculturalism and diversity in the North American context. (Staff, *offered alternate years*)

**206 Early Cities** This course deals with the manner in which humankind first came to live in cities. Early urbanism is viewed within the context of the general origins of complex society in both the Old and New Worlds. Explanatory models, such as those emphasizing population pressure and trade as causal mechanisms for the growth of cities, are reviewed. This course provides the student with a knowledge of early urban forms in different parts of the world, as well as familiarity with the methods used by archaeologists to study such phenomena. ANTH 102 is helpful background but is not required. (Nicholas, *offered alternate years*)

**208 Archaeology of Japan and China** This course surveys the archaeology of East Asia from the Paleolithic through the era of classical civilizations. Special attention is given to the growth and development of cities in this region, but other aspects of the record are not neglected. Students study the “underground army” of the first emperor of China, the monumental mounded tombs of early Japan, the extraordinary pottery of the Jomon culture, and more. Students discuss the overall trajectories of China and Japan in a social evolutionary perspective. (Nicholas, *offered every two to three years*)

**209 Women and Men in Prehistory** Until recently, much of world prehistory has been written as if only men were participants in the evolution of culture. Women for the most part have been invisible to archaeology. In the last decade, however, archaeologists have begun to focus explicitly on the issue of gender in prehistory. This course examines some of the older male-centric models, as well as some of the innovative (and controversial) new work, endeavoring to build a picture of the past in which both men and women are seen to be actors. Cases are chosen from a mix of archaeological periods and settings but currently include the controversy over the gender of the occupant of Tomb 7 at Monte Alban, Oaxaca, Mexico. (Nicholas, *offered every two to three years*)

**210 Prehistoric Ecology** Karl Butzer has said that when we study human ecology, we look at the “dynamic interface between environment, technology, and society.” This course takes an ecological perspective to the prehistory of humankind, finding that many events in the past can be understood more clearly when ecological analyses are undertaken. Much of the course centers on the radical shift in human relationship to the environment that took place when

hunting and gathering was replaced by domestication of plants and animals. Ecologically oriented research on the trajectories of the great ancient civilizations is also studied. (Nicholas, *offered alternate years*)

**220 Sex Roles: A Cross Cultural Perspective**

This approach to the study of sex roles is cross cultural and multidisciplinary, oriented toward an understanding of the behavior of women and men in various societies including the United States. The course addresses such questions as: What are the biological bases of femaleness and maleness? Are there correlations between physical environments and the status of women and men? How do individuals learn their sex roles? Do some social structures, religious ideologies, rituals, and values support or perpetuate inequality between the sexes? And, have sex roles changed with modernization, urbanization, and industrialization? (Staff, *offered alternate years*)

**227 Intercultural Communication** To what extent is communication between members of different cultures really possible? This course uses an anthropological approach and examples from many cultures and ethnic groups to address this question. It explores the systematic blindness that all too often produces conflicts between members of different cultures, ethnic groups, and races, and considers the role of values and relativism in intercultural relations. The course welcomes foreign students, those planning study abroad, and students experiencing the challenges of "re-entry" to American culture. No prerequisites. ANTH 110 is helpful but not required. (Dillon, *offered annually*)

**228 Physical Anthropology** Physical anthropology studies humans as biological organisms (members of the Primate Order). This course provides an overview of the three major divisions of physical anthropology: anatomical and behavioral characteristics of living non-human primates; the fossil evidence for human evolution, including discussion of the origins of culture as a major adaptive characteristic of humankind; and examination of human variability today, including a discussion of race. (Nicholas, *offered alternate years*)

**230 Beyond Monogamy: The Family and Kinship in Cross Cultural Perspective**

This course explores the intriguing question of whether it is possible, functional, and normal for people to live outside the structures of monogamous marriage and the nuclear family that have been so idealized recently in the West. Through in-depth case studies of several very different cultures, students seek a greater understanding of how and why some peoples have managed to organize their lives without emphasizing these two key

institutions. Students also examine how the forces of social and economic change and colonial and post-colonial government policies have impacted diverse kinship systems around the world, as well as how various African, Asian, Caribbean, and Native American peoples have tried to cope with imposed changes and the challenging conditions that they face. No prerequisites. Anthropology 110 is helpful but not required. (Dillon, *offered alternate years*)

**247 Urban Anthropology**

Urban anthropology treats the research problems and strategies of anthropologists in a wide variety of urban situations. The course corrects some popular myths and misconceptions about crowding, size, poverty, and class. It also treats issues such as rural/urban migration and interethnic relations. An analysis of crucial social, economic, and political relationships in Third World and Western contexts is provided. (Staff, *offered alternate years*)

**271 Jobs, Power, and Capital: The Anthropology of Work**

This course is concerned with the theory and policy associated with the concept of work in traditional, transitional, industrial, and post industrial societies. Special attention is given to the changing role of family, kin, and gender in labor, and the impact of industrialization and the new international division of labor on the work experience, the workplace, and the labor process. Open to students in anthropology, sociology, urban studies, women's studies, economics, Africana studies, and Latin American studies. Prerequisite: ANTH 110 or by permission of instructor. (Buechler, *offered every three years*)

Note: Students may obtain anthropology seminar credit by enrolling in this course as ANTH 471 *Seminar: Jobs, Power, and Capital*.

**273 Ethnographic Research and Methods**

This course considers the practice, problems, and analysis of field and library research in social and cultural anthropology. It examines the theoretical background and social and political role of ethnographers, and gains an understanding of the basic skills and qualitative methods of inquiry, including participant observation, interviewing, photography, life history, ethnohistory, and network and structural analysis. Students conduct research projects locally. Prerequisite: ANTH 110. (Staff, *Spring, offered alternate years*)

Note: Majors should plan to take this alternate year only course at the earliest opportunity in order to complete their programs.

**280 Environment and Culture: Cultural Ecology**

The subject of ecological studies in cultural anthropology is the study of the interaction between human populations and their environ-

ments. These populations—hunters, gatherers, farmers, herders, and city dwellers—are examined in diverse habitats or settings: tropical forests, flooded rice plains, highland pastures, deserts, and cities. Attention is focused on ecological concepts and human adaptations and implications of these for present dilemmas in our own troubled environments. What lessons are there to be learned about resource management from “primitive” people? (Staff, *offered alternate years*)

**285 Primate Behavior** Because primates are humankind’s closest relatives, the study of primate behavior holds a special fascination for us. This course uses films and readings to examine the various behaviors of representative prosimians, New World monkeys, Old World monkeys, and apes. It looks primarily at studies of natural primate behavior in the wild but also reviews some examples of lab research. The focus is on locomotion, subsistence, social behavior, and intelligence within an evolutionary framework. The course concludes by considering the light which study of non human primates might shed on the evolutionary origins of our own species. (Nicholas, *offered alternate years*)

**290 Pharaohs, Fellahin, Fantasy** Pharaohs, Fellahin, Fantasy: Ancient Egypt fires the imagination. This course examines Egypt of the Pharaohs: their forebears and their descendants to the present day. Just as the Nile links Africa, Egypt, and the Mediterranean, a stream of culture links the Egyptian past to the present, and as a great river meanders, carves new banks but still flows from source to sea, so too, Egyptian culture has changed through conquest and innovation but remains, at some level, recognizable. Students explore gender and economic relations, how we know what we know, and how to recognize occult or romantic fantasy. ANTH 102 or 206 are recommended but not required. (Nicholas, *offered every 2-3 years*)

**296 African Cultures** This course considers African societies and cultures from both the insider’s and the outsider’s points of view. Anthropological works and short stories by Africans are used in an attempt to understand the African cultural experience. The course explores the various world views and adaptations represented by traditional African cultures as well as the transformations that these cultures have undergone during the colonial and independent eras. No prerequisites. (Dillon, *offered alternate years*)

**297 Peoples and Cultures of Latin America** This course examines the development of diverse populations of Latin America from colonial times to the present, dealing especially with the effects of population growth, urbanization,

industrialization, international politics, and rapid social change. (Staff, *offered alternate years*)

**298 Modern Japan** Japan is a remarkable society. The only non-Western nation to repel colonization and industrialize independently, Japan now has the second largest economy in the world. This course looks at contemporary Japanese society from the perspective of cultural anthropology. In addition to considering anthropologists’ overall interpretations of Japanese culture, personality, and ways of thinking, it explores Japanese society through ethnographies or in depth case studies of changing Japanese families, schools, businesses, religious groups, villages, cities, and towns. No prerequisites. (Dillon, *offered alternate years*)

**306 History of Anthropological Theory** This course explores the range of anthropological theory by reviewing works identified with different theoretical perspectives: 19th century evolutionism, Boasian empiricism, British social anthropology, structural idealism, cultural ecology, neo-evolutionism, practice theory, and post modernism. The emphasis is on developing the student’s own ability to evaluate and use theory. Prerequisites: Several anthropology courses or permission of instructor. This is ideally a junior year course for majors and students from related fields. (Dillon, *offered alternate years*)

Note: Students should plan to take this alternate year only course at the earliest opportunity in order to complete their major or minor programs.

**326 Pattern and Process in Ancient Mesoamerican Urbanism** This course surveys the broad outline of Mesoamerican archaeology, with a special focus on cities viewed in their ecological and cultural contexts. Cities studied include Monte Alban, Teotihuacan, Tikal, Tula, Chichen Itza, Mayapan, Tenochtitlan, and others. The course familiarizes students with various descriptive and theoretical models of ancient urbanism and discusses the relationship between these theoretical models and the data from Mesoamerica (as well as the relationship between theory and research design). No prerequisites, but ANTH 102 or ANTH 206 provide helpful background. (Nicholas, *offered alternate years*)

**342/442 Comparing Ancient World Systems** This course focuses on how ancient cultures came into contact with one another to create larger systemic networks of information exchange, trade, political interaction, and warfare. The study is grounded in “comparative world-systems theory,” which modifies Wallerstein’s vision of a modern world-system and extends the concept to significantly earlier time periods. Students explore continuity and

transformation in general world-system dynamics in antiquity, paying particular attention to effects on urbanism and warfare. The course is grounded in the study of archaeological/historical cases (for example, ancient Mesopotamia), and is discussion based; student research presentations are an integral part of the course. (Nicholas)

**352 Builders and Seekers** Is egalitarian social life really possible? What factors encourage such a lifestyle or work against it, and what are the different ways of engineering “equality” within a community? In this course, examples of African and Australian hunting and gathering societies are used to explore these issues and to investigate how traditional egalitarian groups have been affected by the contemporary world system. Modern communes and utopias also are considered. Open to both anthropology students and others with relevant background and interest. (Dillon, *offered alternate years*)

Note: Students may obtain anthropology seminar credit by enrolling in this course as ANTH 452 *Seminar: Builders and Seekers*.

**362 Evolution and Culture** Evolutionary models seek to understand the processes underlying changing successions of living organisms or cultural systems. This course examines the relevance of evolutionary approaches to the understanding of culture. It begins by examining the degree to which biological analogues are or are not appropriate in building models of cultural evolution, considering such topics as Darwinian gradualism, Lamarckianism, and punctuated equilibria. The approaches of the 19th century unilineal evolutionists in anthropology are then contrasted with the multilineal theories of the 20th century. The course concludes with student presentations of research projects on either the history of evolutionary concepts in anthropology or on modern applications thereof. Prerequisites: Students are recommended to complete several anthropology courses before taking this seminar. Students with a strong interest in the topic and backgrounds in related fields are encouraged to seek permission of the instructor. (Nicholas, *offered every three years*)

Note: Students may obtain anthropology seminar credit by enrolling in this course as ANTH 462 *Seminar: Evolution and Culture*.

**450 Independent Study** Permission of the instructor.

**495 Honors** Permission of the instructor.

**499 Internship in Anthropology** A minimum of 150 hours of work or practice under the supervision of an anthropology faculty adviser. Students are

expected to keep a reflective journal and to produce a paper that relates their experience to more general issues in anthropology. The length and scope of the paper shall be determined in consultation with the internship faculty adviser. Internship adviser permission is required to take this course, and prior departmental approval is required for any students who wish to repeat ANTH 499. Permission of the instructor.

#### Anthropology Courses Taught Occasionally

260 Medical Anthropology  
293 The Near East, Past and Present  
320 Ethnoarchaeology  
370/470 Life Histories

#### SOCIOLOGY COURSE DESCRIPTIONS

**100 Introduction to Sociology** An introduction to the fundamental concepts of sociology, this course focuses on such central issues as the social nature of personality; the effects of social class, race, and gender on social life; the interactional basis of society; and the place of beliefs and values in social structure and social action. A fundamental concern is to analyze the reciprocal nature of social existence—to understand how society influences us and how we, in turn, construct it. Typically, the course applies the sociological perspective to an analysis of American society and other social systems. (Bennett, Harris, Mohan, Monson, Moodie, Perkins, Spates, *offered every semester*)

Note: All upper level sociology courses require SOC 100 as a prerequisite.

**201 Sociology of International Development** What is development? Who is the developed person? Participants study the creation of postcolonial nations and the emergence of academic study and institutional governance in the field of international development. Rather than assume that development and globalization are inevitable, students examine the social formation of development and explore what historical ideologies, inequalities, processes and relations produce contemporary experiences of the development and globalization. Students consider policy-makers’ vision of development projects and explore their assumptions, promises, outcomes and expertise, as well as people’s everyday experiences of the violence of development. This course is aimed at “de-centering” the presumption that development and progress are benevolent European ideals that define the making of the modern world. Prerequisite: SOC 100. (Mohan, *offered occasionally*)

Typical readings: Ferguson, *The Anti-Politics Machine*; McMichael, *Development and Social Change*; Kapadia *The Violence of Development*, Mosse, *Cultivating Development*

**211 Research Methods** This course is an introduction to the basic issues and fundamental trends of social research. The logic of inquiry, research design, sampling, validity, reliability of indicators in social data, and logistical and ethical problems in the collection and analysis of data form the central problems for consideration. Techniques of data collection, such as, participant observation, content analysis, experimental design, unobtrusive measures, and survey research are discussed. The course is intended to prepare students for original research efforts and also to help them become more sophisticated consumers of the literature of the social sciences today. Prerequisite: SOC 100. (Monson, *offered annually*)

**212 Data Analysis** This course provides an introduction to the organization and analysis of data in the process of social research. Presentation of data in tabular and graphic forms, the use of elementary descriptive and inferential statistics, and the use of bivariate and multivariate analytic procedures in the analysis of data are examined. This course includes a laboratory experience in the use of computing software to display data and test hypotheses. The course is ultimately intended to prepare students for original research efforts and to help them become more sophisticated consumers of the literature of the social sciences today. Prerequisite: SOC 100. (Perkins, *offered annually*)

**220 Social Psychology** In this seminar course, major theoretical perspectives and classic empirical studies in social psychology are introduced. The emphasis is on exposure to a variety of viewpoints in the literature. Theoretical orientations, such as learning theory, exchange theory, role theory, symbolic interaction, attribution theory, and cognitive balance models are surveyed during the term. Furthermore, studies in substantive areas, such as social norms and behavioral conformity, attitude change, interpersonal attraction, group dynamics, conflict and cooperation, and leadership are examined in light of these major perspectives. The course gives attention to the congruencies and disparities among psychological and sociological perspectives within the interdisciplinary field of social psychology. Prerequisite: SOC 100. (Perkins, *offered alternate years*)

**221 Race and Ethnic Relations** In this course, students analyze minority group relations including inter-group and intra-group dynamics, sources of prejudice and discrimination, social processes of conflict, segregation, assimilation, and accommodation. Minority-majority relations are viewed as a source of conflict and change, and the problems of a multi-group society are analyzed. Emphasis is placed on racial, ethnic and sexual minorities, and

cases center on relations in the United States. Prerequisite: SOC 100. (Staff, *offered occasionally*)

**222 Social Change and the Individual** We live different lives than our parents and grandparents lived, as do contemporary Turkish women, Andean peasants, Chinese entrepreneurs, and African farmers. What drives change in the ways individuals live their lives, work, believe, behave—technology, political or economic transformations, religious beliefs, wars and famine, natural forces, “globalization”? This course takes a macro-sociological approach to the study of significant changes in human societies from the perspective of the individual’s life experience. Major theories of social change are reviewed in the context of the emergence of capitalism and post-industrial social, political, and economic systems. Prerequisite: SOC 100. (Bennett, Moodie, *offered alternate years*)

**223 Inequalities** This course is designed to examine various theories of social stratification including Marxist theory, Weber’s three-dimensional approach, and the functional viewpoint. After a review of varied forms of stratification in human societies, the discussion centers on the issues of inequality in American society and the collective effort to resolve the conflict between value, ideal, and social practice. Readings include a number of recently published paperbacks. Prerequisite: SOC 100. (Staff, *offered occasionally*)

**224 Social Deviance** This course explores the social etiology of deviant behavior, the functions of deviance, and societal reactions to deviance. An interdisciplinary approach is taken to the internalization of norms, guilt, shame, punishment, and conformity as they relate to deviance. Various theoretical approaches are examined. Social deviance is considered as a regular aspect of societies, and this course is directed toward a normative theory of culture, addressed to the problems of order, conflict, and change. Prerequisite: SOC 100. (Harris, *offered alternate years*)

**225 Sociology of Family** What is “the family?” Are two-parent, single-parent, or extended families more common historically and cross-culturally? What social forces contribute to the rise in divorce? How have cultural norms concerning motherhood and fatherhood changed over time? The family is analyzed as a social institution embedded in particular historical contexts and which reflects broad economic change, cultural shifts, and political movements, including industrialization, de-industrialization, and feminism. Particular attention is paid to ways in which various axes of social inequality (gender, class, race, and sexuality) shape how

family life is experienced at the individual level, and how various family forms are evaluated, penalized, and/or supported at the societal level. Prerequisite: SOC 100. (Bennett, Monson, *offered annually*)

**226 Sociology of Sex and Gender** What is the connection between biological sex and our identities as men and women? How is the variation over time and across cultures in gendered behavior explained? What are the sources and consequences of differences between women and men? How are these differences linked to inequalities of race and class as well as gender? This course provides an introduction to sociological perspectives on gender relations as a social structure. Several theoretical frameworks for understanding the sources and persistence of gender differences and inequality are considered, including liberal feminism, radical feminism, multicultural feminism, and men's feminism. Students examine a range of social institutions and ideological constructs shaping the social structure of gender, such as family, employment, sexuality, reproduction, and beauty. Prerequisite: SOC 100. (Monson, *offered annually*)

**228 Social Conflict** This course starts with the assumption that movements for social change arise through social conflicts and give rise to further conflicts. However, not all conflicts lead to collective action. The course examines the complexity of overlapping race and gender identities and conflicts in two countries—the United States and South Africa—in an effort to specify both the historical conditions under which conflict leads to effective collective action and those conditions under which it fails to do so. Prerequisite: SOC 100. (Moodie, *offered alternate years*)

**230 The Sociology of Everyday Life** Through talking to one another and doing things together, both at work and at play, we unthinkingly weave the fabric of our social worlds. At a deeper level, however, common norms and everyday practices may conceal more or less hidden struggles around race, class, gender, or other differences in power and identity. This course examines everyday life in typical American settings such as schools, families, workplaces, and public spaces in order to understand the social forces that constitute both normal life and struggles against conventional norms. Prerequisite: SOC 100. (Moodie, *offered annually*)

**233 Women and Political Mobilization in the Third World** The primary aim of this course is to understand the role of class, gender, race, and ethnicity in shaping women's political mobilizations in selected Third World countries and women of color in the U.S. Students study

how, when, and why women in Third World countries have organized around certain issues (e.g., national liberation vs. violence against women) and the forms of their political mobilizations, such as revolutions, cooperatives, etc. The secondary aim of the course is to analyze the continuities and discontinuities in women's mobilizations and feminism in the Third World and the First World. Prerequisites: SOC 100, as well as an introductory sociology or women's studies course or permission of instructor. (Mohan, *offered occasionally*)

**240 Gender and Development** What is the relationship between how we think about "gender" and how we think about "development," "tradition," and "modernity"? Many years of feminist intervention in social processes have provided important insights into this question. We now know that patriarchy is not limited to underdeveloped areas of the world. Women are not the only ones who are affected by it, nor is its effects limited to the home. Patriarchy is not a static tradition but an evolving concept and reality. This course pushes students to see the dialectical relationship between visions of progress and the future and the making of gender relations. Students study how gender relations were formed as a product of the powerful 20th century ideas, policies, and practices of development. They juxtapose women's place in the development project in relation to (academic, activist, and daily) feminist interventions and their distinctive understandings of social transformation, progress, and justice. Prerequisite: SOC 100. (Mohan, *Spring, offered alternate years*)

**242 The Sociology of Business and Management** This course provides an "applied" sociological analysis of the major trends shaping business in the United States and worldwide. Students explore the nature of business organization and management, at the micro level in its institutional forms and the business and management environment, at the macro level as it operates within economic and cultural systems, and within global contexts. The issues of demographic effects, ethical concerns, technological innovation, the role of producers and consumers, and the changing role of government are considered. Prerequisite: SOC 100. (Harris, *offered alternate years*)

**244 Religion in American Society** This course focuses upon religion in American society from the post World War II era to the present, using sociological theory and empirical research to form the basic analytical perspective. A survey of the major religious traditions is provided along with an introduction to contemporary cults, sects, and

new religious movements. Topics such as civil religion, processes of secularization and revival, social and demographic influences on belief and practice, organizational structures, church and state relations, and political activism of religious groups are examined. Discussion concerning the theological, ethical, and political implications of sociological claims about religion is also encouraged. Prerequisite: SOC 100. (Perkins, *offered alternate years*)

**245 Sociology of Work** The study of capitalist and pre-capitalist forms of human labor, and the changes in social organization that accompany changes in the mode of production are covered in this class. Students consider non-wage as well as wage labor in contemporary industrial America. Prerequisite: SOC 100. (Mason, Moodie, *offered occasionally*)

**249 Technology and Society** This course is designed to explore the impact that technologies have on human beings and their societies. It examines the history of technological development, and particularly the industrial revolution and the current cybernetic revolution. A broad range of topics are covered, including such issues as family relations, work patterns, energy and the environment, domestic and international social stratification, and social organization. The course also concentrates on the empirical effects that such inventions as moveable type, compasses, steam engines, automobiles, washers and dryers, telephones, radio, television, rockets, transformers, and computers (to name several) have had on human beings. Prerequisite: SOC 100. (Mason, *offered alternate years*)

**251 Sociology of the City** More than 80 percent of Americans and 50 percent of the world's peoples now live in urban areas. Such figures show that the city has become one of the most important and powerful social phenomena of modern times. As a result, it is imperative that we understand the city's influence on our lives. This course provides a basic introduction to urban life and culture by examining the development of the city in Western history. Classic and modern theories are examined in an attempt to grasp what the city is and what it could be. Prerequisite: SOC 100. (Spates, *offered alternate years*)

**253 World Cities** Everywhere, in numbers unheard of before, people are flocking to the world's cities, in many cases, regardless of the fact that when they arrive there, they find living conditions awful or even worse. Why? What do people want from cities? This course attempts to provide an answer to these questions, first, by considering some of the most important theoretical material on the nature of cities and, second, by

analyzing extensive interview data collected in four world cities: San Francisco (USA), Toronto (Canada), Cairo (Egypt), and Kandy (Sri Lanka). The objective, in the end, is to develop a viable general theory of the city, its reason for being, its purpose in human affairs. Prerequisite: SOC 100. (Spates, *offered alternate years*)

**256 Power and Powerlessness** This course develops an analysis of power and subordination within civil society: whether or not such power is institutionalized in state structures, whether it confirms state institutions or contradicts them. The distribution of power in society tends to be taken for granted by political scientists, politicians, and state officials, even activists. This course is to develop a theory of power in civil society and to understand how it relates to state rule. Of particular interest are the imperatives of government and what happens to social movements when they achieve state power. Examples are drawn from fragile new democracies in Eastern Europe, Latin America, and South Africa, as well as the United States. Prerequisite: SOC 100. (Moodie, *offered alternate years*)

**258 Social Problems** The focus of this course is the examination of fundamental social problems confronting contemporary American society. How social problems have emerged or have been perpetuated in recent years, and how social problems are defined and perceived by particular social groups are important issues for this course, as is the analysis of possible solutions to these problems. Poverty, racism, care of the aged, alcohol and substance abuse, the AIDS epidemic, pornography, juvenile delinquency, prostitution, family violence, abortion, children's rights, church and state conflicts, gun control, and capital punishment are some examples of topics for this course. Prerequisite: SOC 100. (Mason, *offered annually*)

**259 New Social Futures** Why do people imagine new futures and try to change society? How do we know change when we see it? What counts as change? Is change necessarily violent? Can status quo be violent? How do people come together to bring change? How do we understand the relationship between being a good citizen and fighting for new social futures? These are the key questions student explore through an examination of concepts such as development, globalization, value, profit, war, peace and liberation. Students examine autobiography and history, documentary films and sociological analysis, of people and groups that have imagined new social futures and risked life and money to realize their vision for a better world. (Mohan, *offered alternate years*)

Typical readings: Horton, *The Long Haul*, Mamdani, *Good Muslim, Bad Muslim*, Barndt, *Tangled Routes*. Prerequisite: SOC 100.

**260 Sociology of Human Nature** Does human nature exist? Given the incredible variation in human societies around the world, are there any characteristics that can be said to be universal attributes of our species? If so, what are these characteristics and how do they “determine” our social existence? Over the centuries, claims have been made for various traits being built in parts of human nature, among them aggression, territoriality, sociability, and nurturance. In this course, selected materials from biology, physical anthropology, psychology, sociobiology, and sociology are considered in an attempt to answer the above questions and provide evidence for or against a general theory of human nature. Prerequisite: SOC 100. (Spates, *offered every three years*)

**261 Sociology of Education** This course is an examination of the interplay between the formal ideal and informal personal aspects of education and other social processes. Topics of discussion include the potential of critical experience as contrasted to institutional certification; the assessment of personal career choices; educational experience as a life long aspect of the legitimation and stratification processes; friendships and voluntary association as resources for the resolution of stress; and education as a selective recruitment and promotion process involved with evolving social trends. Participants are expected to work from a critical, introspective sociological perspective. Prerequisite: SOC 100. (Mason, *offered annually*)

**271 Sociology of Environmental Issues** This course examines the development and future implications of environmental issues from a sociological perspective. Topics of discussion include: technological fix and social value definitions of environmental issues; how occupational and residence patterns are involved with the perception of and response to environmental issues; urban policies as aspects of environmental issues (*e.g.*, zoning, public transport, etc.); stress involved with current life styles and occupations; and the personal, group, and social responses to resolve environmental problems. Topics of interest to students are discussed as they develop during the course. Prerequisite: SOC 100. (Mason, *offered annually*)

**279 South African Apartheid: Before and After** This course is designed to introduce students to the policy of apartheid, its origins and its effects on contemporary South African society. Apartheid sought to impose rigid racial and geographical segregation in South Africa while claiming that its aim was to protect cultural differences. The course examines apartheid's origins, its social and economic organization and its ideological justification. In

light of this analysis, the course considers the prospects for on-going democracy in 21st century South Africa. (Moodie, *offered occasionally*)

**290 Sociology of Community** This course first examines the use of the concept of community as it has been applied to kinship groups, neighborhoods, and rural and urban settlements. It seeks to sharpen analytic and conceptual abilities and then focuses investigation on historical and contemporary utopian and intentional communities. Students take several field trips, meet with guest lecturers, and participate in a group project toward creating community. Prerequisite: SOC 100. (Harris, *offered annually*)

**291 Society in India** In this course students explore the present complexity of Indian society: class, caste, and gender relations in the particular form they take in India. They do this through the study of the ideology and practice of key social relations and imaginaries that characterize India: such as development, nationalism, caste, patriarchy, and communalism. Paying preliminary attention to pre-colonial and colonial India, students focus primarily on postcolonial India to understand the social formation of its public and political culture. The task in this course is to understand multiple histories and representations of what it means to be an Indian citizen in the present. No prerequisites. (Mohan, *offered alternate years*)

Typical readings: B. Metcalf and T. Metcalf, *A Concise History of India*; Das, *Handbook of Indian Sociology*; Rajagopal, *Politics After Television*

**299 The Sociology of Vietnam: Conflict, Colonialism, and Catharsis** This course explores the social world of Vietnam. Students study Vietnamese history, culture, and social relations. Through this study of their institutions (religion, economy, politics), arts, and artifacts, students find themselves immersed in the life of Vietnam, and are likely to achieve a fuller appreciation of the modes and meanings of what it means to be Vietnamese, as well as what it means to be American. The course examines the many forces that impinge on Vietnamese social life, and explores how the Vietnamese are seeking to reconcile and resolve the contradictions of socialist and capitalist theory and practice, as they seek to improve the lives of their people and position themselves as a significant Southeast Asian political and economic force. Prerequisites: SOC 100 or an introductory course in anthropology, political science, history, Asian studies, or religious studies. (Harris, *offered alternate years*)

**300 Classical Sociological Theory** The founders of sociology were deeply concerned about problems that continue to be of vital importance for contemporary sociological inquiry. Questions

such as the nature of society and its relationship to individuals, the relation between sociological theory and social practice, whether sociology is a science and, if not, what it is, and so on, are all absolutely central to the sociological enterprise, and yet often become lost. This course returns to the classics in an effort to uncover the questions sociologists need constantly to ask themselves if they wish to reflect cogently upon their role in the contemporary world. Required of all sociology majors. Prerequisite: SOC 100. (Harris, Moodie, Spates, *offered annually*)

**301 Modern Sociological Theory** This course examines the nature of theory and the problems of theory construction. The course surveys current theories representative of major intellectual orientations. These varieties of contemporary sociological theory are analyzed and the problems encountered within each explored. Theoretical orientations examined include social behaviorism, structural functionalism, conflict theory, symbolic interactionism, and the psychoanalytic. Prerequisite: SOC 100. (Mason, *offered alternate years*)

**310 Generations** This course explores issues of grandparent/parent/child relations, youth and aging, and the value patterns of different generations in contemporary American society. These issues are examined both in terms of developmental stages of the life course and the distinct experiences of historical age cohorts. A major focus of the course is on relationships among succeeding generations and, in particular, on what continuities and discontinuities exist between age groups. In this context the political and moral orientations and parental philosophies of various generations are explored. The course is conducted as an advanced level seminar. Prerequisite: SOC 100. (Perkins, *offered occasionally*)

**325 Moral Sociology and Good Society** Is it possible for sociology, as a science, to offer evaluative statements about social life, to say that some ways of organizing society are beneficial to human life and that other ways are harmful? Or must sociology, as Max Weber suggested, forever restrict itself to descriptions of society, leaving all judgment to one's role as a "private citizen?" Using sociological analysis of the dilemmas currently being faced by American society as the starting point, this course explores these questions in detail and, in so doing, considers the possibility of developing a scientifically grounded theory of "the good society." Prerequisite: SOC 100. (Spates, *offered alternate years*)

**331 Sociology of Art and Culture** Most people have had some interaction with cultural artifacts (a painting or a CD), or engaged in cultural practices (singing, writing a poem, or playing a musical instrument). This course uses the seminar format and

student-led discussions to explore the production and reception of these cultural artifacts and cultural practices of "high" culture and "popular" culture as a way of asking the central question of what counts as art or culture. Students combine analysis of cultural practices—films, music, art—with the study of the production and reception of meaning in the social world (cultural sociology). Prerequisite: SOC 100. (Mohan, *offered alternate years*)

Typical readings: Hebdige, *Subculture*; Simmel, *The Philosophy of Money*; Rajagopal, *Politics After Television*; Lyn Spillman Reader, *Cultural Sociology*

**340 Sex and the State: Feminist Social Theory** This course examines American and European feminist modes of theorizing about sexual difference and gender relations. It analyzes the existential and philosophical assumptions underlying feminist thought, the significance of the female experience, and the specificity of the feminist standpoint. It evaluates the adequacy of feminist theories to explain such phenomena as the constitution of the female subject, power, the reproduction of gender inequality, and difference between women of various cultural and racial groups. Prerequisite: SOC 100. (Monson, Mohan, *offered alternate years*)

**370 Theories of Religion: Religion, Power, and Social Transformation** In both Max Weber and Michel Foucault's conceptions of modernity, power tends to be entrenched through reasoned discourse in which the self is formed through subtle and pervasive disciplines to which even resistance is obliged to conform. Religion thus becomes increasingly irrelevant in the modern world. This course considers an alternative model of power which leaves much greater room for consideration of religious (and other) beliefs and solidarities—the theory of Antonio Gramsci. It examines the social significance of religion in four different countries and regions in the contemporary world where the power of specifically Christian belief and organization has manifested itself with forceful effect, namely, Poland, Latin America, South Africa, and the American civil rights movement. Prerequisite: SOC 100. (Moodie, *offered alternate years*)

**375 Social Policy** This course focuses on U.S. income support policies designed to address poverty due to old age, unemployment, and single parenthood, using case studies of other Western welfare states for comparative purposes. The course traces the historical development and restructuring of the U.S. welfare state, from the "poor laws" in the colonial era, through the New Deal of the 1930s, the War on Poverty in the 1960s and 1970s, and the "end of welfare as we know it" at the turn of the 21st century. Central questions considered include how families,

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## ARCHITECTURAL STUDIES

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labor markets, and states intersect, and whether welfare states' policies ameliorate or reinforce inequalities of gender, race, and class. Prerequisite: SOC 100. (Monson, *offered alternate years*)

**450 Independent Study** Permission of the instructor required. (*Offered annually*)

**465 Senior Seminar** (Staff, *offered annually*)

**495 Honors** Permission of instructor required. (*Offered annually*)

**499 Internship in Sociology** A minimum of 150 hours of work or practice under the supervision of a sociology faculty adviser. Students are expected to keep a reflective journal and to produce a paper that relates their experience to more general issues in sociology. The length and scope of the paper shall be determined in consultation with the internship faculty adviser. Internship adviser permission is required to take this course, and prior departmental approval is required for any students who wish to repeat SOC 499. Permission of instructor.

### **Sociology Courses Taught Occasionally**

231	Sociology of Art and Culture
241	Sociology of Sport
243	Religion, State, and Society in Modern Britain
248	Medical Sociology
250	Population Crisis in the Third World
257	Political Sociology
262	Criminology
263	Juvenile Delinquency
298	Sociology of Mass Communications
312	Advanced Quantitative Methods
330	Symbolic Interaction
350	Sociology of Knowledge
380	Totalitarian Society

**Note:** A number of regularly offered bidisciplinary courses and interdisciplinary program courses carry credit for the sociology major. Examples include BIDS 229 **Two Cities: New York and Toronto**, BIDS 245 **Men and Masculinity**, BIDS 295 **Alcohol Use and Abuse**, BIDS 365 **Dramatic Worlds of South Asia**, ASN 102 **Ottoman World**, and ASN 213 **Tibet Incarnate: Contemporary Tibet**. Students are encouraged to see the Bidisciplinary and Program offerings and to check with department faculty about such offerings.

## **ARCHITECTURAL STUDIES**

### *Program Faculty*

A.E. Ted Aub, Art, Coordinator  
Michael Bogin, Art  
Elena Ciletti, Art  
Jo Anna Isaak, Art  
Frederic Hauser, Architectural Studies  
Clifton Hood, History  
Marilyn Jiménez, Modern Languages  
Stanley Mathews, Art  
Emily Smith, Architectural Studies  
James Spates, Sociology  
John Vaughn, Mathematics and  
Computer Science

Architectural studies offers a multidisciplinary, holistic approach to design education that embraces a liberal arts philosophy, based on the belief that a roundly educated individual makes the best architect. Students may, with their adviser, tailor the major to suit their individual interests. This is a B.A. program. While an undergraduate professional degree (B. Arch.) is not offered, many of students continue on to complete a professional degree (M. Arch.) at the graduate level.

Students are encouraged to pursue study abroad opportunities during their junior or senior years. Courses offered on these programs can supplement or be substituted for program requirements. The Colleges' programs have offered opportunities for study in New York, Los Angeles, Rome, and Bath, England. The primary outside affiliation offers a study opportunity in Copenhagen through the Denmark International Study program. Other programs available through leading universities offer study sites for architecture in New York/Paris, and Florence. Also available is a cooperative (3+4) joint degree program with Washington University in St. Louis, through which

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students can earn both a B.A. and an M. Arch. degree in a total of seven years (see page 31).

Architectural Studies offers an interdisciplinary major; there is no minor in architectural studies. Architectural studies students should take Art 115 *Three Dimensional Design*, Art 125 *Introduction to Drawing*, ART 110 *Visual Culture*—taught by Prof. Stan Mathews only, and HIST 102 *The Making of the Modern World* or HIST 103 *Revolutionary Europe* (alt: EUST 102 *European Studies II: Early Modern to Post Modern Europe*) in their first year. They should complete the seven required preliminary courses (see below) by their second year. Architectural studies courses (ARCH 200–400) should be taken in years two through four. Note only three architectural studies courses (ARCH prefix) are required to complete the major, but four to five are recommended. Other courses not in the elective groups defined below may be substituted with the approval of the adviser or program coordinator.

**REQUIREMENTS FOR THE MAJOR**

*interdisciplinary, 13 courses*

Seven preliminary courses to be completed by the end of the second year; ART 115 *Three Dimensional Design*, ART 110 *Visual Culture*, ART 125 *Introduction to Drawing*, HIST 102 *American Urban History* or HIST 103 *Revolutionary Europe* (alternate: EUST 102 *European Studies II*), MATH 130 *Calculus I* or MATH 131 *Calculus II*, PHYS 140 *Principles of Physics*, and one urban studies elective. ARCH 200, ARCH 301 or 302, ARCH 311 or 312, and three additional architectural studies or elective courses selected in consultation with an adviser in the program. One of the 13 courses, either the urban studies elective or one of the three additional electives, must be in the social sciences division.

**CROSSLISTED COURSES**

**Art History Electives**

ART 208	Greek Art and Architecture
ART 232	Rococo Art and Architecture
ART 235	Art and Architecture of Baroque Rome
ART 249	Islamic Art and Architecture
ART 252	Japanese Art and Culture
ART 253	Buddhist Art and Architecture
ART 302	Arts of the Landscape and the Garden in China and Japan
ART 340	Architecture to 1900
ART 341	Modernism in Crisis
ART 401	Seminar: Art Historiography – the History of Art History
ART 402	Design After Modernism

**Urban Studies Electives**

ANTH 247	Urban Anthropology
ANTH 326	Pattern and Process in Ancient Mesoamerica Urbanism
BIDS 229	Two Cities: New York and Toronto
HIST 215	American Urban History
HIST 264	Modern European City
SOC 251	Sociology of the City
SOC 253	World Cities

**Social Science Electives**

ANTH 206	Early Cities
ANTH 247	Urban Anthropology
ANTH 326	Pattern and Process in Ancient Mesoamerica Urbanism
ECON 213	Urban Economics
ECON 344	Economic Development and Planning
POL 236	Urban Politics
POL 244	Urban Politics and Public Policy
SOC 249	Technology and Society
SOC 251	Sociology of the City
SOC 253	World Cities
SOC 271	Sociology of Environmental Issues
SOC 290	Sociology of Community

**Other Electives**

ALST 200	Ghettoscapes
CLAS 202	Athens in the Age of Pericles
CLAS 251	The Romans: Republic to Empire
GEO 190	Environmental Geoscience
HIST 256	Technology and Society in Europe
PHIL 120	Critical Thinking and Argumentative Writing
PHIL 220	Semiotics
PHIL 230	Aesthetics

**COURSE DESCRIPTIONS**

**200 Design Studio I: Basic Architectural**

**Principles** Through a series of theoretical and applied problems used in this course, students explore the nature of the design process expressing architectural ideas through words, drawing, model making, and construction of simple structures. Individual and group problems may address the essential relationship of architecture to topics such as construction, environment, structure, historical precedent, perception, psychology, and theory. Prerequisites: ART 115 and ART 125. (Hauser, Fall; Staff, Spring)

Typical readings: Friedman, *Creation of Space, Vol. 1: Architectonics*; Ching, *Architecture: Form, Space and Order*; Rasmussen, *Experiencing Architecture*; Bloomer and Moore, *Body, Memory, and Architecture*; Ching, *Architectural Graphics*; Vale, *Green Architecture*

**301 Design Studio II: Architecture and the Immediate Environment**

Through a series of theoretical and applied problems used in this course, students explore the complexities of integrating architectonic relationships of form and space with the realities of program needs, construction systems, materials, structure and environmental factors. Individual and group problems address built form and its immediate surroundings. Emphasis is on deepening intuitive and logical understanding of architectural forms, systems, influences, and expressive potential. Prerequisite: ARCH 200. (Hauser, offered annually)

Typical readings: Friedman, *Creation of Space, Vol 2: Dynamics*; Norberg-Schulz, *Intentions in Architecture*; Lyndon and Moore, *Chambers for a Memory Palace*; Ching, *Building Construction Illustrated*; Elliot, *Technics and Architecture*

**302 Design Studio III: Architecture and the Wider Environment**

Through a series of theoretical and applied problems in this course, students explore the integration of architecture with the larger formal, social, political, economic, movement, and environmental issues of urban and regional planning. Individual and group problems emphasize the development of both intuitive and logical understanding of architectural forms, systems, influences, and expressive potential within the larger context of human design on the land. The City of Geneva and its environs may serve as a locus for class projects. Prerequisite: ARCH 200. (Hauser, offered annually)

Typical readings: Lynch, *Site Planning*; McHarg, *Design with Nature*; Bacon, *Design of Cities*; Trancik, *Finding Lost Space*; Scully, *American Architecture and Urbanism*; Katz, *The New Urbanism*; Newton, *Design on the Land*; Ching, *Building Construction Illustrated*; Lyndon and Moore, *Chambers for a Memory Palace*

**311 History of Modern Architecture** Modern architecture evolved less than a century ago in response to changing social and technological conditions. This course seeks to convey the underlying causes, social milieu, technological innovations, and individual geniuses that helped bring about the revolution and subsequent evolution of modernism. Through informative lectures, explorative projects, and interactive discussions, the class examines the personalities, the rhetoric, and the seminal works of the modern era. (Mathews, Fall)

Typical readings: Curtis, *Modern Architecture since 1900*; Conrads, ed., *Programs and Manifestos on 20th-Century Architecture*; Le Corbusier, *Towards a New Architecture*

**312 Theories of Modern Architecture and Urbanism**

This course investigates the role that ideas can play in the making and interpretation of the built environment. Lectures, readings, discussions, and hands-on projects combine to cover a broad range of topics from basic definitions of terms and concepts to an overview of the significant theoretical positions that have been used to lend authority to form making. Emphasis is placed on buildings and ideas that are crucial to the important theoretical debates of the 20th century. The course specifically aims to present the material in a manner that aids students in clarifying their own values and intentions. (Mathews, Spring)

Typical readings: selections from Vitruvius, Laugier, Bachelard, Norberg-Schulz, Heidegger, Moneo, Ruskin, Burke, Wright, Semper, Rowe, Banham

**400 Geneva Studio: Architecture in the Urban Realm**

The City of Geneva serves as an interactive studio environment in which students practice urban spatial design—the art of giving form to the public realm through the shape of streets, squares, blocks, and parks, and articulating their human uses. “Urbanism” is encouraged as an essential attitude in urban design that favors a spatially connected public realm over the “master planning” of mere objects in the urban landscape. Students combine the three-dimensional aspects of site specific proposals with a coherent and well-formulated attitude toward land use and programming. Prerequisites: ARCH 200, plus ARCH 301 or ARCH 302, or permission of the instructor. (Hauser, Spring, offered annually)

**450 Independent Study**

**495 Honors**

**ART**

Nicholas H. Ruth, M.F.A., Associate Professor, Department Chair  
 A.E. Ted Aub, M.F.A.; Professor  
 Lara C.W. Blanchard, Ph.D.; Henry Luce Assistant Professor  
 Michael Bogin, M.F.A.; Professor  
 Elena Ciletti, Ph.D.; Associate Professor  
 Jo Anna Isaak, Ph.D.: Professor  
 Mark Jones, M.F.A.; Associate Professor  
 Stanley Mathews, M.Arch., Ph.D.; Associate Professor  
 Michael Tinkler, Ph.D.; Assistant Professor  
 Kathryn Vaughn, M.A.; Assistant Professor, Director of Visual Resource Library  
 Phillia Changhi Yi, M.F.A.; Professor

The Department of Art offers two independent but strongly integrated areas of study: studio art and art history. Each area offers a major and minor. The department provides students with the opportunity to delve deeply into visual culture. Broadly speaking, students study the role of art and architecture in shaping, embodying, and interpreting cultures from the dawn of human history to the present. More specifically, students study the creative means of discovery and self-expression, and have the opportunity to explore perceptual and conceptual problem solving. Students also learn research methods within an interdisciplinary approach to understanding historical context.

Students are encouraged to take advantage of opportunities to study art and art history on semester abroad programs, to do internships in the field, and to do independent work at an advanced level. Both areas of study are designed to prepare students for continued education at the graduate school level.

In art history, students choose from an array of courses covering all periods of the art and architecture of America, Europe,

Asia, the African diaspora, and the Islamic world. Advanced courses focus more intensively on specific disciplinary and interdisciplinary issues: the life of a major artist, the history of an important movement, gender in art, texts and images, ecology and contemporary art, and even exhibit planning and design.

In studio art, students take a rigorous set of foundations courses at the 100 level, and quickly move on to highly focused courses in painting, drawing, printmaking, sculpture, photography, and digital imaging. These are designed to help each student to explore a broad range of concepts, methods, and materials while developing individual ideas and a personal voice.

In both art history and studio art, students have the opportunity to finish their undergraduate careers with a highly rewarding honors program. The honors program in art consists of a year-long course of study which is developed and pursued in close collaboration with a faculty mentor.

**REQUIREMENTS FOR THE ART HISTORY MAJOR (B.A.)**

*disciplinary, 12 courses*

Two courses from ART 101, ART 102, ART 103, or ART 110; one course in ancient or medieval art, one course in Asian art, one course in Renaissance or Baroque art, one course in American or modern art, a seminar (which may be ART 440), three additional art history courses or film courses from other departments, and two studio art courses.

**REQUIREMENTS FOR THE ART HISTORY MINOR**

*disciplinary, 6 courses*

ART 101, ART 102, ART 103, or ART 110; one 100-level studio art course; and four additional art history courses.

**REQUIREMENTS FOR THE STUDIO ART****MAJOR (B.A.)***disciplinary, 12 courses*

ART 105; ART 114 or ART 115; ART 125; either ART 225 or ART 227; two of the following courses representing two areas of concentration: ART 203, ART 204, ART 209, ART 215, ART 234, ART 239, ART 245, ART 246, or ART 248; two advanced workshops: ART 301, ART 305, ART 315, or ART 345; one additional studio art course; and three art history courses.

**REQUIREMENTS FOR THE STUDIO ART****MINOR***disciplinary, 6 courses*

ART 105; ART 125; two 200- or 300-level studio art courses from one area of concentration (painting/drawing, sculpture, printmaking/drawing, or photography); one art history course; and one additional studio or art history course.

**COURSE CONCENTRATIONS****Art History**

ARCH 311	History of Modern Architecture
ARCH 312	Theories of Modern Architecture and Urbanism
ART 100	Issues in Art
ART 101	Ancient to Medieval Art
ART 102	Renaissance to Modern Art
ART 103	East Asian Art Survey
ART 110	Visual Culture
ART 116	World Architecture
ART 201	African-American Art
ART 208	Greek Art and Architecture
ART 210	Woman as Image and Image-Maker
ART 211	Feminism in the Arts
ART 212	Women Make Movies
ART 216	Medieval Monuments
ART 220	Arts of China
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 229	Women and Art in the Middle Ages
ART 230	The Age of Michelangelo
ART 232	Rococo Art and Architecture
ART 235	Art and Architecture of Baroque Rome
ART 240	European Painting in the 19th Century

ART 249	Islamic Art and Architecture
ART 250	20th-Century European Art: Reality Remade
ART 252	Japanese Art and Culture
ART 253	Buddhist Art and Architecture
ART 256	Art of Russian Revolution
ART 270	Art and Architecture of the First Christian Millennium
ART 282	American Art of the 20th-Century
ART 300	Michelangelo, Caravaggio and Bernini (taught in Rome)
ART 302	Arts of the Landscape and the Garden in China and Japan
ART 303	Roman Art and Politics
ART 306	Telling Tales: Narrative in Asian Art
ART 333	Contemporary Art
ART 340	American Architecture to 1900
ART 389	Rococo to Revolution
ART 401	Senior Seminar: Art Historiography--the History of Art History
ART 402	Senior Seminar: Design After Modernism
ART 403	Senior Seminar: Gender and Painting in China
ART 440	The Art Museum
ART 451	Senior Seminar: Art and Ecology
ART 467	Senior Seminar: Artemisia Gentileschi
ART 472	Senior Seminar: The Enigma of Caravaggio
ART 480	Senior Seminar: Art of the Pilgrimage Roads

**Studio Art**

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	Photoscreenprinting
ART 246	Intaglio Printing
ART 248	Woodcut Printing
ART 301	Photography Workshop
ART 305	Painting Workshop
ART 315	Sculpture Workshop
ART 345	Printmaking Workshop

**COURSE DESCRIPTIONS**

**100 Issues in Art** This course takes a broad view of the visual arts, discussing them not in isolation but in the context of the contemporary thought and culture of which they form a part. The course focuses on the social, political, and economic issues raised by the art of our time. Issues discussed include: race, gender, class, censorship, patronage, ecology, activism, etc. Students look at a selection of works from the field of fine art—that is, the practices of painting, sculpture, drawing, photography, installation, performance, video and other mixed media as a basis for a discussion of the issues raised by contemporary art. Open to first-year students only. (Isaak)

Typical readings: Storr, *Art 21*; Barrett, *Understanding the Contemporary*; Isaak, *Looking Forward, Looking Black*

**101 Introduction to Art: Ancient and Medieval** This course offers a chronological study of principal monuments and developments in paintings, sculpture, and architectures from prehistoric to medieval times in Europe, the Mediterranean, and the Islamic world. (Tinkler, offered annually)

**102 Introduction to Western Art: Renaissance through Modern** This course is a chronological study of principal monuments and developments in painting, sculpture, and architecture from Renaissance Italy to contemporary America. (Ciletti, Tinkler, offered annually)

Typical readings: Gardner, *Art Through the Ages*; Spencer, *Readings in Art History*

**103 East Asian Art Survey** This course presents a chronological study, beginning in the Neolithic period and continuing through the nineteenth century, of the arts and architecture of China, Japan, and (to a lesser extent) Korea, with some comparisons to the arts of India, central Asia, and Europe. Students examine principal monuments and developments in a variety of media, including painting, sculpture, ceramics, prints, garden design, and architecture. There are no prerequisites, and no previous exposure to the arts of East Asia is necessary. (Blanchard, *Spring*, offered annually)

**105 Color and Composition** A perceptual approach to problems of color interaction and compositional dynamics, students work through a carefully structured series of problems designed to reveal empirically the nature of color interaction and relatedness and the fundamentals of good visual composition. Projects range from narrowly focused color problems to ambitious, expressive compositional inventions. Required for studio art major and minors. (Bogin, Ruth, offered each semester)

**110 Visual Culture** This course is an introduction to the history and concepts of art, architecture and visual culture. This course is offered in several sections by different art history professors with different areas of specialization, ranging from modern and contemporary, to Renaissance, medieval, non-Western or architectural. Course texts vary depending on the professor teaching the particular section.

Typical readings: Leland Roth, *Understanding Architecture*; Gardner, *Art Through the Ages*; John Berger, *Ways of Seeing*

**114 Introduction to Sculpture** A broad introduction to sculptural processes and principles. Traditional and experimental approaches to creative artistic expression in a variety of media are investigated including carving, clay modeling, casting and construction. Materials may include plaster, wood, clay, metal, and mixed media. The history of modern sculpture is incorporated into the course through readings and discussion, as well as slide and video presentations. Required for studio art majors: either ART 114 or ART 115. (Aub, offered annually)

**115 Three-Dimensional Design** An introduction to three-dimensional concepts, methods, and materials with an emphasis on design. Project assignments involve investigations of organization, structure, and creative problem solving. Materials generally used in the course include cardboard, wood, metals, fabric, and plexiglas. Required for studio art majors: either ART 114 or ART 115. ART 115 is a required course for architectural studies majors. (Aub, Staff, offered each semester)

**116 World Architecture** A survey of key architectural monuments of the ancient to modern world. This course is organized chronologically and thematically around representative buildings—religious, domestic, civic, courtly—from ancient Greek and Roman to contemporary American. Individual buildings are analyzed in terms of their structural, stylistic, functional, and social meanings, and as cultural exemplars. (Mathews, offered annually)

Typical readings: Norwich, *Great Architecture of the World*; Harris, *Illustrated Dictionary of Historic Architecture*

**125 Introduction to Drawing** A basic course in visual organization and visual expression, students focus on the relational use of the visual elements to create compositional coherence, clear spatial dynamics, and visually articulate expression. Students experiment with a range of drawing materials and subject matter. Required for studio art majors and minors. (Aub, Bogin, Yi, Ruth, offered each semester)

**201 African-American Art** This course offers an exploration of the contributions of Black artists to American art, from the transplanting of African artisan traditions in the early 19th century to the fight for academic acceptance after the Civil War, from the evolution of a Black aesthetic in the 1920s to the molding of modernism into an expressive vehicle for the civil rights and Black pride movement of recent decades. Special attention paid to the Harlem Renaissance. Artists include Edmondia Lewis, Henry Tanner, Aaron Douglas, Jacob Lawrence, Faith Ringgold. (Ciletti, *offered alternate years*)

Typical readings: Bearden and Henderson, *A History of African American Artists*; Patton, *African-American Art*

**203 Representational Painting** A sequel to ART 105, this course focuses on the problems of painting from a source, including still life, figure, and landscape. Students work to reconcile the insistent presence of objects with the need to create pictorial lights, space and compositional and expressive coherence. Prerequisite: ART 105 (Bogin, Ruth, *offered alternate years*)

Typical readings: Matisse, *Notes of a Painter*; Goodman, selection from *Languages of Art*

**204 Abstract Painting** A sequel to ART 105, this course focuses on the generation of an abstract pictorial vocabulary and on the investigation of a range of compositional and expressive possibilities for the pictorial use of that vocabulary. Prerequisite: ART 105. (Bogin, *offered alternate years*)

Typical reading: Hoffman, *Search for the Real*

**208 Greek Art and Architecture** This course surveys the art of the Greeks and Romans from the historical origins to the middle imperial period (ca. A.D. 200). Students examine the Greek pursuit of naturalism and their turn to emotion in art. Students contrast Greek use of ideal human form with the Roman interest in the depiction of individuals. In architecture, students study the classic expressions of Greco-Roman architecture in their stylistic unity and variety, especially in the way the buildings serve different functions with a limited language of building parts. Prerequisite: previous art history or classics course or permission of instructor. (Tinkler, *Fall, offered alternate years*)

**209 Watercolor** An exploration of the fundamentals of painting with translucent color media. Western and Eastern traditions, as well as more experimental approaches, are investigated. Use of Gouache (opaque watercolor) may also be explored. Subject matter involves still life, figure, and landscape with excursions to rural and urban settings. (Yi, *offered alternate years*)

**210 Woman as Image and Image-Maker** An investigation of women artists from the 16th to 19th centuries, with a brief nod to the 20th century, this course is concerned with the social and art historical settings, with placing both the situations and styles of women painters too long ignored. At the same time, it takes up some of the major female themes in Western art—Madonna, Venus, heroine, femme-fatale—and places them in context. Special attention is given to Artemisia Gentileschi. This course may count toward a women's studies major.

Prerequisite: one course in either women's studies or art history, or permission of the instructor. (Ciletti, *offered alternate years*)

Typical readings: Broude and Garrard, *Feminism and Art History*; Chadwick, *Women, Art, and Society*

**211 Feminism in the Arts** The impact of women artists on the contemporary art movement has resulted in a powerful and innovative reworking of traditional approaches to the theory and history of art. This course offers an interdisciplinary study of women's position and potential in the signifying practice and looks at the work of the individual artist within the wider social, physical, and political world. (Isaak, *offered alternate years*)

Typical readings: Broude and Garrard, *Feminism and Art History*, *The Power of Feminist Art*; Parker and Pollock, *Old Mistresses*; Isaak, *Feminism and Contemporary Art: The Revolutionary Power of Women's Laughter*; Witzling, *Voicing Today's Visions*

**212 Women Make Movies** The mass media play a critical role in our society. They provide a context in which ideas and information shape our visions of ourselves. Historically, women and national minorities have had little input or influence in film and television. In this course, students learn that the past two decades have seen a new growth in media production by women. Increasingly, numbers of women in independent media have generated new subject matter and approaches to the exploration of cinematic form. Open to seniors only. (Isaak, *Spring*)

Typical readings: Erens, *Issues in Feminist Film Criticism*; Humm, *Feminism and Film*; Carson et al, *Multiple Voices in Feminist Film*

**215 Sculpture Modeling** An investigation of sculptural tradition and personal expression through figure and head studies observed from life. Projects are modeled in clay and cast into plaster. This course takes an interdisciplinary approach that melds science with sociology and art as we seek understanding of the human form ranging from the physical embodiment to cultural perceptions. In addition to a vigorous investigation of anatomy through lectures,

readings, and drawing, students will also explore art historical context, the politics of body image, and the psychology of portraiture. Prerequisite: ART 114 or ART 115. (Aub, *offered annually*)

**216 Medieval Monuments** This course is a survey of selected monuments in medieval architecture, sculpture, painting, and treasury arts. The semester is divided into the Romanesque period and the Gothic period. After lectures on the historical cultural background and material, students examine a specific monument through slides and texts in order to understand the monument. One presentation in the Romanesque half and one in the Gothic half are required, as well as an end of the semester project. This project may be a group or individual project with the instructor's permission. Prerequisites: previous art history course or permission of the instructor. (Tinkler, *offered occasionally*)

**220 Arts of China** This course takes an interdisciplinary approach to the arts of China from the Neolithic period through the 20th century. Students consider examples of different media (including painting, calligraphy, woodblock prints, bronze vessels, lacquer ware, sculpture, ceramics, architecture, and garden design) in the context of Chinese literature, politics, philosophies, and religions, with attention to dialogues with other cultures. Broader topics include notions of artists' places within specific social groups, intellectual theories of the arts, and questions of patronage. When appropriate, students read and analyze Chinese primary sources in translation. Prerequisites: previous art history or Asian studies course. (Blanchard, *Fall, offered alternate years.*)

**221 Early Italian Renaissance Painting** This course is an exploration of the extraordinary flowering of the arts in 14th- and 15th-century Florence. Artists include Giotto, Masaccio, Fra Angelico, Botticelli, and Leonardo. The course considers the development of individual styles, the functions of art, the culture of humanism, and the dynamics of patronage. (Ciletti, *offered occasionally*)  
Typical readings: Baxandall, *Painting and Experience in 15th-Century Italy*; Vasari, *Lives of the Artists*; Hartt, *History of Italian Renaissance Art*; Bondanella, *Renaissance Reader*

**222 Women in Renaissance Art and Life** It was once assumed that men and women enjoyed perfect equality in the Renaissance and that the beautiful representations of Venus and the Virgin Mary in Renaissance art signaled the esteem in which women were held. Recent research suggests otherwise, finding instead increasing subordination of women. This course explores this question

by considering the interrelationships between images of women in Renaissance painting, social realities of women's actual lives, the phenomenon of successful women artists, church dogma about women, and the period's literature by, for, and about women. It focuses primarily, but not exclusively, on Italy in the 15th and 16th centuries. Prerequisite: one course in either art history or women's studies or permission of the instructor. (Ciletti, *offered alternate years*)

Typical readings: Brucker, *Giovanni and Lusanna*; King, *Women of the Renaissance*; Eva/Ave—*Women in Renaissance Prints*, and others

**223 The Poetry of Color: Painting in Venice 1470-1600** This course explores the development of the sensuous styles of Venetian painting, from its first flowering in the late 15th century through its Golden Age in the 16th, in the work of such artists as Bellini, Titian, Veronese, and Tintoretto. It considers the impact on the arts of a variety of phenomena: the invention of oil paint, the rise and fall of Venice's economic and political fortunes, its gender arrangements, the unique social organization of the city, and its organs of patronage. (Ciletti, *offered alternate years*)

Typical readings: Humfrey, *Painting in Renaissance Venice*; Goffen, *Titian's Nudes*

**225 Life Drawing** A study of the formal dynamics and the expressive potential of figure drawing. Students explore a variety of wet and dry media. Prerequisite: a 100-level studio art course or permission of instructor. (Aub, Bogin, Ruth, *offered annually*)

**226 Northern Renaissance Art** This course is a study of art in Northern Europe from the 14th to 16th centuries. The primary concern is the emergence of a distinctively Northern pictorial tradition, as seen in Franco-Flemish manuscript illuminations and Flemish and German paintings and prints. The course traces the contribution of such 15th-century artists as Campin, van Eyck, and Bosch in transforming the character of late medieval art, and the role of Dürer, Holbein, and Bruegel in creating a humanistic, Renaissance style during the 16th century. (*Offered occasionally*)

Typical readings: Snyder, *Northern Renaissance Art*; Panofsky, *Early Netherlandish Painting*; Huizinga, *The Waning of the Middle Ages*

**227 Advanced Drawing** A continued study of visual dynamics and visual expression. The focus in this course is on the development of individual drawing projects. A variety of subject matter and concepts are used, as well as a variety of drawing materials. Prerequisite: ART 125 or ART 225, or permission of the instructor. (Bogin, *offered annually*)

**229 Women and Art in the Middle Ages** This course ranges broadly in chronology and approach to consider women and art in the middle ages in three ways: woman as art maker, woman as art buyer, and woman as art subject. Students study the changes in the relationships, which are active throughout the middle ages. To understand medieval society the course uses two histories—a modern secondary history of the period, and a collection of primary sources. Prerequisite: previous art history or women's studies course or permission of the instructor. (Tinkler, *offered occasionally*)

**230 The Age of Michelangelo** This course is dedicated to the art of the High Renaissance and Mannerism in Florence, Rome, and a few North Italian cities. Students explore the evolution of the two styles in the work of painters and sculptors, such as Raphael, Pontormo, Correggio, Cellini, and Anguissola, with special emphasis on Michelangelo. Attention is also given to the new ideologies of art as Art and to the cult of genius, as well as the propagandistic aesthetics of the court of Cosimo I de' Medici in Florence. (Staff, *offered every three years*)

Typical readings: Freedberg, *Painting of High Renaissance in Florence and Rome*; Sherman, *Mannerism*; Vasari, *Lives of the Artists*; Cellini, *Autobiography*

**232 Rococo Art and Architecture** This course traces the evolution of Rococo style from Parisian salons to Bavarian churches, looking to its rejection of the grandeur of Louis XIV, its freedom, and its expression of both aristocratic hedonism and peasant faith. Attention is paid to the French Royal Academy, the rise of art criticism in Paris, and the intersection of aesthetic and social values. (Ciletti, *offered alternate years*)

Typical readings: Levey, *Painting and Sculpture in France*; Millon, *Baroque and Rococo Architecture*; Rand, *Intimate Encounters*

**233 Renaissance Architecture** This is a survey of Renaissance architecture in Italy from 1250 to 1550, covering work by known architects as well as generic building types. Although the presentation is chronological, its focus is thematic in terms of both culture and aesthetics. Themes include architecture's relationship to sculpture and painting; city planning and the problem of walled cities; the city as a stage for festivals, processions and the theater; changing ecclesiastical demands for architecture; private commissions and palaces; the political meaning of architecture; contemporary theories; the practice and business of architecture as seen through Michelangelo vs. accounts books, etc. (Bennett)

**234 Photography** An introduction to the methods, materials, and history of black and white photography. Lectures involve camera usage, lighting, darkroom technique, and pictorial composition. Weekly lectures on the history of photography from 1839 to the present attempt to illuminate the profound influence the medium has had on the ways in which we perceive reality. The course involves the use of both traditional film and digital technology for image capture and output. Students may use 35mm film cameras or a digital SLR-type camera. Prerequisite: ART 125 or 105 or permission of the instructor. (Jones, *offered each semester*)

**235 Art and Architecture of Baroque Rome** An investigation of the grandiose developments in Italian art in the 17th century, in the work of Caravaggio, Gentileschi, Bernini, Borromini, and other artists in Rome, this course explores such topics as papal patronage, the Counter-Reformation, and the need for art as religious propaganda and illusionism. (Ciletti, *offered every three years*)

Typical readings: Hibbard, *Bernini*; Blunt, *Borromini*; Wittkower, *Art and Architecture in Italy, 1600-1750*

**239 Digital Imaging** An investigation into the use of computers for the making of fine art. Students in this course learn how to explore the organization of visual form using the software Adobe Photoshop. Projects and assignments help students build on their knowledge of the use of visual elements, reconsider photography in the age of digital manipulation, and explore the combination of image and text. Students use perceptual and conceptual approaches to image making, and also learn basic bookmaking and web design techniques as methods of presenting their work. Prerequisite: ART 105 or 125; 234 also recommended. (Ruth, *offered annually*)

**240 European Painting in the 19th Century** This course traces transformations of the practice, function, and social and political meanings of the art of painting throughout the 19th century in France. Moving from David's images of revolution and empire, to the Impressionists' renderings of the world of bourgeois pleasures, to Cézanne's redefinition of the nature of pictorial form, it considers such issues as the role of the academy, the changing notion of the artist, the function of theory and art criticism, and the relationship between painting and the new art of photography. (Isaak, *offered alternate years*)

Typical readings: Nochlin, *Realism*; Friedlander, *David to Delacroix*; Clark, *The Painting of Modern Life*

**245 Photo Silkscreen Printing** An introduction to the basic technology of photoscreenprinting, which can use both photographic and drawn images. Equal attention is given to issues of color and composition. Prerequisite: ART 105 or ART 125. (Yi, offered alternate years)

**246 Intaglio Printing** An exploration of the basic techniques of intaglio printing, including drypoint, etching, and aquatint. Equal attention is given to composition and the effective use of visual form. Prerequisite: ART 125. (Yi, Bogin, offered alternate years)

**248 Woodcut Printing** An introduction to the fundamental processes of woodcut printmaking. Traditional and experimental techniques are investigated. Formal dynamics and visual expression are the most important emphases of this course. Prerequisite: ART 125. (Yi, offered alternate years)

**249 Islamic Art & Architecture** Students examine Islamic art and architecture from its beginnings in classical Mediterranean media and forms to the expression of autonomous stylistic developments and the impact of colonialism and post colonialism. They consider the myth that Islam prohibits imagery and examine the use of the abstract decorative technique often dismissed in western criticism as the “arabesque.” The western colonialist response to the Islamic world, the subsequent Islamic response to western art styles, and the contemporary search for an authentic Islamic style in art and architecture conclude the course. (Tinkler, Spring, offered alternate years)

**250 20th-Century European Art: Reality Remade** Beginning with the naturalist tendencies of the Impressionists in the 1860s and 1870s, this course follows the progression of art toward constantly new methods of expression: expressionism, cubism, constructivism, surrealism, Dadaism, etc. The purpose is to come to an understanding of the change that occurred in the practice and theory of art during the first half of this century. The intention is to explore the foundations of modern art when art no longer mirrored reality, but took to analyzing its role in the construction of reality. (Isaak, offered alternate years)

Typical readings: Bowness, *Modern European Art*; Arnason, *Modern Art*

**252 Japanese Art & Culture** This course takes an interdisciplinary approach to the arts and culture of Japan from the Neolithic period through the twentieth century. Students consider examples of visual media in the context of Japanese literature, history, society, and religions.

Topics include Shinto architecture, Buddhist art (including Pure Land and Zen), narrative picture scrolls, traditional and western-style paintings, *shoin* architecture, gardens, tea ceremony ceramics and ukiyo-e prints (“pictures of the floating world”). Students read primary sources in translation, including Shinto myths, Buddhist texts, and selections from literature. Prerequisite: previous art history or Asian studies course. (Blanchard, Spring, offered alternate years)

**253 Buddhist Art & Architecture** This course examines the arts and architecture associated with Buddhism from its beginnings in India to its dissemination to Southeast Asia and along the Silk Road to East Asia. The organization of the material is primarily chronological, tracing significant developments in Buddhist practice in each region, with an emphasis on major monuments of architecture, painting, and sculpture. When appropriate, students read Buddhist texts in translation. Prerequisite: previous art history or Asian studies course. (Blanchard, Fall, offered alternate years)

**256 Art of the Russian Revolution** One of the most exciting movements in 20th-century art, Russian art of the Revolution, radically reassessed the role of the artist and of his/her work in society and has had reverberations in Western art which continue today. This course begins with the Russian futurists and traces the manner in which new formal vocabularies and new attitudes towards materials were harnessed after the 1917 Revolution by artists like Popova, Goncharova, Rosanova, Tatlin, Rodchenko, Malevich, etc., to develop a full and multidimensional philosophy for the design of functional objects for the new socialist society. (Isaak, offered alternate years)

Typical readings: Lodder, *Russian Constructivism*; Milner, *Vladimir Tatlin and the Russian Avant-Garde*; Gray, *The Russian Experiment in Art*

**259 Chinese Painting, Tang to Yuan Dynasties** This course explores painting practice from the beginnings of China’s “Golden Age” in 618 through the end of Mongol conquest and rule in 1368. Painting is regarded as one of the premier art forms in the earliest Chinese histories of art, second only to calligraphy. Material is presented chronologically, but broader topics include popular subject matter in early painting, including figural topics and landscapes; early theories on painting and the development of art criticism; notions of artist’s places within specific social classes; questions of patronage and collecting; and relationships between painting, calligraphy and poetry. (Blanchard, Spring, offered alternate years)

**270 Art and Architecture of the 1st Christian Millennium** This course covers the beginnings of Christian art and architecture in the cities of Rome and Constantinople and follows the diffusion of forms into the fringes of the Mediterranean world. The course is organized chronologically around the adaptation of classical forms for new purposes and the invention of new forms for the new religion. Of primary concern for architecture is the interaction between use and design, typified by the development of liturgy. Special attention is paid to the importance of the icon, its role in society, the subsequent politically-driven destruction of holy images during iconoclasm, and the final restoration of the cult of the image. Prerequisite: previous art history course or permission of the instructor. (Tinkler, *offered alternate years*)

Typical readings: Thomas Matthews, *Byzantium: From Antiquity to Renaissance*; Roger Collins, *Early Medieval Europe 300-1000 (2nd Ed.)*; Richard Krautheimer, *Early Christian and Byzantine Architecture*; Michael White, *The Social Origin of Christian Architecture*

**282 From the Ash Can to the Campbell Soup Can—American Art of the 20th Century** This course is a study of American art from the turn of the century to its ascendancy as the center of international art. (Isaak, *offered alternate years*)

Typical readings: Homes, *Stieglitz and the American Avant-Garde*; Rose, *American Art Since 1900*; Rose, *Readings in American Art Since 1900*; Guilbaut, *How the New York School Stole the Idea of Modern Art*

**300 Michelangelo, Caravaggio & Bernini** This course studies the work of Michelangelo, Caravaggio and Bernini, the dominant masters of the Roman Renaissance and Baroque periods on site in Rome. Painting, sculpture and architecture are considered. Students look to the nature of the works, the patrons and commissions which brought them into being, and the stylistic interrelationships among the three artists. Side trips to Florence and other cities supplement the Roman works. (Ciletti, *offered occasionally*)

Typical readings: Partridge's *The Art of Renaissance Rome*, Hibbard's *Michelangelo and Bernini*, Langdon's *Caravaggio*, Montagu's *Roman Baroque Sculpture: The Industry of Art*, Hsia's *The World of Catholic Renewal*

**301 Photography Workshop** The course attempts to refine the student's use of photography as a means of visual expression. Weekly and biweekly photo projects involve both aesthetic and technical concerns. The use of alternative films, papers, and printing techniques is discussed. The second half of the course concentrates on color

photography using digital technology. Demonstrations in the use of medium and large format cameras are presented. Prerequisite: ART 234. (Jones, *offered alternate years*)

**302 Arts of the Landscape and the Garden in China and Japan** In China and Japan, the natural landscape becomes a primary theme of artistic expression, and the cultivated garden is perceived as a related entity. This course examines East Asian traditions of landscape painting, pictorial representations of gardens, and the historic gardens (often understood as microcosmic landscapes) of Suzhou and Kyoto. Students explore how these diverse works of art play upon the dichotomy between nature and artifice and consider their social, political and religious implications. Students read landscape and garden texts from both cultures in translation, as well as selections from the secondary literature dealing with these themes. (Blanchard, *Fall, offered alternate years*)

**303 Roman Imperial Art and Politics** In this course students consider the use Roman politicians made of art and architecture to shape public understanding of Roman imperial ideologies—to make Romans of the whole Mediterranean world. The course concentrates on three periods—the time of Augustus, the adoptive Antonine dynasty, and the Late Empire—and three art types—the imperial portrait (including the portraits of imperial family members), commemorative monuments (triumphal arches, columns and temples), and the Roman colony cities throughout the Empire. Prerequisite: permission of instructor. (Tinkler, *offered alternate years*)

**305 Painting Workshop** For advanced students, the focus of this workshop is on the generation and development of individual painting ideas. Emphasis is on the creation of a process of painting that draws on a multitude of sources, inspirations, influences, and ideas and the way that work emerges from this matrix of pictorial possibilities. Prerequisite: ART 203, ART 204 or permission of the instructor. (Bogin, Ruth, *offered annually*)

**306 Telling Tales: Narrative in Asian Art** The relationship between text and image assumes primary significance in the arts of Asia. Of especial import is the use of visual narrative, or the art of storytelling. This course traces the role of narrative in the architecture, sculptures, and paintings of India, central Asia, China, and Japan. The course is designed as a series of case studies, through which students examine the special visual formats developed in Asia to facilitate the telling of tales and the specific religious, political, and

cultural contexts in which narrative is deployed. Prerequisite: permission of the instructor. (Blanchard, *Spring*, offered occasionally)

**315 Sculpture Workshop** An open studio for a small, independent group, this course includes individual problems and criticism as well as group discussions. All media and processes may be investigated, including modeling, carving, welding, and plaster or bronze casting. Prerequisite: ART 215. (Aub, offered annually)

**330 Modernism in Art and Literature** Modernism—in its preoccupation with form and the breaking of the laws of aesthetic perception—established for the first time a genuine connection between the visual and verbal arts, making any approach to it by necessity interdisciplinary. This study includes those philosophic, social, and scientific developments which inform the aesthetic product of the period. The primary interest is in cubism, futurism, Dadaism, surrealism, suprematism, constructivism, productivism, imagism, and vorticism. Prerequisite: at least one course in modern art or modern literature. (Isaak, offered occasionally)

Typical readings: prose and poetry by Pound, Eliot, Stein, Joyce, Stevens, Lewis, Crane, Cummings, and Williams; some works in translation by Brecht, Ball, Tzara, and Marinetti; works by Picasso, Braques, Malevich, Boccioni, Stella, Carra, Mondrian, Magritte, Duchamp, and others

**333 Contemporary Art** This course focuses on the art of the 1960s to the present day. The course includes movements such as Conceptual Art, Minimalism, Pop Art, Color Field Painting, New Image Painting, Neo-Expressionism, and Post-Modernism. The approach is topical and thematic, drawing upon works of art in various media including: video, film, performance, earthworks, site-specific sculpture, installation, etc. Individual works of art are discussed in the context of the theoretical writing informing their production. (Isaak, offered occasionally)

Typical readings: Michael Archer, *Art Since 1960*; Barrett, *Criticizing Art*; Fineburg, *Art Since 1940*

**340 American Architecture to 1900** A survey of American architecture from its Colonial beginnings until the late 19th century, this course studies the major historical styles of this period—Georgian, Federal, Greek Revival, Queen Anne, etc.—by investigating key architectural monuments in their social and functional contexts. Of equal concern is the expression of these styles in the design of everyday houses and public buildings. Local field trips are an integral part of the course. Prerequisite:

site: ART 102. (Staff, offered alternate years)

Typical readings: Pierson, *American Buildings and Their Architects*; Fitch, *American Building: The Historical Forces That Shaped It*; McAlester, *A Field Guide to American Houses*

**345 Printmaking Workshop** This workshop is for students who have taken either ART 245, ART 246, or ART 248. It is designed to enable students to do more advanced work in a chosen area of printmaking as well as explore new related areas of printmaking. (Yi, offered alternate years)

**389 Rococo to Revolution: Painting in France 1760-1800** This course explores the tumultuous transformations in French art in the decades leading up to the upheavals of 1789 and during the revolutionary period. Stylistically, this means the overthrow of the rococo style (designated aristocratic and feminine) by the reputedly bourgeois, masculine idiom of neoclassicism. It considers the collisions of shifting ideologies of art, politics, class, and gender and their consequences for painters such as Fragonard, Greuze, Vigee-Lebrun, and J.L. David. Attention is given to the theoretical programs and gender restrictions of the Royal Academy, to philosophers/critics, such as Rousseau and Diderot, to evolving taste at Versailles, and to visual propaganda during the French Revolution. Prerequisite: ART 102 or permission of the instructor. (Ciletti, offered occasionally)

Typical readings: Levey, *Rococo to Revolution*; Leith, *The Idea of Art As Propaganda in France, 1750-1800*; Brookner, *David*; Vigee-Lebrun, *Memoirs*; Keener, *18th-Century Women and the Arts*; Crow, *Painters and Public Life in 18th-Century Paris*

**401 Seminar: Art Historiography – the History of Art History** In this course students study the history of art history, from its beginnings in artists' biographies to postmodernism and the New Art History, by reading a variety of art historical works. Each student chooses a particular artist, architect, or stylistic movement and follows the traces of art historians through time as they agree and disagree on what is to be said about art. (Tinkler, offered occasionally)

**402 Seminar: Design After Modernism** This course examines critical theories of art, architecture, and design since the 1950s. Students explore the relation of structuralist and post-structuralist theories to architecture. In addition, students examine how these ideas and issues resonate within the whole of modern society, including such fields as art, music, literature, film politics, economics, science, and philosophy. (Mathews, *Spring*, offered occasionally)

Typical readings: Ferdinand de Saussure,

*Course in General Linguistics*; Terry Eagleton, *Literary Theory: an introduction*; Roland Barthes, *Mythologies*; Martin Heidegger, *The Question Concerning Technology and Other Essays*; Derrida, Jacques, *Structure, Sign and Play in the Discourse of the Human Sciences*

**403 Seminar: Gender and Painting in China** How are the feminine and masculine represented in art? This course considers the role of gender in Chinese painting, focusing on the Song and Yuan dynasties (spanning the 10th to 14th centuries). Topics include the setting of figure paintings in gendered space, the coding of landscapes and bird-and-flower paintings as masculine or feminine, and ways images of women (an often marginalized genre of Chinese art) help to construct ideas of both femininity and masculinity. Throughout, students examine the differing roles of men and women as patrons, collectors, and painters. Prerequisite: permission of the instructor. (Blanchard, *Fall*, offered occasionally)

**440 The Art Museum: Its History, Philosophy and Practice** This course provides an overview of the origin and history of the art museum, its various philosophies, and its contemporary operation. Current issues and controversies surrounding the museum are discussed. Field trips to local museums are an integral part of the course. The course culminates in the class selection, planning, and installation of a small didactic art exhibition in the Houghton House gallery. Enrollment is limited to upperclass art majors. Note: Since some field trips require an extended class meeting, students should not enroll in any class scheduled for the preceding class period. Prerequisite: permission of the instructor. (Staff, offered alternate years)

#### 450 Independent Study

**451 Senior Seminar: Art and Ecology** Ecology and the arts is an interdisciplinary and cross-cultural study of art and nature. In this course students investigate the work of artists and writers who have dedicated themselves to creating problem-solving works that address specific environmental situations, whose work is part of a recuperative project for ecologically degraded environments, or whose works have broadened public concern for environmental issues. Students explore a wide variety of discourses about the personal and public dimensions of environmental issues. The course is to be taken in the junior or senior year of the major. Permission of the instructor required. (Isaak, offered alternate years)

**467 Seminar: Artemisia Gentileschi** Artemisia Gentileschi was one of the most striking painters of the Italian Baroque style. Her powerful art and unconventional life were controversial, since both violated prevailing late Renaissance expectations about women and their capacities. This examination of Gentileschi addresses such issues as the unfolding of her style and its roots in the work of Caravaggio, the situations of women artists in the 17th century, the iconography of female heroism she pioneered, and Gentileschi's influence upon her contemporaries. Prerequisite: permission of instructor. (Ciletti, offered occasionally)

Typical reading: Garrard, *Gentileschi*

**472 Seminar: The Enigma of Caravaggio** However considered, this greatest of Italian painters since the Renaissance is a puzzle. His brief life was violent, rebellious, haunted, yet his art reached heights (and depths) of religious truth shared only, perhaps, by Rembrandt. His dark, menacing paintings created a revolution in our understanding of light. His humble, proletarian style was constructed on rigorous, classical principles. The painter of dirty peasants was championed by cultivated prelates and princes. And so it goes. This seminar is dedicated to the luxury of studying Caravaggio's elusive art slowly, in as much depth as possible. Prerequisite: permission of the instructor. (Ciletti, offered occasionally)

Typical readings: Langdon, *Caravaggio*; Puglisi, *Caravaggio*

**480 Seminar: Art of the Pilgrimage Roads** This seminar explores the art and architecture surrounding one of the most important medieval journeys: the pilgrimage. Theories of pilgrimage are discussed, as well as the physical journey which medieval pilgrims took to Santiago de Compostela, Rome and Jerusalem. The bulk of the course focuses on the reliquary arts, architecture, and sculpture which the pilgrim experienced on his/her journey to these sacred places. (Tinkler, offered occasionally)

Typical readings: William Melczer, *The Pilgrim's Guide to Santiago de Compostela*; Thomas F. Coffey, *The Miracle of St. James: Translations from the L.S.J.*; Aubrey Stewart, *Theodorich Guide to the Holy Land*

#### 495 Honors

**ARTS AND EDUCATION***Program Faculty*

Patrick Collins, Education, Coordinator  
 Donna Davenport, Dance, Coordinator  
 A.E. Ted Aub, Art  
 Joseph M. Berta, Music  
 Michael Bogin, Art  
 Elena Ciletti, Art  
 Robert Cowles, Music  
 Jim Crenner, English  
 Nicholas V. D'Angelo, Music  
 David Dannenfelser, English/Theatre  
 Cheryl Forbes, Writing and Rhetoric  
 Robert Gross, English/Theatre  
 Grant Holly, English  
 Jo Anna Isaak, Art  
 Marilyn Jiménez, Africana/Latino Studies  
 Mark Jones, Art  
 Elisabeth Lyon, English  
 Stanley Mathews, Art  
 Patricia Myers, Music  
 Nicholas H. Ruth, Art  
 Lilian Sherman, Education  
 Deborah Tall, English  
 Michael Tinkler, Art  
 David Weiss, English  
 Cadence Whittier, Dance  
 Cynthia J. Williams, Dance  
 Phillia Changhi Yi, Art

*Note: Several faculty in other departments and interdisciplinary programs offer courses that address the arts, culture, and society. Collins and Davenport act as advisers for the major and minor.*

The arts and education program provides students with an opportunity to examine the role of the arts in fostering personal and cultural development. The objective of the program is to enable students to form and articulate their own critical perspectives based upon an understanding of four fundamental aspects of arts education: 1) the nature of human development, 2) the nature of art and artistic expression, 3) the theory and practice of education, and 4) the experi-

ence of artistic expression. This program is not intended to prepare students to teach in the arts; it is designed for students who wish to deepen their understanding of both art and education, while critically exploring the relationship between these two kinds of human experience.

The arts and education program offers an interdisciplinary major and minor.

**REQUIREMENTS FOR THE MAJOR (B.A.)**

*interdisciplinary, 12 courses*

AEP 335; two courses from among DAN 325 *Movement Analysis: Laban Studies*, EDUC 301 *Drama in a Development Context*, PHIL 230 *Aesthetics*, or an equivalent theory-based arts course; one course from among EDUC 202 *Human Growth and Development*, PSY 203 *Introduction to Child Psychology and Human Development*, PSY 205 *Adolescent Psychology*; at least four studio electives, three of which must be in one artistic discipline (art, creative writing, dance, music, or theater); two additional education courses from one of the program core or elective groups; and two additional courses on art, culture, and society. Only three 100-level courses may count toward the major. All courses must be completed with a grade of C- or better.

**REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

AEP 335; one course from among DAN 325 *Movement Analysis: Laban Studies*, EDUC 301 *Drama in a Development Context*, PHIL 230 *Aesthetics*, or an equivalent theory-based arts course; one course from among EDUC 202 *Human Growth and Development*, PSY 203 *Introduction to Child Psychology and Human Development*, PSY 205 *Adolescent Psychology*, three studio electives in one discipline (art, creative writing, dance, music, or theater).

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ARTS AND EDUCATION

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**CORE COURSES**

AEP 335	Arts and Human Development
DAN 325	Movement Analysis: Laban Studies
EDUC 301	Drama in a Developmental Context
PHIL 230	Aesthetics

**STUDIO ELECTIVES (SAMPLE)**

**Art**

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

**Dance**

DAN 105	Introduction to Dance: Theory and Practice
DAN 140	Dance Ensemble
DAN 200	Dance Composition I
DAN 215	Movement for Athletes: Analysis and Performance
DAN 250	Dance Improvisation
DAN 300	Dance Composition II
Any full-credit dance technique course	

**English**

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 309	Fiction Workshop
ENG 310	Creative Non-Fiction Workshop

**Music**

MUS 120	Tonal Theory and Aural Skills I
MUS 121	Tonal Theory and Aural Skills II
MUS 202	History of Western Art Music: Medieval and Renaissance

MUS 203	History of Western Art Music: Baroque and Classical
MUS 204	History of Western Art Music: Romantic and Modern
MUS 206	Opera as Drama
Two semesters of any 900-level course	

**Education Electives**

EDUC 200	Philosophy of Education
EDUC 201	History of Education
EDUC 203	Children with Disabilities
EDUC 220	Storytelling and the Oral Tradition
EDUC 320	Children's Literature
EDUC 332	Disability, Family, and Society
EDUC 333	Literacy
EDUC 337	Education and Racial Diversity in the U.S.
EDUC 338	Inclusive Schooling
EDUC 350	Constructivism and Teaching

**Art, Culture and Society Electives**

Courses chosen from the following departments with permission of the Program Coordinator: Africana studies, art history, dance, English, European studies, Latin American studies, media and society, music, philosophy, theatre, women's studies, and writing and rhetoric.

**COURSE DESCRIPTION**

**335 The Arts and Human Development** The primary purpose of this course is to explore the ways in which the arts serve human development. Students examine the relationship between the arts and various dimensions of development such as cognitive, cultural, and emotional growth. This course is interdisciplinary in nature and addresses some of the following questions: What is art? Do different forms of art serve different functions? What do the arts teach children that other traditional subjects do not teach? What is the role of creativity in art? Students are encouraged to explore connections between the arts and education while also reflecting upon the significance of the arts in their own lives. (Collins/Davenport, *Fall*, offered annually)

**ASIAN LANGUAGES AND CULTURES**

Sheila Bennett, West Asia and the Middle East, Tibet, Co-Chair  
 Lowell W. Bloss, Asian Religions, Co-Chair  
 James-Henry Holland, Japanese Language and Culture  
 Chi-chiang Huang, Chinese Language and History  
 Tenzin Yingyen, Tibetan Buddhism and Culture  
 Jinghao Zhou, Chinese Language and Contemporary Culture

*Participating Faculty*

Lara C.W. Blanchard, Art History  
 Richard G. Dillon, Anthropology  
 Marie-France Etienne, French and Francophone Studies  
 Jack D. Harris, Sociology  
 Hyo-Dong Lee, Religious Studies  
 Feisal Khan, Economics  
 Helen McCabe, Education  
 Susanne McNally, History  
 Dia Mohan, Sociology  
 Lisa Oshikawa, History  
 Patricia A. Myers, Music  
 Ilene Nicholas, Anthropology  
 David Ost, Political Science  
 Richard Salter, Religious Studies  
 James L. Spates, Sociology  
 Jonathan H. Wolff, Associate Provost

Working closely with other academic departments at Hobart and William Smith, the Department of Asian Languages and Cultures offers a wide variety of courses that are designed to acquaint its majors and minors with the history, institutions, religions, cultures, and languages of Asia and to provide a firm foundation for further study. Majors and minors in the department are strongly encouraged to participate in the Colleges' off-campus programs in Japan, Korea, Taiwan, China, Vietnam, and India. All courses designated ASN are taught in English.

**REQUIREMENTS FOR THE MAJOR (B.A.)**

*interdisciplinary, 12 courses*

At least two years of one Asian language (normally four courses). Students may be exempted from this requirement by passing a proficiency test permitting them to enter the third year or above of an Asian language. Students who take advantage of this exemption still must complete at least 12 courses in Asian studies for the major. The departmental introductory course: ASN 101 *The Intellectual and Religious Foundations of Asian Civilizations*; at least two social science courses on Asia; at least two humanities courses on Asia; at least two courses on Asia at the 300 or 400 level.

**REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 7 courses*

At least one year of an Asian language (normally two courses). Students may be exempted from this requirement by passing a proficiency test permitting them to enter the second year or above of an Asian language. Students who take advantage of this exemption still must complete at least seven courses in Asian studies for the minor. The departmental introductory course: ASN 101 *The Intellectual and Religious Foundations of Asian Civilization*; at least one social science course on Asia; at least one humanities course on Asia; at least one course on Asia at the 300 or 400 level.

**CROSSLISTED COURSES**

**Social Sciences**

- ANTH 206 Early Cities
- ANTH 227 Intercultural Communication
- ANTH 230 Beyond Monogamy: The Family in Cross-Cultural Perspective
- ANTH 298 Modern Japan
- ANTH 342/442 Ancient World Systems
- ECON 233 Comparative Economic Systems
- EDUC 302 State, Society, and Disability in China
- POL 246 Politics of East Asia
- POL 257 Russia and China Unraveled

ASIAN LANGUAGES AND CULTURES

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SOC 240	Gender and Development
SOC 253	World Cities
SOC 291	Society in India
SOC 299	Sociology of Vietnam

**Humanities**

ART 103	East Asian Art Survey
ART 220	Arts of China
ART 249	Islamic Art and Architecture
ART 252	Japanese Art and Culture
ART 253	Buddhist Art and Architecture
ART 259	Chinese Painting, Tang to Yuan Dynasties
ART 302	Arts of the Landscape and Garden in China and Japan
ART 306	Telling Tales: Narrative in Asian Art
BIDS 365	The Dramatic Worlds of South Asia
FRNE 213	Vietnamese Literature in Translation
HIST 285	The Middle East: Roots of Conflict
HIST 291	Late Imperial China
HIST 292	Japan Before 1868
HIST 297	The History of Modern Japan
HIST 390	The Modern Transformations of China and Japan
HIST 394	Russia and Central Asia
HIST 396	History and the Fate of Socialism: Russia and China
HIST 461	War and Peace in the Middle East
HIST 492	Seminar in Chinese History
HIST 493	Seminar in Japanese History
MUS 216	Music of Asia
REL 210	Hinduism
REL 211	Buddhism
REL 217	Gurus, Saints, Priests, and Prophets
REL 219	Introduction to the Islamic Tradition
REL 226	Religion and Nature
REL 236	Gender and Islam
REL 242	Islamic Mysticism
REL 243	Theology of World Religions
REL 318	Postcolonial Theologies
REL 410	Sacred Space

**DEPARTMENTAL LANGUAGE COURSES**

*For course descriptions, see Chinese and Japanese*

CHIN 101	Beginning Chinese I
CHIN 102	Beginning Chinese II
CHIN 201	Intermediate Chinese I
CHIN 202	Intermediate Chinese II
CHIN 301	Advanced Chinese I
CHIN 302	Advanced Chinese II
CHIN 450	Independent Study
JPN 101	Beginning Japanese I
JPN 102	Beginning Japanese II
JPN 201	Intermediate Japanese I
JPN 202	Intermediate Japanese II

JPN 301	Advanced Japanese I
JPN 302	Advanced Japanese II
JPN 450	Independent Study

**COURSE DESCRIPTIONS**

**101 Intellectual and Religious Foundations of Asian Civilizations** This course introduces students to the major religions and social philosophies of pre-modern Asia. These include Hinduism, Buddhism, Confucianism, Taoism, and Shintō. The course emphasizes the reading of original texts in translation. (Bloss/Oshikawa, *Fall*)

**209 The Golden Age of Chinese Culture** Although China is known for its long history, it is best known for its golden age during the Tang and Song dynasties (618-1279). These two dynasties witnessed a rapid growth in thought, government structures, literature, art and many aspects of culture. The people of this period, from emperor/empress and aristocratic elite to storytellers and courtesans, contributed to the formation of an urban culture that was the richest in the world. While Europe was still in its dark age, China's golden age established the foundations of much of Asian culture. This course explores Tang and Song contributions to the Chinese cultural heritage. (Huang, *offered annually*)

**210 Buddhism and Taoism through Chinese Literature** Buddhism and Taoism have long been two important constituent elements of Chinese culture. Their influences on Chinese elite culture, social ethics, and popular values have inspired the use of such phrases as "The Age of Neo-Taoism" and "The Buddhist Age" to characterize some periods of Chinese history. Though many Chinese intellectuals were suspicious of and even hostile towards these two religions and sometimes labeled them as "heterodox," they could not deny the fact that the two teachings had become an integral part of Chinese elite and popular culture. This course is an introduction to the major ideas of Chinese Buddhism and Taoism as they were represented and interpreted in various texts and narratives. (Huang, *offered annually*)

**212 Women in Contemporary Chinese Culture** Are Chinese women still submissive, powerless, and silent as commonly perceived? What roles are Chinese women playing in the present-day China and international societies? These are among the oft-asked questions this course attempts to answer. By contextualizing Chinese women in pre-modern China, nationalist China, and communist China, this course attempts to show their different characteristics in different periods. Special attention, however, is given to women in social and cultural settings in contemporary China. A variety of works,

including history, fiction, and films are used to acquaint students with dramatic changes, multifaceted images, gender problems of Chinese women in the post-Mao era. (Zhou, *offered alternate years*)

**213 Tibet Incarnate: Understanding Contemporary Tibet** How are we to think of Tibet today? As the hapless victim of Chinese aggression; a poster child for human rights? Or as a people with a long and complex history of political and cultural associations, east and west; a people with its own imperial past? This course explores the context of today's "Tibetan Question" in Tibet's history, culture, and geographic position on the frontiers of trade and empires across millennia. This course is conducted in seminar format and participants are responsible for researching and presenting sources materials. Prerequisite: ASN 101 or ASN 225 or permission of the instructor. (Bennett, *offered annually*)

**214 The Ottoman World** At its peak, Ottoman domains encompassed what we know today as the Balkans, Greece, Turkey, and the "Middle East"—the successor states to the great empire of Byzantium in the west and the Arab conquests in the east. And of the great cities of the world, Istanbul sat at its heart. This course examines the nature of empire in the Ottoman experience, the emergence of nationalism and capitalist economies, and the legacy of Ottoman rule today through the achievements—and failures—of Ottoman society, culture, and statecraft, and the microcosm of Ottoman society that was, and is, Istanbul. (Bennett, *offered annually*)

**217 Gurus, Saints, Priests, and Prophets: Types of Religious Authority** (same as REL 217) 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*

**220 Male and Female in East Asian Societies** Gender, sex roles, and domestic relations are among the basic building blocks of culture and society. This course is designed to examine the

historical legacy of East Asian countries, contemporary Eastern Asian cultures, and basic values from the perspective of sex and gender, and to explore a variety of cultural contexts and social venues, including marriage, the family, the relations between husband and wife, generation gaps, private life and public life, and tradition and its changes. The course focuses on China and views it as one of the great sources of Eastern Asian civilization, especially Japan, Korea, and Vietnam. Particular attention is paid to the representation of male and female in contemporary Asian cultures. Films are used to supplement the readings. (Staff, *offered occasionally*)

**225 Tibetan Buddhism** This course is an introduction to Tibetan belief and practice. What is life from a Buddhist perspective? What did the Buddha teach? What is the law of karma? These and many other questions are addressed. The course looks at Tibetan Buddhist practice from the Four Noble Truths to the highest Yoga tantra with special emphasis on the practice of love, kindness, and compassion. A monk's life in the monastery is also studied. Prerequisite: Any religious studies course or permission of the instructor. (Yignyen, *offered annually*)

**226 Hinduism** (same as REL 210) 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*

**227 Buddhism** (same as REL 211) 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*

**231 Tibetan Mandala Painting** The purpose of this course is to introduce students to the wonders of Tibetan culture. This is accomplished through the study of traditional Tibetan Buddhist painting and mandala construction. The world of Tibetan Buddhist art is introduced through the emersion in historic background and current utilization. Students learn the accurate methods for drawing the geometric outlines of the mandala. Each student completes a painted version of the Chenrezig mandala (which is most often used in Tibetan Buddhist meditation practice). This includes the formation of the accurate symbols of the five Buddha families. Students becomes familiarized with these and other emblems and learn their meanings. Using colored sand, students learn how to make a sand painting with authentic Tibetan metal funnels and wooden scrapers. Finally, students participate in the joy of a group class project of sand mandala painting and dismantling ceremony. (Yignyen, offered annually)

**236 Society, Culture, and the State in Contemporary China** This course addresses the momentous social and cultural changes that have occurred in China in recent years. In exploring this subject, Chinese culture is systematically examined from different aspects, including but not limited to Chinese cultural roots, economy, ideology, politics, religion, and education. Some of China's hottest issues, with which Western societies have been concerned in recent years, are discussed, such as the reform movement, the Tiananmen Square Incident of 1989, human rights, the anti-Falun Gong campaign, peasants' protest, HIV, China's ascension, China-U.S-Taiwan relations, and China's future. Films are used to supplement the readings. (Zhou, offered alternate years)

**304 Courtesan Culture in China and Japan** Look up the word "courtesan" in a dictionary, say Merriam-Webster's 10th edition, and one finds the following definition: "a prostitute with a courtly, wealthy, or upper-class clientele." Historically, however, the courtesans of China or Japan have been women whose appeal lay primarily in their surpassing musical and literary cultivation, not their sexual services. This multidisciplinary course uses the textual sources

and visual representations that record or celebrate courtesan culture to examine the demimonde of the elite Chinese "singing girl" or the Japanese geisha across the centuries, with some attention to Western conceptions or misconceptions of their roles and relationships. (Blanchard, *Fall*, offered occasionally)

**312 Literary and Historical Memory in China: Text, Contexts, and Historical Facts** For centuries many educated Chinese have read traditional literary works with greater interest than they have read historical works. Their appreciation for the "memory" in these literary works helped popularize a variety of novels, short stories, poetry, and plays, as well as immortalize some historical personages and fictional characters. In its idealizing or stigmatizing men and women in history, literary work also historicizes its stories and is commonly accepted as a valuable historical text. This course compares the often disparate memory of China's past in literary and historical texts, focusing substantially on their representation of the image of cultural heroes and heroines, of gender and class inequities, as well as of moral and ethical values. (Huang, offered occasionally)

**342 Chinese Cinema: Gender, Politics, and Social Change in Contemporary China** This course is designed to examine the development of Chinese cinema. It introduces the fifth and sixth generation of Chinese filmmakers, as well as recent Chinese films produced in Mainland China, Taiwan, Hong Kong, and the United States. It is hoped to help students develop their ability to analyze visual images from both Chinese and multicultural perspectives. Through the lens of Chinese films used in this course, students are expected to better understand issues such as gender, family, tradition, custom, and politics in China today. In the meantime, they are expected to become familiar with some new trend of cultural and social movement in China and overseas Chinese communities. (Zhou, offered annually)

**393 The Pacific Century** A seminar course designed for, and limited to, students returning to campus from study abroad programs in Asia, this course explores the extraordinary economic, social, political, and cultural changes that have occurred in that region over the past 150 years. Students enrolled in the course conduct extensive research on a topic related to modern Asia, make several oral presentations on that research, and complete a substantial term paper. Prerequisite: A term abroad in Asia. (Staff, offered annually)

410 **Sacred Space** (same as REL 410) 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 Ogotemmel*; Campbell, *The Hero with a Thousand Faces*; Eliade, *Australian Religions*; Mookerjee, *The Tantric Way*

## ATHLETICS, PHYSICAL EDUCATION, AND RECREATION

### HOBART COLLEGE

Michael J. Hanna, B.A.; Associate Professor, Director of Athletics  
 Michael Alton, M.S.; Head Crew Coach  
 Aaron Backhaus, Assistant Football Coach  
 Greg Beier, Assistant Athletic Trainer  
 Ronald D. Chase, B.S.; Assistant Lacrosse Coach  
 Michael C. Cragg, B.S.; Head Football Coach  
 Kevin DeWall, B.S.; Assistant Football Coach  
 Laura Dillaman, M.S.; Assistant Athletic Trainer  
 Ron Fleury, M.S.; Head Cross Country Coach  
 Randy Grenier, Assistant Football Coach  
 Shawn Griffin, B.S.; Head Soccer Coach  
 Michael Hoepf, B.S.; Assistant Crew Coach  
 Scott Iklé, M.S.; Head Sailing Coach  
 T.W. Johnson, Assistant Lacrosse Coach  
 Matt Kerwick, B.A.; Head Lacrosse Coach  
 Rich Lenhart, Assistant Tennis Coach  
 John Manley, Assistant Football Coach  
 Izzi Metz, B.A.; Head Basketball Coach  
 Terry Muffley, Assistant Football Coach  
 Dennis Pysnack, Assistant Basketball Coach  
 Bill Quinn, B.S.; Head Golf Coach  
 F. Douglas Reeland, B.S.; Coordinator of Sports Medicine  
 Phil Roy, Assistant Hockey Coach  
 Bill Ryan, Equipment Manager  
 Brian Sheehan, Assistant Football Coach  
 Jeff Sullivan, Assistant Sailing Coach  
 Mark Taylor, B.S.; Head Hockey Coach and Assistant Golf Coach  
 Robert Toner, Equipment Manager  
 Carl Wenzel, Assistant Basketball Coach  
 Carol Weymuller, B.A.; Head Squash and Tennis Coach  
 Scott Yoder, B.A.; Assistant Football Coach

**WILLIAM SMITH COLLEGE**

Deborah Steward, M.E.; Director of Athletics  
Sandra Chu, M.S.; Head Crew Coach  
Lindsay Drury, B.S.; Head Basketball Coach  
Nason “Chip” Fishback; Instructor, Head Squash and Tennis Coach  
Patricia P. Genovese, M.S.; Instructor, Head Lacrosse Coach, Assistant Director of Athletics  
Russ Hess, M.S.; Director, Sport and Recreation Center  
Scott Iklé, M.S.; Head Sailing Coach  
Kelly Kisner, M.S.; Instructor, Head Swimming and Diving Coach  
Sally Scatton, M.S.; Instructor, Head Field Hockey Coach  
Jeff Pulli, B.S.; Head Golf Coach  
Jack Warner, M.S.; Cross Country Coach  
Aliceeann Wilber, M.A.; Instructor, Head Soccer Coach, Coordinator of the Outdoor Recreation Adventure (ORAP) Program

Classes and other activities are taught by members of both departments and are open to Hobart and William Smith students, faculty, and staff.

**PHYSICAL EDUCATION**

The physical education program includes a variety of offerings. Some classes are for course credit while others are categorized as recreational in nature with no course credit given. All courses and clinics are coeducational unless otherwise noted. Some clinics are taught for part of the semester only.

Courses are listed under the following categories:

*Formal instruction* (PEC, 1/2 credit): aquatics, lifetime services, individual and dual activities.

*Informal instruction, clinics* (PER no credit).

*Wellness* (PEW, one credit)

Formal instruction in physical

education (PEC) may count toward one academic course credit only. Students may apply a minimum of two physical education courses toward fulfillment of one academic course or take the PEW 150 *Wellness* course for one full credit. See one of the department chairs for further information.

**RECREATIONAL CLINICS**

PER-informal instruction: May be taught for part of a semester only (length will be determined by the instructor). No credit is given for these courses.

**RECREATION AND INTRAMURAL SPORTS**

An extensive recreation and intramural sports program is offered. Participation is voluntary and a wide variety of activities is available.

The intramural program provides such activities as tennis, touch football, basketball, volleyball, softball, racquetball, and a host of other team and individual sports for those who wish to take part in competition.

The recreation program encourages individual and small-group activities on a more informal basis. It serves to enhance individual participation in these activities and to provide a variety of structured sports club opportunities, instructional clinic presentations, and open-facility time blocks throughout the year. Individuals are encouraged to request assistance in establishing special interest programs.

The club sports program has two major areas of emphasis—recreational and instructional, and the more structured inter-club competition.

The key to the club sports program is that it is a student-initiated activity and the emphasis is placed on participation. As such, individual clubs determine the range and effectiveness of each program. The following is a list of current sports clubs:

- Aikido (coed)
- Aerobics (coed)
- Badminton (coed)

Crew (men/women) (coed)  
 Cycling (coed)  
 Lacrosse (men)  
 Karate-Tatsu-Do (coed)  
 Running (women)  
 Sailing (men/women)  
 Scuba (coed)  
 Seneca Flyers Frisbee (coed)  
 Skeet and Trap (coed)  
 Ski racing (coed)  
 Outing (coed)  
 Rugby (men/women)  
 Squash (women)  
 Volleyball (coed)  
 Weightlifting (men)

**INTERCOLLEGIATE**

Hobart athletes compete in 11 intercollegiate sports: basketball, crew, cross country, football, golf, ice hockey, lacrosse, sailing, soccer, squash and tennis. Interested students should contact the respective coach or the office at Bristol Gymnasium.

William Smith fields 11 intercollegiate sports: basketball, crew, cross country, field hockey, golf, lacrosse, sailing, soccer, squash, swimming and diving, and tennis. Interested students should contact the respective coach or the office at Winn-Seeley Gymnasium prior to enrollment.

**COURSE DESCRIPTIONS**

**Aquatics**

**915 Lifeguard Training** This course is given for those desiring American Red Cross certification. Swimming stroke improvement, conditioning, practicing, and practical use of all phases of in-the-water life-guarding and out-of-water prevention-supervision methods. Some first aid and artificial respiration methods are included. Prerequisite: swimming test. Fee. (*Spring, offered annually*)

Typical readings: Red Cross textbooks and manuals

**916 Water Safety Instructor** This course includes perfection and practice of all recognized swimming strokes and lifesaving techniques plus some first aid and artificial respiration methods. Prerequisite: PEC 915 *Lifeguard Training*. Fee. (*Spring, offered annually*)

Typical readings: Red Cross textbooks and manuals

**921 Swimming I** In this course, novice and beginning swimmers are given adjustment techniques and instruction in basic strokes. The class is divided into non-swimmers and those who desire stroke improvement and endurance development. (*Fall, offered annually*)

**922 Swimming II** In this course, strokes are perfected, and diving is introduced. (*Spring, offered annually*)

**930 Scuba Diving** This course includes all techniques of the sport. Certification is given for satisfactory completion. Fee. (*Offered each semester*)

**Lifetime Services, Individual, and Dual Activities**

**901 Martial Arts** This course introduces students to Bujinkan Budo Taijutsu. Students learn basic body conditioning, formal greetings, basic fighting postures; taihenjutsu or basic falling, rolling, leaping and evasion skills, and basic punches and kicks. Students are introduced to fundamental ways of moving upon which our art and most other martial arts are based.

**940 Theories and Practices of Weight Training**

In this course, students are instructed and supervised in the proper techniques of weightlifting and use of Eagle and free weights. Individual programs can be designed to suit specific needs. (*Spring, offered annually*)

**980 Athletic Training** The objectives of this course are to acquaint and afford opportunity for concentrated study by means of participation, observation, discussion, instruction, and research in the latest techniques, practices, problems, and theories pertaining to athletic training. (Reeland, *Spring, offered annually*)

**989 Essentials of Personal Training** This course introduces and explores, to a limited degree, the essential components associated the “personal training” profession. Some of the components covered include exercise programming, facility management, medical screening, safety/liability issues and marketing strategies. While theory/content is traditionally addressed in the classroom, the practical application of some of these components extends into the fitness center and group exercise room. (Hess, *Fall, offered annually*)

**997 Responding to Emergencies** This course introduces the first link in the emergency medical system as it relates to disease and trauma. Comprehensive emergency medical procedures are explored. The course is approved

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ATHLETICS, PHYSICAL EDUCATION, AND RECREATION

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and taught by the American Red Cross. Instructor certification available. (*Spring, offered annually*)

**Wellness**

**150 Introduction to Wellness** This course introduces students to the wellness literature, most specifically that which defines the physiology of fitness, nutrition as it relates to human performance, and the biological foundations of stress. From an experiential perspective, students are asked to explore their own life choices within the parameters presented by the theory introduced. The course is intended to be an integrated process for the student, involving theory as well as assessment, intervention, and evaluation. (*Spring, offered annually*)

**152 Mind/Body/Performance**

**450 Independent Study**

**999 Standard First Aid/Community CPR/Basic Life Support** This course offers four hours of basic first aid, including rescue breathing; airway obstruction; CPR for infant, child, and adult populations; two-person CPR; and use of a mask. The course is approved and taught by American Red Cross instructors. Certification available. (*Offered each semester*)

**Recreational Clinics**

**914 Racquetball Clinic** In this course, students learn the fundamentals of racquetball. (*Spring, offered annually*)

**919 Ice Skating** This course enables students to learn the basics of ice skating at the Geneva Ice Rink. Skate rental available. Fee. (*Wilber, Fall, offered annually*)

**920 Total Body Conditioning** Advanced theories of fitness and conditioning are taught in this course.

**921 Basic Sailing** In this course, students are instructed in basic sailing skills and the fundamentals of sailing theory. Classes are held at the HWS dock off South Main Street. (*Iklé, Fall, offered annually*)

Typical readings: Colgate, *Basic Sailing*; U.S. Sailing, *Starting Right*

**922 Sailing II** Advanced sailing techniques and theories are introduced.

**928 Wally Ball** In this course, students learn a popular new game that combines volleyball skills played off the walls in a squash court. (*Scatton, Fall, offered annually*)

**929 Field Hockey Clinic** (*Scatton, Spring, offered annually*)

**930 Paddling** This course offers instruction in canoe and kayak paddling.

**935 Fitness** Basic theories of physical fitness and conditioning are taught with instruction in a variety of fitness activities.

**945 Golf** This course offers an introduction to the game of golf, including technique and etiquette on the course.

**950 Squash I Clinic** In this course, instruction is provided in striking the ball, court position and footwork, serving, and shots. Class discussion includes various aspects of competition and rules of the game. (*Fall, offered annually*)

**952 Squash II Clinic** In this course, advanced techniques and game strategy are taught. (*Fall, offered annually*)

**955 Cross-Country Skiing Clinic** This is a course in which basic cross-country skiing techniques are taught and perfected. Transportation is furnished to practice slopes. (*Wilber, Fall, offered annually*)

**961 Tennis I Clinic** This course emphasizes the development of good form in forehand, backhand, serve, volley, and lob. (*Offered each semester*)

**962 Tennis II Clinic** This course emphasizes correcting errors in fundamental strokes, introducing smash, and understanding and perfecting singles and doubles games tactics. (*Offered each semester*)

**972 Indoor Soccer Clinic** This course is coeducational and is held in the Sport and Recreation Center. (*Wilber, offered each semester*)

**989 Essentials of Personal Training** This course introduces and explores, to a limited degree, the essential components associated with being a personal trainer. Some of the components covered include exercise programming, facility management, medical screening, safety/liability issues, and marketing strategies. While theory/content are traditionally addressed in the classroom, the practical application of some of these components extends into the fitness center and the group exercise room. (*Hess, Fall, offered annually*)

**BIOLOGY**

Sigrid A. Carle, Ph.D.; Associate Professor, Department Chair  
 Mark E. Deutschlander, Ph.D.; Assistant Professor  
 David C. Droney, Ph.D.; Professor  
 Thomas J. Glover, Ph.D.; Professor  
 Kristy L. Kenyon, Ph.D.; Assistant Professor  
 Elizabeth A. Newell, Ph.D.; Professor  
 James M. Ryan, Ph.D.; Professor

The Biology department offers majors a solid foundation in modern biology and the opportunity for advanced and independent investigation within the framework of a liberal arts curriculum. Because biology is a diverse discipline united by common principles, completion of certain core courses is required for all majors (see course lists below). The required core courses include a BIOL 160-level course (*Introductory Topics*), BIOL 212 *Biostatistics*, BIOL 220 *Genetics*, BIOL 236 *Evolution*, and BIOL 460 *Senior Seminar*.

Students are advised to begin a BIOL 160-level course in their first semester but this course may be completed in the second semester of the first year. BIOL 212 must be completed by the end of the sophomore year and is required for entry into all 300-level biology courses. [Note that a few 200-level biology courses also may have a BIOL 212 prerequisite, but generally 200-level courses are open to anyone who has completed the BIOL 160-level course]. BIOL 220 *Genetics* must be completed by the end of the sophomore year and taken before, or concurrently with, BIOL 236 *Evolution*, which must be taken by the end of the junior year. BIOL 460 *Senior Seminar* is intended as a capstone course, integrating information presented in the first three years, and is normally completed during the senior year.

Biology offers two disciplinary majors,

a B.A. and a B.S., and a disciplinary minor. Only courses completed with a grade of C- or better, both departmental and cognate, may count toward the major or minor. Bidisciplinary courses do not typically count toward a biology major.

**REQUIREMENTS FOR THE MAJOR (B.A.)**

*disciplinary, 12 courses*

Nine biology courses, seven of which must be taken at HWS. Biology courses must include a BIOL 160-level course, BIOL 212, BIOL 220, BIOL 236, BIOL 460, and at least two 300-level biology courses. BIOL 450 (independent study) may substitute for one 300-level biology course. Completion of BIOL 495 *Honors* may substitute for BIOL 460. Other required courses are MATH 130, CHEM 240 plus one other chemistry course.

**REQUIREMENTS FOR THE MAJOR (B.S.)**

*disciplinary, 16 courses*

All of the requirements for the B.A. major, plus one additional course from biology, and three more courses from chemistry, computer science, geoscience, mathematics, physics or psychology.

**REQUIREMENTS FOR THE MINOR**

*disciplinary, 6 courses*

BIOL 160-level, BIOL 212, BIOL 220, BIOL 236 and two additional biology courses.

**COURSE DESCRIPTIONS**

**146 Biology for Elementary Science** This course focuses on the biological concepts and principles that are to be taught in New York state elementary schools. Topics include reproduction, organisms and populations, genetics, evolutionary processes, adaptation, behavior, ecology, and the impact of humans on the natural environment. The course provides students with a solid framework of understandings upon which they can build a science curriculum for their elementary classroom. The course introduces scientific inquiry and discusses the nature of science while students conduct both field and laboratory research. (MaKinster, Fall, offered alternate years, does not count toward major)

**161 Exercise and Performance** This course provides a detailed coverage of the physiological responses to exercise, using both human and animal models. It also emphasizes the how the biological design of cardiovascular, muscular, and skeletal systems limit exercise capacity in different situations. It covers the cellular and biochemical events associated with muscular contraction and fatigue, as well as the role that genes play in determining performance. Topics include muscle contractility, cardiovascular limitations, muscle fatigue, nutritional control of exercise, hormonal responses, and training effects. Prerequisites: none. (Ryan, *offered annually*)

Typical readings: McArdle et al., *Essentials of Exercise Physiology*; and articles from *Scientific American*, *The American Journal of Sports Medicine*, and other journals

**162 Dangerous Diseases** Black death, the Spanish Flu, AIDS—Is the greatest threat to humanity likely to come from a new deadly disease that causes worldwide havoc? This course explores the cell biology, molecular biology and physiology behind some of humanities' most tenacious infectious diseases such as SARS, Ebola, Hantaan virus, and HIV. Understanding the ecology and evolution of infectious diseases allows assessment of the possibility that a deadly infection could cause another deadly global outbreak. Finally, students explore how scientists combat infectious diseases and whether or not the human genome project and the ability to sequence the genomes of disease causing organisms offer a new mechanisms to fight deadly diseases. Prerequisites: none. (Carle, *offered annually*)

Typical readings: Chapters from *Biological Science* by Scott Freeman, and selected articles from *Discover*, *The New York Times*, and *Scientific American*

**163 Animal Minds: The nature and nurture of animal behavior** The "mind" of an animal is known to humans only by the behaviors we are able to observe, and questions about animal behavior can be asked only by methods of scientific inquiry. Behavior is not simply a matter of the "brain" that produces it, rather an animal's behavior, and the brain itself, is the result of evolutionary forces and complex interactions among ecological, genetic, developmental, and physiological processes. This course explores various biological perspectives that attempt to understand the forces that shape individual and group behavior in animals. Topics may include communication, sexual behavior and mating, predator-prey interactions, migration and navigation, biological clocks, and animal intelligence. Prerequisites: none. (Deutschlander, *offered alternate years*)

Typical readings: Goodenough et al., *Perspectives on Animal Behavior*, Alcock, *Animal Behavior*, primary papers on animal behavior

**164 A Biotech World: Origins and Implications of Recombinant DNA Technology** With increasing knowledge of DNA structure and function, scientists have acquired powerful tools for tinkering with the genetic makeup of living organisms. To date, our ability to manipulate DNA has had a significant impact in areas such as agriculture, human health and the environment. This course introduces the basic scientific principles behind recombinant DNA technology and its potential applications. Students also address the environmental, ethical, and social issues that surround the use of this technology in our changing world. Prerequisites: none. (Kenyon, *offered annually*)

Typical readings: Bougaize et al., *Biotechnology: Demystifying the Concepts*; and selected readings

**165 Tropical Biology** While tropical forests account for only 7 percent of earth's land surface, they support at least half of all the world's species. Why are the tropics so much more diverse than other regions of the world? How did this incredible diversity evolve? What led to the seemingly bizarre appearances and behaviors we observe in many tropical organisms? These are just some of the questions students explore in this course. Throughout the semester students draw upon many important concepts in the fields of ecology, evolution, genetics, botany, zoology, and physiology. Prerequisites: none. (Newell, *offered annually*)

**166 Alien Invaders: Biology of Exotic Species** The introduction of exotic or non-native species into environments poses a major risk to native species, especially in the United States. For example, Wilcove et al. (1998) report that of the almost 2,000 species threatened with extinction in the U.S., 49 percent are in this predicament as a result of the introduction of exotic species. This course explores the biology and ecology of invasive, exotic species in order to better understand how they are able to successfully invade, what affects they have on native species, and what might be done to control these species which pose such a significant threat to other species around the globe. As these are complex questions, students touch on a range of major concepts important in the study of biology and biological systems, including evolution, taxonomy, physiology, structural-functional relationships, and ecology. Prerequisites: none. (Staff, *offered annually*)

**212 Biostatistics** This course is required for the major and is a prerequisite for all other 200-level biology courses. The treatments presented in this class are applied in nature and require, as background, only an elementary knowledge of algebra and the desire to learn. Subjects discussed include probability as a mathematical system, various probability distributions and their parameters, combinatorics, parameter estimation, confidence intervals, t-tests, various chi-square

## BIOLOGY

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applications, one- and two-way analysis of variance, correlation, and simple linear regression. The laboratory component of the course includes an introduction to statistical computing on Macintosh computers utilizing statistical packages. Prerequisite: BIOL 160-level course, or permission of instructor. (Glover, Droney, *offered each semester*)

Typical readings: Glover and Mitchell, *An Introduction to Biostatistics*

**220 General Genetics** This course serves as an introduction to both traditional transmission genetics and modern molecular genetics. The major topics considered are the structure of genetic material, its replication, its transmission, and its expression. Special emphasis is placed on classical principles of transmission genetics, and on the central features of gene action, *i.e.*, transcription and translation. The course, involving lectures and laboratory experience with both animal and plant systems, is recommended for all biology majors. With laboratory. Prerequisites: BIOL 160-level course. (Glover, Kenyon, *offered each semester*)

Typical readings: Klug and Cummings, *Concepts of Genetics*; readings from the scientific literature

**224 Functional Vertebrate Anatomy** This course introduces students to the vertebrate body plan and the comparative anatomy of the skeletal, muscular, circulatory, respiratory, and nervous systems of various vertebrates. There is an enormous diversity in vertebrate structure, and the emphasis is toward understanding how anatomical structures function. Attention is also given to the evolution and development of these structures. With laboratory. Prerequisites: BIOL 160-level course. (Ryan, *offered annually*)

Typical readings: Kardong, *Vertebrates*

**225 Ecology** This course is an introduction to ecological theories as they apply to individuals, populations, communities, and ecosystems. Topics covered include physiological ecology, population dynamics, competition, predation, community structure, diversity, and the movement of materials and energy through ecosystems. The laboratory is designed to provide experience with sampling techniques and an introduction to the methods of experimental ecology. With laboratory. Prerequisites: BIOL160-level course, BIOL 212. (Newell, *offered annually*)

Typical readings: Krohne, *General Ecology*, and scientific journal articles

**228 The Biology of Plants** The diversity of plants is enormous, ranging from microscopic phytoplankton to trees more than 300 feet tall. Using an evolutionary approach, students study this great diversity and follow the development of plants from the earliest photosynthetic single-celled organisms to complex flowering plants. Plant structure and

function are discussed in relation to the environment in which plants live. Studies of plant anatomy, physiology, and ecology focus on flowering plants. Throughout the course, human uses of plants and plant products are highlighted. The laboratory provides hands-on experience with the plant groups discussed in lecture and an opportunity to experimentally test many of the concepts presented. With laboratory. Prerequisites: BIOL 160-level course. (Newell, *offered annually*)

Typical readings: Stern et al., *Introductory Plant Biology*; Pollan, *The Botany of Desire*

**232 Cell Biology** An introduction to the fundamental principles that guide the functions of organelles within the cell. Students analyze published experimental data centered around current topics in cell biology such as HIV and cancer. Laboratories include experiments using current cell biology techniques. With laboratory. Prerequisites: BIOL 160-level course. (Carle, *offered annually*)

Typical readings: Alberts et al., *Essential Cell Biology*; selected articles

**233 General Physiology** An introduction to the major physiological processes of animals, from the level of cells and tissues to the whole organism. A comparative examination of animals emphasizes basic physiological processes and demonstrate how animals with different selective pressures “solve problems” related to integrating the separate yet coordinate organ systems of their bodies. Students examine relationships between structure and function, mechanisms of regulation, control and integration, metabolism, and adaptation to the environment. Laboratory exercises reinforce lecture topics and emphasize an investigative approach to the measurement of physiological processes. With laboratory. Prerequisites: BIOL 160-level course, BIOL 212. (Deutschlander, *offered annually*)

Typical readings: Randall et al., *Animal Physiology*; articles from the scientific literature

**235 Molecular Biology** This course is designed to provide a broad understanding of molecular biology while focusing on current research within the field. Topics covered include eukaryotic genome structure and organization, biotechnology, and control of gene expression using examples from both plant and animal systems. Laboratory exercises emphasize current molecular biology techniques focusing on one experimental system. With laboratory. Prerequisites: BIOL 160-level course. (Kenyon, *offered occasionally*)

Typical readings: Weaver, *Molecular Biology*; selected articles

**236 Evolution** Evolution is often referred to as the great unifying principle of all the biological sciences. In this course, both micro-evolutionary process and macro-evolutionary patterns are discussed. Micro-evolution involves studying

## BIOLOGY

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current evolutionary processes (such as natural selection, sexual selection, and genetic drift) using techniques from population, quantitative, and molecular genetics. Additional topics include levels of selection, adaptation, and ecological factors important for evolutionary change. Evolutionary processes also are central to the understanding of past events and, therefore, topics such as biological diversity, speciation, phylogeny, and extinction are also discussed. With laboratory. Prerequisites: BIOL 212, BIOL 220. (Droney, *offered annually*)

Typical readings: Freeman and Herron, *Evolutionary Analysis*; selected articles

**238 Aquatic Biology** Aquatic Biology provides a working knowledge of the general biology and ecology of aquatic systems and of the organisms that make up aquatic communities. Topics include the biota of streams and rivers, flood plains, wetlands, ponds, and lakes. Students use field and laboratory techniques to study water quality issues, community composition, and ecological interactions among aquatic organisms. With laboratory. Prerequisites: BIOL 160-level course. (Staff, *offered annually*)

Typical readings: Dodds, *Freshwater Ecology*, and readings from scientific journals

**301 Molecular Microbiology** This course gives an overview of the cell biology, genetics, and molecular biology of microorganisms. The first part of the course concentrates on understanding the unique cellular and molecular biology of bacteria. The second part of the course covers microbial diversity and how our understanding of microbial diversity and ecology have led to the use of microorganisms in biotechnology. For the last section of the course, students discuss host-parasite relationships and immunology. Prerequisites: BIOL 212, BIOL 220. (Carle, *offered occasionally*)

Typical readings: Brock, Madigan, Martinko, and Parker, *Biology of Microorganisms*; and selected journal articles

**315 Advanced Topics in Biology** An in-depth study of topics of current research interest. Examples of courses include Darwinian Medicine; Aquatic Ecology; Biochemistry for Biologists; Behavioral Neurobiology. Prerequisites: BIOL 212, BIOL 220. (Staff, *offered annually*)

**316 Conservation Biology** Conservation Biology is a relatively new discipline in biology which addresses the alarming loss of biological diversity around the globe. The basic goals of the discipline are to understand the causes and consequences of this loss while also developing practical approaches to prevent extinction and preserve biodiversity on a global basis. The discipline

combines a variety of other disciplines including population ecology and genetics, community and ecosystem ecology, and other non-biological disciplines including economics, and resource and land management. The course combines lecture and laboratory and a considerable amount of class time is dedicated to the discussion of current literature in the field. Prerequisites: BIOL 212, BIOL 220. (Staff, *offered alternate years*)

Typical readings: R. Primack, *Essentials of Conservation Biology*; readings from the scientific literature

**327 Behavioral Ecology** The specific behaviors employed by organisms to solve the "problems" associated with survival and reproduction have been shaped through time by evolutionary forces. Thus, to understand why individuals behave as they do, we must understand the nature of the complex interactions between individual and the environment, including social interactions with other individuals of the same species, in the past and present. This evolutionary approach to understanding behavior is the focus of the discipline of behavioral ecology. Emphasis is placed on why organisms within populations of species vary in behavior, in addition to the more traditional approach of relating ecology and behavior across species. Topics may include social behavior and mate choice, animal and plant signaling, foraging tactics, and the genetics of behavior. Prerequisites: BIOL 212, BIOL 220. (Droney, *offered alternate years*)

Typical readings: Krebs and Davies, *Introduction to Behavioral Ecology*; readings from the scientific literature

**339 Physiological Ecology** Physiological ecology is the study of interactions between organisms and their environment, with an emphasis on the physiological attributes of organisms that influence their performance in a given environment. It is also concerned with the evolution of physiological, anatomical, and biochemical characteristics of organisms, and examines the relationship of these characteristics to fitness. This course focuses on the physiological ecology of plants and provides an introduction to current research questions and methods. Prerequisite: BIOL 212, BIOL 220. (Newell, *offered alternate years*)

Typical readings: Larcher, *Physiological Plant Ecology*; and readings from current scientific literature

**340 Neurobiology** In this course students examine concepts and experimental models in cellular and systems neurobiology in order to gain a better understanding of how the nervous system is integrated to produce simple and complex behaviors. After a consideration of how individual neurons function, students examine

(1) how parts of the nervous system are specialized to sense and perceive the environment, (2) how commands are initiated and modified to produce smooth, well-controlled movements, (3) how more complex functions of the nervous system (such as emotions, language, homeostasis, etc.) are produced by neural networks, and (4) how neural plasticity and learning allow nervous systems to be modified by experience. Because neurobiology is an inherently comparative field, students examine neural processes that demonstrate basic concepts inherent to neurological systems both in invertebrates and vertebrates (including humans). Laboratories include some computer simulations of neuronal physiology and “wet lab” experiments designed to introduce students to techniques for investigation of the neural basis of behavior. Prerequisites: BIOL 212, BIOL 220. (Deutschlander, *offered alternate years*)

Typical readings: Purves, *Neurosciences*; Carew, *Behavioral Neurobiology*; selected reviews and readings from the scientific literature

**341 Developmental Biology** This course examines animal development from gamete formation through organ development. Emphasis is placed on current questions and research methods. Typical lecture topics include fertilization, axis formation, limb development, and cell-cell interactions. Laboratory exercises allow students to investigate normal developmental processes as well as factors that interfere or disrupt them. Prerequisites: BIOL 212, BIOL 220. (Kenyon, *offered alternate years*)

Typical readings: Gilbert, S., *Developmental Biology*; current research articles

**450 Independent Study** Attendance at all biology seminars, generally held on alternate Friday afternoons, is required of all students conducting independent study. Prerequisite: permission of the instructor.

**460 Biology Seminar** The biology seminar is intended as a capstone experience that integrates knowledge learned in previous biology courses. Seminar topics are selected by the faculty and announced in advance in the registration handbook. Past topics have included Sex, Evolution and Behavior; Genomics; Biology of Cancer. Seminars are a detailed exploration of a current topic in biology. Prerequisite: open only to senior biology majors, except with permission of the instructor. (*Offered each semester*)

Typical readings: Current journal articles from the scientific literature

**495 Honors** Attendance at all biology seminars held throughout the semester is required of all students doing Honors. Prerequisite: permission of the instructor.

## CHEMISTRY

Walter J. Bowyer, Ph.D.; Professor,  
Department Chair

David W. Craig, Ph.D., Professor

Christine R. de Denus, Ph.D.; Associate  
Professor

Wingfield V. Glassey, Ph.D.; Assistant  
Professor

Justin S. Miller, Ph.D.; Assistant Professor

Erin T. Pelkey, Ph.D.; Assistant Professor

The chemistry curriculum is designed for students with a wide variety of interests and needs and is approved by the Committee on Professional Training of the American Chemical Society (ACS). The curriculum is designed such that students may take courses for personal interest, to earn a degree that has prepared them for immediate employment as a chemist, or to earn a degree that has prepared them for admission to a graduate/professional school.

For students who are planning graduate work in chemistry, chemical engineering, biochemistry, or for those pursuing a career as a practicing industrial chemist, the ACS-certified major in chemistry is highly recommended. Students interested in this program should plan their programs with the department chair as early as possible.

Students who are planning to enter medical or dental schools are advised to take the following courses in chemistry: 110, 240, 241, 280, 448.

The chemistry department currently offers majors in two disciplinary tracks, chemistry and biochemistry, at the B.A. and B. S. degree levels, and a minor in chemistry. In order to be credited toward the major, all departmental and cognate courses must be completed with a grade of C- or better. Credit/no credit options cannot be used for departmental or cognate courses.

The chemistry department places a

strong emphasis on faculty-student research and encourages all students to work with a professor. Opportunities to do so arise from paid summer internships or independent research and honors projects.

**REQUIREMENTS FOR THE MAJOR IN CHEMISTRY (B.A.)**

*disciplinary, 13 courses*  
CHEM 110, 240, 241, 280, 310, 320, 322; two additional 300- or 400-level chemistry courses not to include CHEM 450, 490, or 495; MATH 130 *Calculus I*; MATH 131 *Calculus II*; PHYS 150 *Introductory Physics I* and PHYS 160 *Introductory Physics II*.

**REQUIREMENTS FOR THE MAJOR IN CHEMISTRY WITH A CONCENTRATION IN BIOCHEMISTRY (B.A.)**

*disciplinary, 13 courses*  
CHEM 110, 240, 241, 280, 320, 448, 449, plus one biology elective, plus one additional biology or chemistry elective not to include CHEM 450, 460, 490, or 495; MATH 130 *Calculus I*, MATH 131 *Calculus II*; PHYS 150 *Introductory Physics I* and PHYS 160 *Introductory Physics II*.

**REQUIREMENTS FOR THE MAJOR IN CHEMISTRY (B.S.)**

*disciplinary, 16 courses*  
CHEM 110, 240, 241, 280, 310, 320, 322, 448, 436, 437, and 450; MATH 130 *Calculus I*; MATH 131 *Calculus II*; PHYS 150 *Introductory Physics I*; PHYS 160 *Introductory Physics II*; and one additional course in the natural sciences.

**REQUIREMENTS FOR THE MAJOR IN CHEMISTRY WITH A CONCENTRATION IN BIOCHEMISTRY (B.S.)**

*disciplinary, 16 courses*  
CHEM 110, 240, 241, 280, 320, 322, 448, 449, and 450; plus one biology elective; plus two additional biology or chemistry electives; MATH 130 *Calculus I*; MATH

131 *Calculus II*; PHYS 150 *Introductory Physics I*; and PHYS 160 *Introductory Physics II*.

**REQUIREMENTS FOR THE MINOR IN CHEMISTRY**

*disciplinary, 6 courses*  
CHEM 110, 240, 241, 280, 320; one additional chemistry course from the 300-400 levels, not to include CHEM 450, 490, or 495.

**COURSE DESCRIPTIONS**

**110 Molecules That Matter** This course presents a survey of chemical concepts in the context of understanding technology that impacts our lives. Fundamental chemistry is illustrated by applications to air pollution (including global warming and ozone depletion), water pollution, energy production, nutrition, and drug design. Laboratory exercises study water chemistry of Seneca Lake, local acid rain, analysis of food, and computer visualization of drug interactions in the body. Field trips include cruises on *The William Scandling* research vessel. This course prepares students for CHEM 240. No prerequisites. (Fall, offered annually)

**240 Organic Chemistry I** This course, normally taken following CHEM 110, is an introduction to the study of organic molecules, and includes structure, mechanism, reactions, synthesis, and practical methods for structure determination. The laboratory emphasizes learning modern techniques and the identification of compounds using spectroscopic methods. Prerequisite: CHEM 110 (Pelkey, Miller, Spring, offered annually)

**241 Organic Chemistry II** This course is a continuation of CHEM 240 with an increased emphasis on mechanism and synthetic strategies. The main focus of this course is carbonyl chemistry, which is the foundation for a great many biochemical processes including protein, DNA, RNA, and carbohydrate biosynthesis and metabolism. Other topics include conjugation, aromaticity, and pericyclic reactions. The laboratory incorporates new synthetic techniques and analytical instrumentation, and includes formal reports upon the structure determination of unknown compounds. Prerequisite: CHEM 240. (Pelkey, Miller, Fall, offered annually)

**260 Environmental Chemistry** This courses explores all aspects of the chemistry of the environment, but emphasizes human impact on the atmosphere. For example, the ozone hole,

acid rain, and global climate change will be studied in detail. Aerosols, colloids, and the importance of surfaces will also be explored. Pollution in water and soil, especially when impacted by the chemistry of the atmosphere, is introduced. Throughout the course, chemical processes are explained emphasizing kinetic and equilibrium models. Prerequisite: CHEM 110 and 280. (Offered alternate years)

**280 Chemical Reactivity** A close look at qualitative and quantitative aspects of chemical reactivity. Questions concerning whether a reaction will occur and at what rate are explored. Does the reaction require heat or liberate heat? To what extent will the reaction proceed? Laboratory exercises illustrate these quantitative principles with various types of reactions. Three lectures and one laboratory per week. Prerequisite: CHEM 240 or permission of instructor. CHEM 241 recommended. (Spring, offered annually)

**302 Forensic Science** This course describes basic scientific concepts and technologies that are used in solving crimes. Students are introduced to a number of techniques such as mass spectrometry, gas chromatography, ultraviolet-visible spectroscopy, Fourier transform infrared spectroscopy, X-ray diffraction, high performance liquid chromatography and .0 electrophoresis. Descriptions of how these methods of analysis are used in many facets of forensic science such as drug analysis, toxicology, arson investigations, hair, fiber, and paint analyses, and fingerprinting are summarized. Students also spend a few weeks of this course putting theory into practice by conducting hands-on experiments in the laboratory. (de Denus, alternate years)

**310 Quantitative Chemical Analysis** The first part of the course investigates aqueous and nonaqueous solution equilibria including theory and application of acid-base, complexation, oxidation-reduction reactions, and potentiometric methods of analysis. The second part of the course includes an introduction to absorption spectroscopy, analytical separations, and the application of statistics to the evaluation of analytical data. Laboratory work emphasizes proper quantitative technique. Normally taken in the junior year. Prerequisite: CHEM 280 (Bowyer, Spring, offered annually)

**320 Physical Chemistry I** This course offers a fundamental and comprehensive introduction to kinetics and thermodynamics. Thermodynamics is one of the most powerful tools of science as it is a systematic method for understanding the flow of energy and heat between macroscopic bodies. Thermodynamics focuses on understanding

systems at equilibrium and is concerned only with the initial and final state of a system. Kinetics, on the other hand, deals with the time dependence of the molecular system and how quickly or slowly the reaction proceeds. This course also provides a review of various mathematic tools that are widely used in chemistry. Laboratory. Prerequisite: CHEM 280, MATH 131, and PHYS 160 or permission of instructor. (Glassey, Fall, offered annually)

**322 Physical Chemistry II** This course explores the realm of the electron, focusing on electron behavior at its most fundamental level. The course focuses on understanding quantum mechanics and how the interaction of radiation and matter gives rise to the spectroscopic instruments so crucially important in modern chemistry. Subjects discussed include wave mechanics, the harmonic oscillator and rigid rotator as models for vibration and rotation, chemical bonding and structure, approximation methods that allow quantum mechanics to be applied to large macromolecular systems, and various types of emission and adsorption spectroscopies. This course also reviews the mathematical tools necessary for understanding physical systems at the atomic and molecular level. Laboratory. Prerequisite: CHEM 280, MATH 131, and PHYS 160 or permission of instructor. (Glassey, Spring, offered annually)

**436 Advanced Inorganic Chemistry** The descriptive chemistry of a wide variety of inorganic and organometallic compounds is unified with structure, bonding, and reaction mechanism concepts. Topics such as group theory, metal catalysis, ligand and molecular orbital theory, and bioinorganic chemistry are introduced. Laboratory work provides the opportunity to learn advanced techniques such as inert atmosphere synthesis, NMR, and electrochemistry. Prerequisite: CHEM 320 or permission of instructor. (de Denus, offered annually)

**437 Instrumental Analysis** Analysis is an important part of any chemical investigation. This course examines the theory and practice of typical modern instrumental methods of analysis with emphasis on electrochemical, spectroscopic, and chromatographic techniques. Laboratory. Prerequisites: CHEM 310 and 320. (Bowyer, Fall, offered annually)

**447 Advanced Organic Chemistry** This course offers an advanced treatment of a selected group of topics in organic chemistry which could include: asymmetric synthesis, synthetic organometallic chemistry, combinatorial chemistry, solid-phase chemistry, heterocycles, carbohydrate chemistry, pericyclic reactions/

frontier molecular orbitals, advanced spectroscopy, and/or natural products total synthesis. The emphasis of the course is to further understanding of fundamental concepts in organic chemistry including mechanism, structure, and/or synthesis. Prerequisite: CHEM 241 (Pelkey, Miller, *offered occasionally*)

**448 Biochemistry I** The first part of this course involves the study of the structure, function, and physical properties of biological macromolecules. These include proteins, carbohydrates, and lipids, with particular emphasis on the kinetics and mechanisms of enzyme catalysis. The second part of the course deals with carbohydrate metabolic pathways, principles of bioenergetics, electron transport, and oxidative phosphorylation. Laboratory. Prerequisites: CHEM 241 and CHEM 320, or permission of the instructor. (Craig, *Fall, offered annually*)

**449 Biochemistry II** A continuation of CHEM 348, the first half of this course covers integrated intermediary metabolism of lipids, amino acids, and nucleic acids. The second half deals with chemical mechanisms of DNA replication, transcription, and translation. Special topics such as muscle contraction, mechanisms of hormone action, recombinant DNA, and neurochemistry are discussed. Laboratory. Prerequisite: CHEM 448. (Craig, *Spring, offered annually*)

**450 Independent Study** (*Offered each semester*)

**490 Industrial Internship** The internship offers students the opportunity to work on research and development in industrial settings in the Finger Lakes region. Students may elect to take one to three credits in a term. An effort is made to match each student with an industry corresponding to his/her interest. Student work is supervised both by a faculty member and by an industrial supervisor. Prerequisite: Permission of instructor. (*Offered each semester*)

**495 Honors** (*Offered each semester*)

## CHILD ADVOCACY

### *Coordinating Committee*

Lilian Sherman, Education, Coordinator  
Cerri Banks, Education  
Debra DeMeis, Psychology  
Helen McCabe, Education  
Mary Beth Wilson, Psychology

The child advocacy minor engages students in the study of issues important to children, especially the problems children face regarding physical and emotional health, material support, social relationships, and educational needs. It explores three components of child advocacy: 1) child development, 2) the family and other social contexts affecting children, and 3) social, educational and legal strategies for advocacy on children's behalf.

The child advocacy minor meets the interdisciplinary minor requirement.

### REQUIREMENTS FOR THE MINOR

*interdisciplinary, 5 courses*

The minor consists of five courses, from at least two divisions, with no more than three courses from any one department.

The five courses must include one development core course, one family core course, and one advocacy core course. The remaining two courses may be selected from other core course options or from the electives. The five courses selected for the minor must reflect a cohesive theme. Examples of possible themes are Children at Risk, Children in Poverty, or Urban Education. Three of the five courses must be unique to the minor.

### CORE COURSES

#### Development

EDUC 202	Human Growth and Development
EDUC 203	Children with Disabilities
PSY 203	Introduction to Child Psychology and Human Development
PSY 205	Adolescent Psychology

**Family**

ANTH 230	Beyond Monogamy
EDUC 270	Social Class, Consumption, and Education
EDUC 332	Disability, Family, and Society
SOC 225	Sociology of the Family
SOC 310	Generations

**Advocacy with Community Component**

ALST 200	Ghettoscapes
BIDS 307	Children in Contexts
ECON 122	Economics of Caring
ECON 248	Poverty and Welfare
EDUC 333	Literacy
SOC 290	Sociology of Community

*Other service-learning courses may count toward the advocacy core with permission of the child advocacy minor adviser. The Boston and Geneva Collaborative Internships may count toward the advocacy core with permission of the child advocacy minor adviser. Individually designed course equivalents may count toward the advocacy core with permission of the child advocacy minor adviser.*

**Electives**

EDUC 222	Understanding Autism
EDUC 302	Disability in China
EDUC 370	Multiculturalism
EDUC 338	Inclusive Schooling
EDUC 460	Baccalaureate Seminar: Moral and Ethical Issues in Education
HIST 208	Women in American History
PEHR 215	Teaching for Change
PHIL 130	Moral Dilemmas: Limiting Liberty
PHIL 150	Issues: Justice and Equality
POL 236	Urban Politics and Public Policy
POL 333	Civil Rights
POL 364	Social Policy and Community Activism
POL 375	Feminist Legal Theory
SOC 258	Social Problems
PSY 370	Topics in Developmental Psychology
WRRH 302	Op-Ed: Writing Political and Cultural Commentary

*Other liberal arts courses may count as electives with permission of the child advocacy minor adviser. One Independent Study course with appropriate departmental prefix may count as an elective course with permission of the child advocacy minor adviser.*

**CHINESE***Program Faculty*

Chi-chiang Huang, Chinese Language and Culture, Coordinator  
Jinghao Zhou, Chinese Language and Culture

The Chinese program offers a variety of courses in language, literature, history, religion, and culture. Faculty are trained language teachers and scholars who have specialized in one of the major fields of Chinese studies. The program teaches modern Mandarin Chinese spoken in China, Taiwan, and other Chinese communities. Classical Chinese is taught as independent study on demand.

The Chinese program is a member of the Council for International Education Exchange (CIEE) Chinese Language Consortium. Students who have finished CHIN 202 in good standing can be recommended to participate in the CIEE program in Beijing, Nanjing, or Taipei. The Chinese program can also arrange for qualified students to study at the Mandarin Training Center or other language institutes in Taiwan. Qualified heritage learners may enroll in Overseas Chinese Youth Tour, a summer Chinese language camp in Taipei, Taiwan.

The Chinese program does not offer a separate major or minor in Chinese at this point, but all courses in the Chinese program are crosslisted with the Asian languages and cultures department and may count toward requirements for the major or minor in Asian Language and Culture. See the Asian Languages and Cultures section of this *Catalogue* for related information.

**CROSSLISTED COURSES**

FSEM 068	Collected Violence and Traumatic Memory in East Asia
FSEM 151	Marx in Beijing
ASN 209	The Golden Age of Chinese Culture

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CHINESE

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ASN 210	Buddhism and Taoism through Chinese Literature
ASN 212	Women in Contemporary Chinese Culture
ASN 220	Male and Female in East Asian Society and Culture
ASN 236	Society and Culture in China
ASN 312	Literary and Historical Memory in China
ASN 342	Chinese Cinema: Gender, Politics, and Social Change in Contemporary China

**COURSE DESCRIPTIONS**

**101 Beginning Chinese I** An introduction to modern Mandarin Chinese, the course teaches four skills, *i.e.*, listening, speaking, reading, and writing. Students acquire solid training and knowledge in pronunciation, writing, grammar, usage of words, and other fundamentals of general communication skills. The principal text is *Integrated Chinese, Part 1-1, Traditional Character Edition*, which introduces *Pinyin* Romanization System. Online learning programs and a CD accompanying the text are used to help students learn to read, write, and use approximately 250 traditional characters, their simplified variants, as well as common polysyllabic compounds. They also acquire skills in Chinese word-processing and are able to use Chinese character input system to type characters and sentences. Instruction consists of three class contact hours and a one-hour lab session per week. (Zhou, Fall, offered annually)

**102 Beginning Chinese II** A continuation of CHIN 101, this course introduces an additional 300 traditional characters, new sentence patterns, and new grammatical rules. Students learn to make effective use of their language skills, acquiring ability to conduct simple but meaningful dialogues, write simple notes, and read authentic materials such as signs and newspaper headlines. They enhance their skills in Chinese word-processing and electronic communication. The principal text is *Integrated Chinese, Level 1-1, Traditional Character Edition*, which is used along with online learning programs and a CD accompanying the text. Instruction consists of three class contact hours and a one-hour lab session per week. Prerequisite: CHIN 101 or the equivalent. (Zhou, Spring, offered annually)

**201 Intermediate Chinese I** This course continues CHIN 102, but approximately 60 percent of instruction is conducted in Chinese. Students learn an additional 400 characters on top of the 550 characters they learned at the beginning level. They speak and write frequently

in class and after class, acquiring a higher level of language proficiency in all four skills. They are expected to do Chinese word-processing and electronic communication with ease. The principal text is *Integrated Chinese, Level 1-2, Traditional Character Edition*, which is used along with online learning programs and a CD accompanying the text. Instruction consists of three class contact hours and a one-hour lab session per week. Prerequisite: CHIN 102 or the equivalent. (Huang, Fall, offered annually)

**202 Intermediate Chinese II** This course continues CHIN 201 and is conducted primarily in Chinese. An additional 450-500 characters and phrases are introduced. Students interact and communicate in Chinese in class and after class. Supplementary readings are used in addition to the principal text, *Integrated Chinese, Level 1-2, Traditional Character Edition*. Instruction consists of three class contact hours and a one-hour lab session per week. Prerequisite: CHIN 201 or the equivalent. (Huang, Spring, offered annually)

**301 Advanced Chinese I** This course continues CHIN 202 and is conducted exclusively in Chinese. An additional 500-550 characters and phrases are introduced. Students interact and communicate in Chinese in class and after class. Supplementary readings are used in addition to the principal text, *Integrated Chinese, Level 2, Traditional Character Edition*. Prerequisite: CHIN 202 or the equivalent. (Staff, Fall, offered occasionally)

**302 Advanced Chinese II** This course continues CHIN 301 and is conducted exclusively in Chinese. Approximately 600-700 characters and phrases are added to the vocabulary repository each individual student has built up. Students interact and communicate in Chinese in class and after class. Supplementary readings are used in addition to the principal text, *Integrated Chinese, Level 2, Traditional Character Edition*. Prerequisite: CHIN 301 or the equivalent. (Staff, Spring, offered occasionally)

**450 Independent Study** Special arrangement is made for individual students to study a specific subject related to traditional or modern Chinese literature and culture. (Staff, offered annually)

## CLASSICS

Michael Armstrong, Ph.D.; Associate Professor, Department Chair  
Leah Himmelhoch, Ph.D.; Assistant Professor

Offerings in the Department of Classics explore all aspects of the languages and cultures of ancient Greece and Rome, the context of their interaction with the rest of the Mediterranean world, and their subsequent influence on our own day. The study of the classics, therefore, reveals important aspects of ancient cultures, raising new and fresh questions and insights both about antiquity and about the world in which we live. The department's faculty is also committed to understanding, both historically and theoretically, issues of gender, class and race.

Courses in the Department of Classics invite students to discover the literatures and cultures of ancient Greece and Rome. Courses in Greek and Latin focus on important texts in the original languages; these courses aim to develop a facility in reading Greek and Latin and to sharpen skills in literary criticism. Courses in classical civilization use materials exclusively in English translation and require no prerequisites; they offer students from the entire Colleges' community an opportunity to study classical literature and institutions in conjunction with a major, minor, or interdisciplinary work in the humanities.

The department offers disciplinary majors and minors in classics, Latin and Greek. The department also coordinates both a disciplinary and interdisciplinary minor in classical studies. The classical studies minor approaches the study of ancient Greek and Roman civilization from various directions, with various modes of inquiry. It is a less linguistically oriented alternative offered to those who

are interested in antiquity but not primarily interested in the ancient languages themselves.

All courses toward any of the majors or minors offered by Classics must be completed with a grade of C- or higher.

### REQUIREMENTS FOR THE CLASSICS MAJOR (B.A.)

*disciplinary, 12 courses*

Four courses in Greek and four in Latin, including at least one 300-level course in each language. Four additional classics courses or courses approved by the department. No more than two 100-level language courses may count towards the major.

### REQUIREMENTS FOR THE CLASSICS MINOR

*disciplinary, 5 courses*

Three Greek and two Latin courses or two Greek and three Latin. No more than three 100-level language courses may count towards the minor.

### REQUIREMENTS FOR THE CLASSICAL STUDIES MINOR

*disciplinary, 5 courses*

Two courses in either Latin or Greek language; three courses, including two courses from one of the classical studies groups and one course from a second group or one from each of three different groups.

### REQUIREMENTS FOR THE CLASSICAL STUDIES MINOR

*interdisciplinary, 5 courses*

Same as for the disciplinary minor, but selection of courses must include at least one course from the classical studies group in a division outside of the humanities.

### REQUIREMENTS FOR THE GREEK MAJOR (B.A.)

*disciplinary, 12 courses*

Seven courses in Greek language, at least four of which are at the 200 level and one of which is at the 300 level; five addi-

tional courses selected from classics or other courses with appropriate content approved by the adviser.

**REQUIREMENTS FOR THE GREEK MINOR**

*disciplinary, 5 courses*

Five courses in the Greek language, at least three of which are at the 200 level or above.

**REQUIREMENTS FOR THE LATIN MAJOR (B.A.)**

*disciplinary, 12 courses*

Seven courses in the Latin language, at least four of which must be at the 200 level and one at the 300 level, and five additional courses from classics or other courses with appropriate content approved by the adviser.

**REQUIREMENTS FOR THE LATIN MINOR**

*disciplinary, 5 courses*

Five courses in Latin language, of which at least three must be at the 200 level or above.

**CLASSICAL STUDIES COURSES**

**History and Anthropology**

- ANTH 102 World Prehistory
- ANTH 206 Early Cities
- ANTH 210 Prehistoric Ecology
- CLAS 202 Athens in the Age of Pericles
- CLAS 230 Gender in Antiquity
- CLAS 251 The Romans: Republic to Empire
- CLAS 275 Special Topics: Greek and Roman Archaeology

**Literature**

- CLAS 108 Greek Tragedy
- CLAS 112 Classical Myths
- CLAS 213 Ancient Comedy
- CLAS 228 Classical and African Epic
- WRRH 312 Power and Persuasion

**Religion and Philosophy**

- CLAS 125 Greek and Roman Religion
- PHIL 370 Ancient Philosophy
- REL 254 The Question of God/Goddess
- REL 258 The Qu'ran and the Bible

**Art**

- ART 101 Ancient and Medieval Art
- ART 116 World Architecture

**CLASSICAL CIVILIZATION COURSE**

**DESCRIPTIONS**

*Courses requiring no knowledge of Greek or Latin, with no prerequisites, and suitable for first- through fourth-year students.*

**108 Greek Tragedy** This course is a reading in English translation of selected plays of Aeschylus, Sophocles, and Euripides—the earliest examples of one of the most pervasive genres of Western literature. Each play is considered both in its own right and in relation to larger issues, such as the tragic treatment of myth, relevance to contemporary Athenian problems, and the understanding of the world that these plays might be said to imply. Through attention to matters of production, an attempt is made to imagine the effect of the plays in performance in the Athenian theatre. The course considers, in addition, possible definitions of tragedy, with the aid both of other writers' views and of experiences of the texts themselves. (*Offered every four years*)

**112 Classical Myths** In this course, students study ancient creation myths, the mythology of the Olympian gods, and Greek heroic and epic saga. Particular attention is paid to ancient authors' exploration of universal human themes and conflicts, mythology as an embodiment and criticism of ancient religious beliefs and practices, and the treatment of mythological themes in the ancient and modern visual arts. (*Offered every four years*)

Typical readings: Hesiod, *Theogony*; Aeschylus, Sophocles, Euripides, selected plays; Apollonius, *The Voyage of the Argo*; Ovid, *Metamorphoses*. All readings are in English translation.

**125 Greek and Roman Religion** This course is an introduction to Greek and Roman religious thought and practice: the pre-Greek "goddess worship" of Minoan Crete, the Greek Olympians and the "mystery religions," the impersonal agricultural deities of the early Romans, the Greek and Roman philosophical schools, Christianity's conquest of the Empire and the Empire's regimentation of Christianity. Attention is paid to the practice of animal sacrifice, the Greek and Roman religious festivals, the contrast between public and private cult, the tolerance of religious diversity under paganism vs. the intolerance of monotheism, and pagan ideas of personal salvation. The course's approach is historical. (*Offered every four years*)

Typical readings: Homer, *Iliad*; R. Garland, *Religion and the Greeks*; K. Dowden, *Religion and the Romans*; Epicurus, *Letter to Herodotus*, *Letter to Menoecus*; Marcus Aurelius, *Meditations* (selections); Epictetus, *Discourses* (selections); *Gospel of Mark*; *Gospel of Thomas*; Philo, *Embassy to Gaius* (selections); Eusebius, *Ecclesiastical History* (selections); Paul, *Galatians*, *I Timothy*

**202 Athens in the Age of Pericles** The great age of Athenian democracy, so fertile in its influence on our own culture, is the focus of this course, with particular attention paid to the social and political history, the intellectual life, the art, and the literature of the period. Issues such as imperialism and the exclusion of certain categories of people from full participation in the democracy are emphasized. The course traces Periclean Athens' antecedents in the archaic period and its end under the effects of the Peloponnesian War. (*Offered every four years*)

Typical readings: Plutarch, *Pericles*, *Alcibiades*; Aeschylus, Sophocles, Euripides, Aristophanes: selected plays; Herodotus, *Histories* (selections); Thucydides, *The Peloponnesian War*; Lysias, selected orations

**228 Classical Epic** This course includes epics from ancient Mesopotamia, Greece, Rome, and Africa, all of which arose at critical moments in the development of their respective civilizations. Through a detailed study of these texts students examine the genre of epic poetry—its form and style, assumptions, values, and attitudes—along with the relation of each poem to the culture which produced it, and an eye toward similarities and differences. Epic poetry was, for each of these civilizations, one of the most significant bearers of its intellectual and cultural history. (*Offered every four years*)

Typical readings (all in English): *Gilgamesh*, *Iliad*, *Odyssey*, *Aeneid*

**230 Gender in Antiquity** Ancient Greek and Roman literature were powerful forces in shaping attitudes toward and expectations for men and women that have continued into the 20th century. Through readings (in English translation) of Greek and Roman literature from what were very patriarchal societies, students explore the attitudes of these ancient peoples toward issues of sex and gender. Students examine from both traditional and feminist perspectives material written by both men and women from different classes and cultures, with a view to assessing how ancient attitudes towards sex and gender have informed our own. (*Offered every four years*)

Typical readings: selections from Sappho, Homer, Herodotus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, Livy, Catullus, Ovid; Winkler, *Constraints of Desire*; Keuls, *The Reign of the Phallus*

**251 The Romans: Republic to Empire** This course surveys the “Roman Revolution,” from 140 B.C. to A.D. 70: the destruction of the Republic by Julius Caesar and Augustus’ founding of the Empire. Students trace the political evolution of Rome through these two centuries and read several central works by ancient authors of this period. The course also considers the “everyday life” of the Romans—the conditions of the rich, poor, and slave, the changing status of women, and religious and philosophical pluralism within the Empire. The course thus aims to be an introduction to Roman history and culture during its central era. (*Offered every four years*)

Typical readings: Scullard, *From the Gracchi to Nero*; Tingay, *These Were the Romans*; Vergil, *Aeneid*; Cicero, *Fifth Verrine*, *Pro Caelio*, *Second Philippic*; Sallust, *Catiline*; Plutarch, *T. Gracchus*, *Sulla*, *Julius Caesar*, *Cicero*, *Mark Anthony*; Suetonius, *Julius Caesar*, *Augustus*, *Nero*; Seneca, *Letters From a Stoic*, *Thyestes*; Lucretius, *On the Nature of Things* (selections); Catullus, Ovid (selected “love” poems)

450 **Independent Study** (By arrangement)

495 **Honors** (By arrangement)

#### Classics Courses Offered Occasionally

- 175 Special Topics
- 209 Alexander the Great
- 213 Ancient Comedy
- 221 Rise of the Polis
- 275 Special Topics
- 283 Aristotle
- 290 Classical Law and Morality

#### GREEK COURSE DESCRIPTIONS

**101 Beginning Greek I** “There is one criterion, and one only, by which a course for the learners of a language no longer spoken should be judged: the efficiency and speed with which it brings them to the stage of reading texts in the original language with precision, understanding, and enjoyment.”

This statement by Sir Kenneth Dover characterizes the approach to learning Greek pursued in the beginning sequence (GRE 101, GRE 102). The aim of this sequence is to provide students with the vocabulary and grammatical skills necessary to read ancient Greek authors as quickly as possible. This language study also offers an interesting and effective approach to the culture and thought of the Greeks. No prerequisites. (*Fall, offered annually*)

**102 Beginning Greek II** A continuation of GRE 101, this course continues and completes the presentation of basic Greek grammar and vocabulary and increases students’ facility in reading Greek. Prerequisite: GRE 101 or the equivalent. (*Spring, offered annually*)

**205 The Greek New Testament** In this course, students read one of the canonical gospels in the original Greek and the other three in English translation. Class work emphasizes the grammatical differences between *koine* Greek and Classical Greek. The course considers the numerous non-canonical gospels and investigates the formation of the New Testament canon. Students examine textual variants in the biblical manuscripts and discuss the principles that lead textual critics to prefer one reading over another. The theory that Matthew and Luke are based on Mark and a hypothetical document “Q” is critically investigated. The course also introduces students to modern approaches to New Testament study: form, redaction, rhetorical, and postmodern criticisms. Prerequisite: GRE 102 or the equivalent. (Offered every three years)

**213 Plato** In this course, a Platonic dialogue such as the *Symposium*, the *Apology*, or the *Crito* is read in Greek, with attention directed to the character and philosophy of Socrates as they are represented by Plato. It includes a review of Greek grammar. Prerequisite: GRE 102 or the equivalent. (Offered every three years)

**223 Homer** This course is a reading in Greek and discussion of some of either Homer’s *Iliad* or *Odyssey*, with the entire poem read in English. Some attention is given to the cultural and historical setting and to the nature of Homeric language, but the course aims at an appreciation, through readings in the original, of the *Iliad* or *Odyssey* as a poetic masterpiece. Prerequisite: GRE 102 or the equivalent. (Offered every three years)

**234 Herodotus** In this course, selections from Herodotus’ *Histories* are read in Greek, with much of the rest read in English. It aims to develop students’ facility in Greek, acquainting them further with the Greek world through the *Histories*, and introducing them to the mind and thought of Herodotus, whom Cicero called “the father of history.” Prerequisite: GRE 102 or the equivalent. (Offered every three years)

**263 Sophocles** This course includes a careful reading in Greek of one of the plays of Sophocles, such as *Oedipus the King* or *Antigone*, with close attention to the language of tragedy, as well as to plot construction, dramatic technique, and the issues raised by the mythic story. Prerequisite: GRE 102 or the equivalent. (Offered every three years)

**264 Euripides** In this course, a complete tragedy of Euripides, such as *Alcestis*, *Bacchae*, *Hippolytus*, or *Medea*, is studied in Greek, with close attention to language and style as a way of

appreciating the play’s broader concerns and Euripides’ dramatic artistry. Prerequisite: GRE 102 or the equivalent. (Offered every three years)

**265 Aristophanes** In this course, one of the comedies of Aristophanes, such as *Lysistrata* or *Clouds*, is read closely in Greek. In addition to discussing its universal human themes, the course explores its relevance to its Athenian historical period and discusses the particular nature of Aristophanic comedy. Prerequisite: GRE 102 or equivalent. (Offered occasionally)

**301 Advanced Readings in Greek Literature** This course is offered to students who have mastered the fundamentals of Greek and are now able to read substantial amounts appreciatively. Readings are chosen according to the interests and needs of the students. Prerequisites: two semesters of 200-level Greek or permission of the instructor. (Fall, offered annually)

Typical readings: prose—Plato, Xenophon, Herodotus, Thucydides, Lysias, Demosthenes; poetry—Sophocles, Euripides, Aristophanes

**302 Advanced Readings in Greek Literature** This course is parallel to GRE 301. (Spring, offered annually)

**400 Senior Seminar** This seminar is designed to provide an integrative capstone experience for Greek, Latin, and classics majors. Team-taught by members of the department, the structure and content of the course varies to meet the individual needs and desires of the senior majors. Possible content may include: intensive reading of Latin/Greek authors, Latin/Greek composition, surveys of Latin/Greek literature, introduction to research tools for graduate study, developing bibliographies, and designing materials in preparation for teaching. (Spring, offered occasionally)

**450 Independent Study**

**495 Honors**

### LATIN COURSE DESCRIPTIONS

**101 Beginning Latin I** This course is an introduction to the fundamentals of Latin grammar, accompanied by some practice in reading the language. The aim is to equip students to read the major Roman authors. No prerequisite. (Fall, offered annually)

**102 Beginning Latin II** This course continues and completes the study of basic grammar and introduces representative samples of Latin prose (e.g., Cicero, Caesar) and poetry (e.g., Catullus, Ovid). By consolidating their knowledge of grammar and building their vocabulary, students

are able to read Latin with increased ease and pleasure and to deepen their understanding of ancient Roman culture. Prerequisite: LAT 101 or the equivalent. (*Spring, offered annually*)

**223 Medieval Latin** At the end of the Roman Empire, as “classical” Latin grew more formal and artificial, “vulgar” Latin—the language of the “common people” and the parent of the Romance languages—emerged as a sophisticated literary instrument. Throughout the Middle Ages, an enormous literature was produced in this living Latin: works sacred and profane, serious and flippant. In this course, students read selections, in the original Latin, from works in theology, history, biography, fiction, and poetry. Attention is given to the differences between Medieval and “classical” Latin, but the course emphasizes the creativity of the medieval authors as artists in a living language. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

Typical readings: selections from Jerome, *Vulgate Bible*; Jacobus de Voragine, *Golden Legend*; Bonaventura, *Life of St. Francis*; Geoffrey of Monmouth, *History of the Britons*; Bede, *Ecclesiastical History*; Einhard, *Life of Charlemagne*; Abelard and Eloise, *Correspondence*; Hrothsvita, *Dramas*; Poetry—*Carmina Burana*; Fortunatus; Alcuin; Thomas of Celano, *Dies Irae*; Thomas Aquinas

**238 Latin Epic (Vergil or Ovid)** This course is a careful reading in Latin of some of the *Aeneid* or the *Metamorphoses*, with the entire poem read in English, to enable students to appreciate the poetry and Vergil’s or Ovid’s presentation of Augustan Rome against the background of its historical and literary heritage. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

**248 The Writings of Cicero or Pliny** This course includes readings in the original Latin of works by eyewitnesses to the profound changes that Rome experienced during the late republic and early empire. It gives considerable attention to the literary intentions of the author and to the light those intentions throw on contemporary political feelings and postures. Prerequisite: LAT 102 or equivalent. (*Offered every three years*)

**255 Latin Historians: Tacitus or Livy** This course includes readings from Tacitus’ *Annales* or Livy’s *Ab Urbe Condita*, examining the authors’ prose styles and the historical contexts in which they wrote. Students explore the authors’ use of historiography as ostensible support or covert attack on political regimes. Attention is given to the ancient view that history must be aesthetically pleasing and ethically useful and to ancient historians’ lapses in objectivity and accuracy. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

**262 Latin Erotic Poetry** In this course, selections from Catullus, Propertius, Sulpicia, Tibullus, and Ovid help to survey the language, themes, and structures of Augustan elegiac poetry. Considerable attention is paid to the Roman authors’ views of women and of the relations between the sexes. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

**264 Petronius or Seneca** In this course, selections from the *Satyricon*, read in Latin, highlight Petronius’ wit, his depiction of contemporary society, and the *Satyricon* as an example of ancient prose narrative. Alternatively, selections from Seneca’s *Moral Epistles* portray the Stoic philosopher’s ethical concerns in a time of tyranny, and one of his blood-and-thunder tragedies illustrates the spirit of the age of Nero, in which evil becomes a fine art. Prerequisite: LAT 102 or the equivalent. (*Offered every three years*)

**301 Advanced Readings in Latin Literature**

This course is offered to students who have mastered the fundamentals of Latin and are now able to read substantial amounts appreciatively. Readings are chosen according to the interests and needs of the students. Possibilities include: prose—Cicero, Seneca, Tacitus, Livy; poetry—Horace, Juvenal, Lucretius, Ovid, Propertius, Vergil. Prerequisites: Two terms of 200-level Latin or permission of the instructor. (*Fall, offered annually*)

**302 Advanced Readings in Latin Literature**

This course is parallel to LAT 301. (*Spring, offered annually*)

**400 Senior Seminar** This seminar is designed to provide an integrative capstone experience for Greek, Latin, and classics majors. Team-taught by members of the department, the structure and content of the course varies to meet the individual needs and desires of the senior majors. Possible content includes: intensive reading of Latin/Greek authors, Latin/Greek composition, surveys of Latin/Greek literature, introduction to research tools for graduate study, developing bibliographies, designing materials in preparation for teaching. (*Spring, offered occasionally*)

**450 Independent Study** (By arrangement)

**495 Honors** (By arrangement)

**COGNITION, LOGIC, AND LANGUAGE**

*Program Faculty*

David Eck, Mathematics and Computer Science, Coordinator  
 Eugen Baer, Philosophy  
 Scott Brophy, Philosophy  
 Carol Critchlow, Mathematics and Computer Science  
 Paul Kehle, Education  
 Michelle Rizzella, Psychology

Cognition refers to the process of thinking. It is a major topic in psychology, but it is closely allied with several other fields including the physiology of the brain, the acquisition and use of natural languages, the structure of the formal languages used in mathematical logic and computer science, and the philosophy of knowledge and mind. The program in cognition, logic, and language allows a student to pursue the multiple aspects of this highly interdisciplinary subject.

The cognition, logic, and language program offers an interdisciplinary minor.

**REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

Six courses chosen from the following lists; no more than three of the six courses may be in any single division (natural sciences, social sciences, and humanities); at least three of the six courses must be at the 200 level or above. One course in any modern or ancient language may be counted toward the minor. Other relevant courses not listed may be acceptable, with the permission of the coordinator.

**CROSSLISTED COURSES**

**Natural Sciences**

BIOL 340     Neurobiology  
 CPSC 124    Introduction to Programming  
 CPSC 229    Foundations of Computation  
 CPSC 453    Artificial Intelligence  
 MATH 110    Discovering in Math

MATH 135    First Steps Into Advanced Mathematics  
 MATH 320    Seminar for Mathematics Teachers  
 MATH 380    Mathematical Logic  
 PSY 100     Introduction to Psychology  
 PSY 230     Biopsychology  
 PSY 231     Cognitive Psychology  
 PSY 299     Sensation and Perception  
 PSY 310     Research in Perception and Sensory Processes  
 PSY 311     Research in Behavioral Neuroscience  
 PSY 331     Research in Cognition  
 PSY 375     Topics in Cognitive Psychology

**Social Sciences**

ANTH 115    Language and Culture  
 ANTH 227    Intercultural Communication  
 ANTH 285    Primate Behavior  
 SOC 261     Sociology of Education

**Humanities**

EDUC 202    Human Growth and Development  
 EDUC 222    Teaching, Learning, Schools, and Mathematics  
 EDUC 304    Representations, Inferences, and Meanings  
 EDUC 334    Science and Cognition  
 ENG 260     Creative Writing  
 MUS 120     Tonal Theory and Aural Skills I  
 MUS 121     Tonal Theory and Aural Skills II  
 PHIL 120     Critical Thinking and Argumentative Writing  
 PHIL 220     Semiotics  
 PHIL 240     Symbolic Logic  
 PHIL 242     Experiencing and Knowing  
 PHIL 260     Mind and Language  
 PHIL 380     Experience and Consciousness  
 PHIL 390     Analytic Philosophy

## COMPARATIVE LITERATURE

### *Program Faculty*

Grant Holly, English and Comparative Literature, Coordinator  
 William Atwell, History  
 Eugen Baer, Philosophy  
 Betty Bayer, Psychology  
 Marie-France Etienne, French and Francophone Studies  
 Catherine Gallouët, French and Francophone Studies  
 Robert Gross, English and Comparative Literature  
 Marilyn Jiménez, Africana Studies  
 George Joseph, French and Francophone Studies  
 Patricia Myers, Music  
 Daniel O'Connell, English and Comparative Literature  
 Edgar Paiewonsky-Conde, Spanish and Hispanic Studies  
 David Weiss, English and Comparative Literature

Students in comparative literature pursue a broad literary education that is informed by critical theory and knowledge of comparative methodologies. The study of comparative literature is flexible and interdisciplinary. It may involve art, music, politics, philosophy, history, anthropology and other fields. The program also engages the student with at least one culture and language other than English.

The program rests on three principles: foreign language training, individual curricular planning, and comparative methodology. All students in the program must demonstrate foreign language competence, normally defined as passing two courses at the literature level in that language. (In special cases, the comparative literature committee may arrange for the fulfillment of this requirement by examination.) The student must satisfy

the prerequisite of ENG 101 *Literary Consciousness*, and an upper-level course comparable to a seminar in comparative literature. This course is selected in consultation with the student's adviser during the second year.

The comparative literature program offers a disciplinary and an interdisciplinary major and minor. Students interested in majoring in comparative literature should meet with an adviser in the program to plan out a program of study which addresses their particular interests. The courses listed below serve as examples of the types of courses that might be included in such a program.

### **REQUIREMENTS FOR THE DISCIPLINARY MAJOR (B.A.)**

*disciplinary, 12 courses*

ENG 101, a course designated as a comparative literature seminar, and ten courses in literature or an allied field that form a cohesive program and include one course in critical theory. The courses selected must provide a coherent and in-depth exploration of the field. The number of non-literary courses must be approved by the adviser and coordinator. Students majoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

### **REQUIREMENTS FOR THE DISCIPLINARY MINOR**

*disciplinary, 7 courses*

ENG 101, a course designated as a comparative literature seminar, and five courses in literature or an allied field that form a coherent and in-depth exploration of the field. Students minoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language

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COMPARATIVE LITERATURE

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courses at the 200-level or above (those may be in different languages).

**REQUIREMENTS FOR THE  
INTERDISCIPLINARY MAJOR (B.A.)**

*interdisciplinary, 12 courses*

ENG 101, a course designated as a comparative literature seminar, and ten courses in literature or an allied field that form a cohesive program and include one course in critical theory. The courses selected must include work in at least two different departments and include materials and approaches other than literary. The number of non-literary courses must be approved by the adviser and coordinator. Students majoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

**REQUIREMENTS FOR THE  
INTERDISCIPLINARY MINOR**

*interdisciplinary, 7 courses*

ENG 101, a course designated as a comparative literature seminar, and five courses in literature or an allied field from at least two different departments which include materials and approaches other than literary. Students minoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

**CROSSLISTED COURSES**

**Critical Theory Courses**

ENG 302 Post-Structuralist Literary Theory  
ENG 304 Feminist Literary Theory

**Elective Courses**

CLAS 230 Gender in Antiquity  
ENG 236 Post-Apocalyptic Literature  
ENG 312 Psychoanalysis and Literature  
ENG 356 Nabokov, Borges, Calvino  
ENG 360 20th-Century Central European Fiction  
ENG 372 20th-Century Latin American Literature  
LTAM 308 Latin American/Latino Cinema  
MUS 206 Opera As Drama  
PSY 247 Psychology of Women  
REL 254 The Question of God/Goddess  
REL 256 Tales of Love, Tales of Horror  
REL 257 What's Love Got to Do With It?

**COMPUTER SCIENCE**

The program and course descriptions for Computer Science can be found in the section for Mathematics and Computer Science (p.221)

**CRITICAL SOCIAL STUDIES**

*Program Faculty*

Christopher Gunn, Economics,  
Coordinator

T. Dunbar Moodie, Sociology,  
Coordinator

Eugen Baer, Philosophy

Betty Bayer, Women’s Studies

Jodi Dean, Political Science

Jo Anna Isaak, Art

Marilyn Jiménez, Africana Studies

Cedric Johnson, Political Science

Richard Mason, Sociology

Dia Mohan, Sociology

Renee Monson, Sociology

Daniel O’Connell, English

David Ost, Political Science

Paul Passavant, Political Science

Linda Robertson, Rhetoric

William Waller, Economics

The critical social studies program is about theory, emphasizing social and cultural theories and their interrelationships. Though we hold differing interpretations of what theory is, we share an understanding of its rootedness in the lived practice of everyday lives. This program involves us in a common project of studying, criticizing, and, indeed, making theory, engaging faculty and students in increasingly demanding theoretical dialogues with three aims:

First, to reflect on the “common-sense” assumptions, practices, and identities that inform everyday life; to reflect on the practices, assumptions, and representations that constitute the common sense of academic disciplines; and to reflect on the consequences and implications of these.

Second, to deal critically and historically, in social, political, and economic context, with those “common-sense” attitudes that constitute everyday and academic life.

Third, to encourage reflection on the

personal, practical, and policy implications of such critical activity, that is, to consider what might be done for public policy and for social action, and its sought and unsought personal consequences.

The critical social studies program offers an interdisciplinary major and minor.

**REQUIREMENTS FOR THE MAJOR (B.A.)**

*interdisciplinary, 11 courses*

BIDS 200, four intermediate and six advanced-level courses from the critical social studies electives chosen in consultation with the adviser to form a coherent program. Of the 10 elective courses, no more than four may be in one department and no more than seven in one division.

**REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

BIDS 200, two intermediate level and three advanced level electives chosen in consultation with the adviser to form a coherent program. No more than three courses may be from any one department or division.

**CROSSLISTED COURSES**

**Intermediate Electives**

ALST 200	Ghettoscapes
ALST 225	African-American Culture
ANTH 209	Gender in Prehistory
ANTH 220	Sex Roles: A Cross-Cultural Perspective
ANTH 230	Beyond Monogamy
ANTH 271	Jobs, Power and Capital
ANTH 280	Environment and Culture: Cultural Ecology
ASN 101	Intellectual and Religious Foundations of Asian Civilization
BIDS 211	Labor: Domestic and Global
BIDS 235	Third World Experience
BIDS 245	Men and Masculinity
ECON 206	Community Development Economics and Finance
ECON 232	U.S. Economy: A Critical Analysis
ECON 236	Introduction to Radical Political Economy
ECON 248	Poverty and Welfare
EDUC 200	Philosophy of Education



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DANCE

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REL 281	Unspoken Worlds
REL 283	Que(e)rying Religious Studies
REL 365	Loss of Certainty
REL 370	Jewish Mysticism and Hasidism
REL 382	Toward Inclusive Theology
REL 401	Literary and Theological Responses to the Holocaust
REL 402	Conflict of Interpretations
REL 410	Sacred Space
REL 461	Seminar: Towards a Theory of Religious Studies
REL 464	Seminar: God, Gender and the Unconscious
SOC 300	Classical Sociological Theory
SOC 301	Modern Sociological Theory
SOC 325	Moral Sociology and the Good Society
SOC 331	Sociology of Art and Culture
SOC 340	Feminist Sociological Theory
SOC 356	Power and Powerlessness
SOC 370	Theories of Religion
SOC 464	Senior Seminar
SPAN 316	<i>Voces de Mujeres</i>
SPAN 317	<i>Arte y Revolución</i>
WMST 300	Feminist Theory
WMST 323	Research in Social Psychology
WMST 357	Self in American Culture
WMST 372	Topics: Social Psychology

**COURSE DESCRIPTION**

**200 Introductory Dialogues in Critical Social Studies** We use social and cultural theory in our everyday lives but rarely very consciously. This course investigates ways in which hegemonic “common sense(s)” are constructed and changed, both in society and the academy, and the purposes they serve. The aim is to heighten awareness of personal, practical, and policy implications of social theory, and develop critical responses to it. (Waller/Capraro, *Spring*)

**DANCE**

Donna Davenport, Ed.D.; Professor,  
Department Chair  
Cynthia J. Williams, M.F.A.; Professor  
Michelle Iklé, M.F.A.; Adjunct Assistant  
Professor  
Cadence Whittier, M.F.A.; Associate  
Professor

The Department of Dance offers a wide range of courses in dance technique for the beginning, intermediate, and advanced dancer, as well as courses in dance history, composition, human anatomy and kinesiology, and teaching methods. The dance major consists of a series of core courses in dance technique and theory which may be supplemented by courses from other departments or programs. Students are encouraged to tailor their major to their specific interests within the discipline (dance performance, choreography, teaching, or dance studies) through their choice of electives and cognates; students may elect to broaden their understanding of the interdisciplinary nature of the field by an additional focus on related disciplines such as art, education, music, philosophy, psychology, and/or theatre. The dance major and minor may be either disciplinary or interdisciplinary depending upon the courses selected.

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

**REQUIREMENTS FOR THE MAJOR (B.A.)**

*disciplinary, 12 courses*  
DAN 105; DAN 200; DAN 225; DAN 300;  
DAN 325; DAN 210, 212 or 214; two  
technique (DAN/DAT) courses at the  
intermediate or advanced level; a dance  
ensemble course (DAN 140); two additional  
DAN electives or approved courses outside  
the department; and the dance senior  
seminar, DAN 460.

**REQUIREMENTS FOR THE MAJOR (B.A.)**

*interdisciplinary, 12 courses*

DAN 105; DAN 225 or DAN 325; DAN 210 and 212, or DAN 212 and 214; one other 200-level DAN elective; two technique (DAN/DAT) courses at the intermediate or advanced level; AEP 335 *The Arts and Human Development*, EDUC 295 *Theatre and the Child*, EDUC 301 *Drama in a Developmental Context*, or an arts-related bidisciplinary (BIDS) course; DAN 460, the dance senior seminar; and three courses outside the department approved by the major adviser.

**REQUIREMENTS FOR THE MINOR**

*disciplinary, 6 courses*

DAN 105; DAN 210 or 212; DAN 200 or 300; two technique (DAN/DAT) courses at the intermediate or advanced level; and two additional dance (DAN) courses.

**REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

DAN 105, DAN 210 or 212; DAN 225 or 325; two technique (DAN/DAT) courses at an intermediate or advanced level; and two additional dance (DAN) courses or courses outside the department approved by the adviser.

**COURSE DESCRIPTIONS**

**DAN 105 Introduction to Dance: Theory and Practice** This course introduces students to the technique and theory of dance as an art form. Novice and experienced movers alike are introduced to dance theory in a lecture setting, then explore those movement theories in the dance studio. Students gain both theoretical and practical knowledge of dance and self through readings, research assignments, journal writing, film observation, live concert dance, movement experiences, discussion, and faculty lecture. Study topics include an overview of dance styles, multicultural definitions of dance, and an introduction to dance criticism, dance history, aesthetics, dance sciences, and movement analysis. (*Fall, offered annually*)

**DAN 140 Dance Ensemble: Practicum in Repertory and Performance** This course follows the creation and performance of dance choreogra-

phy from audition through final performance. Enrollment is by audition only; auditions are typically held in the fall prior to spring term pre-registration. Students cast in *Dance Ensemble* learn new or repertory choreography created by dance faculty or guest artists and are frequently active participants in the choreographic process. In addition to developing dance performance skills, students are introduced to technical theatrical design concepts and are expected to complete pre- and post-production assignments. Concurrent registration in a dance technique course is required. (*Spring, offered annually*)

**DAT 140 Dance Ensemble: Practicum in Repertory and Performance** Students may elect to take the department's *Dance Ensemble* course as a studio-based half-credit activity. The course material is identical to that described above, and requires the same audition process. Students electing DAT 140 must register for the course credit/no credit and are not expected to complete the additional academic components of the course, but are required to enroll in a concurrent dance technique course. (*Spring, offered annually*)

**DAN 200 Dance Composition I** This is an introductory course in the art and craft of creating dances. Techniques to nurture the individual creative process are explored, including movement improvisation, visual art imagery, chance procedures, musical influences, poetic imagery, and prop and costume studies. The course culminates in each student's presentation of a substantial composition. This course has a multi-disciplinary focus and is open to all students interested in the arts and creative process. (Davenport/Williams, *Fall, offered alternate years*)

**DAN 210 Dance History I** This course is designed to present the history of social and theatrical dance from early human history through the flowering of ballet in the 19th century. A strong emphasis is placed on recognizing how social, political, economic, and religious conditions and attitudes influence and are influenced by dance and other artistic expressions. The course format consists of faculty lecture, student presentations, film and videos, and studio workshops. (Williams, *Fall, offered alternate years*)

**DAN 212 Dance History II** This course examines the development of theatrical dance from the late 1800s through the mid-20th century. A special focus of the course is the rise of modern dance and the women who were its creators—Loie Fuller, Isadora Duncan, and Ruth St. Denis, and the women pioneers who followed: Martha Graham, Doris Humphrey, Mary Wigman and Hanya Holm. This singularly

American art form was greatly influenced by feminist reform movements, and continues to be associated with political, social, and economic conditions and reforms. The course traces the development of modern dance through the tumultuous 1960s. (Williams, *Spring*, offered alternate years)

**DAN 214 Dance History III: 1960s to Present**

As in the other arts, dance in the 1960s underwent tremendous changes and witnessed the breaking apart of traditional forms and aesthetic assumptions. Iconoclastic choreographers said no to the techniques and presentations of their predecessors, changing the aesthetics of dance permanently. This course starts with the revolutions in culture and dance of the 1960s and traces the growth and development of today's "postmodern" dance. Issues of body, gender, race, sexuality and cultural heritage form the lens through which contemporary dance and its choreographers are discussed. (Williams, *Fall*, offered alternate years)

**DAN 215 Movement for Athletes: Analysis and Performance**

This course is designed to provide movement experiences that illuminate the concepts of coordination, alignment, and efficient body functioning that underlie all sports. Individuals are expected to acquire a vocabulary of movement description, which is utilized in self-assessment and to analyze the specific demands of their particular sport. Emphasis is placed on a sensitivity to the mind-body connection and the process of movement repatterning. (*Fall*, offered alternate years)

**DAN 225 Anatomy and Kinesiology** This course presents specific knowledge of human skeletal anatomy and muscular anatomy and its relationship to movement skills and postural alignment. Once the basic skeletal and muscular anatomy is understood, the course focuses on analysis of action, with particular attention on the action of gravity and its effect on posture and muscular function. Additionally, the course focuses on principles of alignment, conditioning, and injury prevention. Although dance-based, the course should be relevant to students interested in the areas of physical therapy, physical education, athletic training, human biology, and other movement sciences. (*Fall*, offered alternate years)

**DAN 250 Dance Improvisation** Improvisation in dance like its counterparts in music and theatre relies on the technical skills of the performer, a profound mental commitment and focus, the ability to respond to multiple sensory stimuli, and the development of a body-mind synthesis that allows for action and reflection.

The ability to improvise frees the performer from technical and choreographic ruts and gives one the opportunity to create and understand movement from an intensely personal perspective. Students participate in a variety of structured improvisations throughout the semester that are designed to improve their sensitivity to group dynamics, individual movement creativity, and recognition of the expressive capacities for movement expression. While movement is the media, prior dance training is not required. (Williams, Davenport, *Spring*, offered alternate years)

**DAN 300 Dance Composition II** This course explores further the art and craft of making dances with a focus on group choreography. Composition II covers such aspects of choreography as developing a unique movement vocabulary, group compositions, site-specific work, and choreographic process and documentation. Collaborations with musicians, actors, poets, and visual artists are encouraged. Prerequisite: DAN 200 or permission of instructor. (Davenport/Williams, *Fall*, offered alternate years)

**DAN 325 Movement Analysis: Laban Studies**

This course is an introduction to the theory and application of Laban Movement Analysis, which includes effort/shape, space harmony, Bartenieff Fundamentals™ and other somatic practices. These theories apply directly to all physical actions of the human body, nonverbal communication, cultural differences, choreography, live performance, therapeutic practices, and teaching methodology. The course focuses on the personal relevance of Laban theories to the individual student, as well as to related disciplines such as anthropology, psychology, and education. Students are taught how to observe, record, describe, and notate subtle qualities in the movement around them and how to understand their own movement patterns and the potential for enhanced expression, muscular efficiency, and wellness. (Davenport/Whittier, *Spring*, offered alternate years)

**DAN 432 Teaching Methods and Practicum** This course is designed to introduce the student to the practices and principles of teaching dance. In addition to the traditional pedagogical areas of study—construction of lesson plans, formation of curriculum, and semester unit plans—the course explores the specific concerns of the dance classroom—injury prevention, use of imagery to elicit physical response, and composition of movement material to cognitively as well as physically challenge students. Prerequisites: Successful completion of DAN 105, DAN 225, and/or DAN 325 strongly recommended. (Davenport/Williams, *Spring*, offered alternate years)

DAN 450 **Independent Study** In this course students are encouraged to pursue explorations of choreography, performance, historical research, teaching, improvisation, arts management and production, or body-mind synthesis within an approved and academically challenging independent study. Permission of instructor required.

DAN 460 **Senior Seminar** This seminar provides an opportunity for faculty-guided research of a particular area of interest to senior dance majors. (Dance minors admitted with permission of instructor.) Qualified students may work toward the development of choreographic and performance material, or pursue independent studies of career-related topics such as dance science, somatics, dance anthropology, dance criticism, K-12 dance education, dance administration or other areas of interest. The focus of the course is on the development of a project, paper, or performance that demonstrates the students' intellectual grasp of the field. (Davenport/Williams, *Spring, offered annually*)

DAN 495 **Honors** A course to be completed in partial fulfillment of the requirements for Honors work in dance. Permission of the Honors adviser required.

DAN 499 **Dance Internship** This internship offers an option for the student who wishes to pursue workplace experience in dance education, arts administration, technical production, and/or professional venues. Specific course content varies with each individual situation, but in general students are expected to spend a minimum of ten hours a week at their placement under the supervision of a workplace professional. Academic credit is for credit/no credit only, with appropriate mid-term and end of semester assessment agreed upon in advance in consultation with the professor. (*Offered each semester*)

#### **Dance Technique Courses (DAN/DAT)**

Dance technique courses may be taken as a one-half credit activity course (DAT) for credit/no credit or as a full credit DAN course. Students electing the full credit DAN technique course are expected to complete the academic components of the course, including weekly reading and writing assignments, concert reviews, and research projects, in addition to participation in the studio-based technique class. Students enrolling in the half-credit DAT course *must* register for credit/no credit only.

DAN/DAT 900 **Beginning Dance—Jazz/Ballet/Modern** This course is an introduction to jazz, ballet, and modern dance technique for the beginning dance student. Students explore the basic principles of dance technique: strength, alignment, coordination, spatial and rhythmic awareness, and performance skills within the context of the unique vocabulary and aesthetic of each dance technique. (*Fall, offered annually*)

DAN/DAT 905 **Beginning Technique: Body and Self** Body and Self is a course designed to integrate dance and movement, self knowledge, and knowledge of the body into dynamic balance. Releasing unwanted tension patterns, developing efficient alignment and movement patterns, and discovering a wider range of movement capabilities is both the focus and the intended outcome of the semester's material. Modern dance-based exercises and sequences form the basic vocabulary of movement, but explorations include improvisation and self-designed movement sequences, as well. An underlying area of focus is on increased kinesthetic awareness, including exploration of body-mind connections and the ability to express that awareness in movement and writing. (*Fall, offered alternate years*)

DAN/DAT 910 **Beginning Ballet I** This course is an introduction to the techniques and principles of classical ballet, including balance, coordination, flexibility, strength, and technical terminology. The class structure follows the basic ballet format of barre work, center barre, adagio, petite allegro, and grande allegro. The course is designed for the beginning student of ballet; no prior experience necessary. (*Spring, offered alternate years*)

DAN/DAT 915 **Beginning Modern Dance I** Designed for students with little or no previous dance experience, this course includes familiarization with basic dance vocabulary and simple improvisational movement structures. Much time is spent on placement and basic body awareness exercises. (*Spring, offered alternate years*)

DAN/DAT 920 **Intermediate Ballet I** This course focuses on the performance of the classical movement vocabulary with accuracy and precision, and the development of strength and flexibility. (*Fall, offered annually*)

DAN/DAT 922 **Intermediate Ballet II** Further study of intermediate-level ballet technique emphasizing correct muscular control and petite allegro movements. Students are encouraged to further develop their kinesthetic awareness of classical movement. (*Spring, offered alternate years*)

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## DANCE

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### DAN/DAT 925 **Intermediate Modern Dance I**

This course focuses on alignment, muscular strength, technical endurance, and the development of phrasing skills in complex movement combinations, and continues work with improvisational movement and performance skills. *(Fall, offered annually)*

### DAN/DAT 927 **Intermediate Modern Dance II**

The focus of this course is on stationary and dynamic placement in complex movement phrases. Additional areas of emphasis include rhythmic accuracy, development of individual movement style, and increased work on dynamic phrasing. *(Spring, offered alternate years)*

DAN/DAT 930 **Advanced Ballet I** This course covers advanced technique with emphasis on integrating dynamic placement, musical phrasing, and complex turns, jumps, and balances. Emphasis is on continued technical execution while exploring stylistic nuances of dance expression. *(Fall, offered annually)*

DAN/DAT 930-11 **Pointe I** This lab is linked to the advanced ballet class. It is designed for female dancers who have reached a level of technical proficiency and strength that enables them to work on pointe. The class is structured with barre and center floor combinations to teach the principles essential for pointe work and to develop strength and placement. Prerequisite: Concurrent enrollment in DAN/DAT 930 and permission of instructor required. *(Fall, offered annually)*

DAN/DAT 932 **Advanced Ballet II** This course is a continuation of Advanced Ballet I involving intricate movement patterns, batterie, and presentation of classical styles. *(Spring, offered annually)*

DAN/DAT 932-11 **Pointe II** This lab is linked to the advanced ballet class. It is a continuation of the fundamentals of pointe work emphasizing strength, control, fluidity, and turning movements. Prerequisite: Concurrent enrollment in DAN/DAT 932 and permission of instructor required. *(Spring, offered annually)*

DAN/DAT 935 **Advanced Modern Dance I** This course is designed for dancers who have developed strong kinesthetic sensing as well as an awareness of their body-mind connection. Class work includes advanced levels of technical movement and the opportunity to work with improvisational structures. *(Spring, offered annually)*

### DAN/DAT 937 **Advanced Modern Dance II**

This course is a continuation of advanced level I with further study of concepts of space, time, force in relation to movement combinations, and individual performance of classroom phrases. *(Spring, offered alternate years)*

DAN/DAT 940 **Beginning Jazz** This is an introductory level jazz technique course designed for the beginning dancer. No prior dance experience is necessary. Students learn to perform basic jazz dance vocabulary through short movement sequences and longer jazz combinations, while developing flexibility, strength, and awareness of rhythmical phrasing, and an understanding of jazz as a system of movement. Emphasis is placed on the exploration and discipline of dance as an art form. *(Spring, offered alternate years)*

DAN/DAT 945 **Intermediate Jazz** This is an intermediate level jazz technique course designed for the student with at least four years of formal dance training. Students review basic jazz vocabulary and learn to perform exercises and movement sequences of increasing complexity. Development of technical accuracy, strength, flexibility, and rhythmic sensibility are goals within the classroom. Both composition and improvisation in the jazz idiom are explored. Prerequisite: Intermediate technique level proficiency in either modern dance or jazz, or permission of instructor. *(Spring, offered alternate years)*

**DEVELOPMENT STUDIES***Program Faculty*

Alan Frishman, Economics, Coordinator  
 Richard Dillon, Anthropology  
 Kevin Dunn, Political Science  
 Jack Harris, Sociology  
 Scott McKinney, Economics  
 Dia Mohan, Anthropology

The minor in development studies explores different, and often conflicting, perspectives on what “development” might mean and how to achieve it, addressing global questions but focusing particularly on the “Third World” regions of Latin America, Africa, the Middle East, and East/South Asia. Drawing on the social sciences and the humanities, the minor addresses historical, political and sociological dimensions of development, economic theories of development, cultural and political tensions regarding “western” (or First World) economic strategies, anthropological studies of local level change, and “alternative” and indigenous development strategies. Through this study, students become acquainted with both the theoretical controversies surrounding development and the real-world challenges that confront those engaged in development work.

**REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

Four core courses in four different disciplines: at least one course from the Core Theory list; three additional courses, from either the Core Theory or Core list; and two additional courses from either the Core or Elective lists. At least two of the six courses must be from a department or program outside the social sciences (*e.g.*, Africana studies, English, French, history, Spanish).

**DEVELOPMENT STUDIES COURSES****Core Theory Courses**

BIDS 235	Third World Experience
ECON 344	Economic Development and Planning
POL 248	Politics of Development
SOC 201	Sociology of International Development
SOC 240	Gender and Development

**Core Courses**

ANTH 205	Race, Class and Ethnicity
ANTH 271	Jobs, Power and Capital
ANTH 280	Environment and Culture: Cultural Ecology
ANTH 296	African Cultures
BIDS 210	Perspectives on Latin America
ECON 135	Latin American Economies
ECON 212	Environmental Economics
ECON 240	International Trade
ECON 435	Political Economy of Latin America
ENV 110	Topics in Environmental Studies
HIST 102	Modern World
HIST 283	South Africa in Transition
HIST 284	Africa: From Colonialism to Neocolonialism
HIST 285	The Middle East: Roots of Conflict
HIST 396	History and the Fate of Socialism
POL 255	Politics of Latin American Development
SOC 291	Society in India
SOC 240	Gender and Development

**Elective Courses**

*Additional courses may be proposed.*

ALST 240	Third World Women's Texts
ALST 310	Black Images/White Myths
ANTH 110	Introduction to Cultural Anthropology
ANTH 297	Peoples and Cultures of Latin America
ANTH 298	Modern Japan
ECON 221	Population and Society
ECON 466	Seminar on Population Issues
ENG 317	Hearts of Darkness
FRE 243	<i>Actuelles</i> III: Topics in Francophone Cultures
FRE 351	Advanced Francophone Topics: Francophone African Fiction
FRE 352	Advanced Francophone Topics: Maghreb Literature
POL 257	Russia Unraveled
POL 258	Middle East Politics
SOC 259	People Creating Social Change
SOC 299	Sociology of Vietnam
SPAN 317	<i>Arte y Revolución</i>
SPAN 346	Latin American Women's Narratives

**ECONOMICS**

Christopher Gunn, Ph.D.; Professor,  
Department Chair

Teresa Amott, Ph.D., Professor

Thomas Drennen, Ph.D.; Associate  
Professor

Alan I. Frishman, Ph.D.; Professor

Geoffrey N. Gilbert, Ph.D.; Professor

Feisal Khan, Ph.D.; Assistant Professor

Daniel A. McGowan, Ph.D.; Professor

Patrick A. McGuire, Ph.D.; Professor

Judith McKinney, Ph.D.; Associate  
Professor

Scott G. McKinney, Ph.D.; Professor

Jo Beth Mertens, Ph.D.; Associate Professor

William Waller, Jr., Ph.D.; Professor

Course offerings in the economics department are designed both to meet the needs of students who wish a better understanding of the economic issues that affect their lives and to meet the needs of students who have an interest in an extended, in-depth study of economics. The department offers introductory and advanced courses that examine important issues using the analytical tools of the discipline in addition to courses that examine major economic theories. Courses at the 100 level are open to all. Prerequisites for 200-level, 300-level, and 400-level courses are indicated.

Economics offers a disciplinary B.A. major and minor. All departmental 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, 11 courses*

ECON 160; two topics/issues courses at the 100 or 200 level; ECON 202; the four core courses (ECON 300, ECON 301, ECON 304, ECON 305); and three additional upper-level courses. Students are encouraged to take at least one of the upper-level courses at the 400 level.

**REQUIREMENTS FOR THE MINOR**

*disciplinary, 6 courses*

ECON 160; two topics/issues courses; ECON 300; ECON 301; and one additional course at the 300 or 400 level.

**COURSE CONCENTRATIONS****Introductory Courses**

ECON 160 Principles of Economics  
ECON 202 Statistics

**Topics/Issues Courses**

ECON 120 Contemporary Issues  
ECON 122 Economics of Caring  
ECON 135 Latin American Economies  
ECON 146 Russian Economy: From Plan to Market  
  
ECON 200 Accounting I  
ECON 201 Accounting II  
ECON 203 Collective Bargaining  
ECON 204 Business Law  
ECON 206 Community Development Economics and Finance  
  
ECON 212 Environmental Economics  
ECON 213 Urban Economics  
ECON 218 Tangible Investments  
ECON 221 Population and Society  
ECON 230 History of Economic Thought  
ECON 232 U.S. Economy: A Critical Analysis  
ECON 233 Comparative Economics  
ECON 236 Introduction to Radical Political Economy  
  
ECON 240 International Trade  
ECON 241 Health Economics  
ECON 248 Poverty and Welfare

**Core Courses**

ECON 300 Macroeconomic Theory and Policy  
ECON 301 Microeconomic Theory and Policy  
ECON 304 Econometrics  
ECON 305 Political Economy

**Upper-Level Courses**

ECON 306 Industrial Organization  
ECON 307 Mathematical Economics  
ECON 309 Portfolio Analysis  
ECON 310 Economics and Gender  
ECON 316 Labor Market Analysis  
ECON 319 Forensic Economics  
ECON 324 Monetary Theory and Policy  
ECON 326 Public Microeconomics  
ECON 331 Institutional Economics  
ECON 338 Third Sector Economics  
ECON 344 Economic Development

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ECON 348	Natural Resources and Energy Economics
ECON 372	Keynes, Keynesians, and Post-Keynesians
ECON 425	Seminar: Public Macroeconomics
ECON 435	Seminar: Political Economy of Latin America
ECON 461	Seminar: Environmental Economics
ECON 466	Seminar: Population Issues
ECON 468	Seminar: Veblen
ECON 474	Seminar: Current Issues in Political Economy
ECON 480	Seminar: Macroeconomics

**COURSE DESCRIPTIONS**

**120 Contemporary Issues in Economics** Introduction to economics through the application of different analytical tools and perspectives to a variety of contemporary policy issues, such as inflation, unemployment, the environment, regulation, urban problems, economic development, and the role of women and minority groups in the economy. (*Offered annually*)

**122 The Economics of Caring** There is more to economics than the wealth of nations. A good society is more than its wealth; it has the capacity and is willing to care for those who cannot completely provide for themselves. In this course students explore, analyze, and assess how our society cares for those who cannot provide all of the necessities of life for themselves; including children, the infirm, and the elderly. They examine public policies and debates concerning poverty, health care, education, child protection, and adoption. (Waller, *offered annually*)

Typical readings: current articles on public policy; political and philosophical writing on community and caring; and economic analyses of particular policies

**135 The Latin American Economies** This course looks at the Latin American economies, their troubled history, their boom-and-bust tendencies, the economic policies that have been tried, and the painful consequences in terms of poverty, inflation, and debt. (S. McKinney, *Fall, offered annually*)

**146 The Russian Economy: From Plan to Market?** With the formal dissolution of the Soviet Union in December 1991, many people hailed the triumph of capitalism and democracy over central planning and single-party control. With the perspective provided by a few more years, one can see that Russia's economic and social problems were not solved by the decision

to make this transition. In fact, many in Russia would argue that these problems have intensified dramatically and that the country should reverse course before it is too late. This course explores the strengths and weaknesses of these two kinds of economic systems, the difficulties of making the transition from one system to the other, and the prospects for the future. (J. McKinney, *Fall, offered alternate years*)

**160 Principles of Economics** This course is a general introduction to economics. Microeconomic topics include supply and demand, comparative advantage, consumer choice, the theory of the firm under competition and monopolies, and market failure. Macroeconomic topics include national income accounting, the determinants of national income, employment and inflation, the monetary system and the Fed, and fiscal policy. This course is required for all majors and minors in economics. (*Offered each semester*)

**200 Accounting I** This course explores the theory and application of accounting principles in recording and interpreting the financial facts of business enterprise. The course covers such topics as the measurement of income, capital evaluation, and the determination of financial position. (*Fall, offered annually*)

**201 Accounting II** This course covers the following specialized areas: partners, corporations, cost accounting, budgeting, income taxes, management reporting, and financial analysis. The main objective is to introduce the student to these topics, providing an opportunity to deal with some of the accounting concepts associated with these topics. Prerequisite: ECON 200. (*Spring, offered annually*)

**202 Statistics** This course offers an introduction to the methods of descriptive and inferential statistics that are most important in the study of economics. The intent of the course is to help students understand these tools and when they can usefully be applied to data. The course includes basic descriptive statistics, probability distributions, sampling distributions, statistical estimation, hypothesis testing, correlation analysis, and regression analysis. Students construct surveys and use the data collected via the surveys as the basis for their semester project. The project gives students a chance to demonstrate basic competency in the application of the tools taught in the course, their ability to use computer programs to analyze data, and their ability to explain the statistical results in plain English. Prerequisite: ECON 160 or 220. (*Offered each semester*)

**203 Collective Bargaining** In this course, students examine the labor movement in the U.S. and other countries and learn about labor-management disputes and their resolutions. The goal of the course is to inform students about the economic and non-economic issues involved in labor agreements. Students learn about the art of negotiation and arbitration. Topics covered include: the labor movement in the U.S., labor and employment law, unions and collective bargaining, grievance procedures, arbitration and techniques of dispute resolution, unions in the public sector, and an international comparison of labor relations. Prerequisite: ECON 160. (*Offered alternate years*)

**204 Business Law** This course is the study of the basic law of contracts with emphasis on agency, negotiable instruments, property, etc. The system of courts is also studied. (*Fall, offered annually*)

**206 Community Development Economics and Finance** Resources for development are generally scarce in poor urban and rural areas. This course investigates how new economic and financial resources can be generated for and attracted to these areas, and how they can interact with human, organizational, and technical resources to encourage development. The spatial focus ranges from neighborhoods to regions. The course provides an introduction to financial instruments, institutions, and analysis across public, private, and third (non-profit) sectors. Prerequisite: ECON 120 or 160. (*Gunn, offered alternate years*)

**212 Environmental Economics** The primary goal of this course is to apply basic micro-economic principles to understanding environmental issues and possible solutions. The course is structured around four basic questions: How much pollution is too much? Is government up to the job? How can we do better? How do we resolve global issues? Throughout the course, students move back and forth between theory and practice, learning how basic principles from economic theory can be applied to environmental questions and then looking at how these principles have been used to implement policy nationally and internationally. Prerequisite: ECON 120, ECON 160, or permission of instructor. (*Drennen, offered annually*)

**213 Urban Economics** As an introduction to the basic problems of urban areas in the United States at the present time, the course analyzes the hierarchy of cities in the U.S., market areas, and location. It then examines the economic issues concerned with urban housing, poverty, transportation, and finances. It has a policy orientation and concludes with a discussion of

urban planning. Prerequisite: ECON 160, or permission of instructor. (*McGuire, offered annually*)

**218 Introduction to Investments** This introductory course in investments is designed to provide students with a broad introduction to, and working knowledge of, U.S. financial markets. It focuses on the basic financial instruments (*e.g.*, equities, bonds, options, forwards and futures) available to investors, how they might be used, and how they are valued, priced and traded. This requires close study of how economic and financial theory relates to these investments and markets. This course examines modern portfolio theory, the efficient markets hypothesis, stock selection strategies, and various risk measures. Much of this theory is highly quantitative and extremely abstract. While ECON 160 is the only formal course prerequisite, be aware this course will require substantial “number crunching” and the ability to grasp abstract reasoning. However, the focus of this course is on understanding and applying financial theory. Prerequisite: ECON 160. (*Offered annually*)

Typical readings: Nofsinger, *The Psychology of Investing*; Bodie, Kane and Marcus, *Essentials of Investment*

**221 Population and Society** This course looks at population in a broad and systematic way, starting with basic concepts of fertility and mortality; moving on to issues of age structure, family demography, and the projection of future population; and concluding with policy issues involving immigration, the environment, famines, and population policy. Prerequisite: ECON 160. (*Gilbert, Fall, offered annually*)

**232 The U.S. Economy: A Critical Analysis** This course investigates the U.S. economy while developing an introduction to radical political economy. Changing patterns of growth and stagnation in economic activity are analyzed using the concept of social structures of accumulation: the combination of economic, political, and social factors that serve to hasten or retard capital accumulation. Macroeconomic and social changes are explored, as is their impact on the lives of workers, women, and people of color. The power of capital, workers, and other groups to effect change in different periods is an important theme of the course. Prerequisite: ECON 120 or 160. (*Gunn, offered alternate years*)

**233 Comparative Economics** This course explores the ways in which different contemporary economies are organized, and their primary institutions. Their regulation of markets, their incentive systems, their performance, and their

political and social settings are investigated. More and less industrialized countries are studied, including the recent successes and problems of several Pacific Rim economies. Prerequisite: ECON 120 or 160. (Khan, *offered alternate years*)

**236 Introduction to Radical Political Economy** This course provides an introduction to the economic thought of Karl Marx, to contemporary radical political economy, and to current debates in radical political economy. Topics include the theory of value, surplus value and exploitation, capital and its accumulation, and capital and crisis. Recent debates in socialist-feminist thought, the political economy of race, and ecofeminism are addressed. (Gunn, *Fall, offered alternate years*)

**240 International Trade** This course provides an introduction to the theory of gains from trade, comparative advantage and international monetary relations. It uses this theory to examine such issues as protectionism, economic integration (e.g., NAFTA and the European Community), and international investment, with an emphasis on how economic and financial relations among countries have very different consequences for different groups of people. Prerequisite: ECON 160. (J. McKinney, *Spring, offered annually*)

**248 Poverty and Welfare** Poverty amidst wealth is a troubling feature of the American economy. Economists and other social scientists have offered various explanations for it. This course looks into the nature and extent of poverty, theories of its causes, and the range of public policies aimed at easing or ending poverty. (Gilbert, *offered annually*)

Typical readings: Schiller, *Economics of Poverty and Discrimination*; Edin and Lein, *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work*; Jencks, *Rethinking Social Policy*

**300 Macroeconomic Theory and Policy** This course examines in detail the major elements of aggregate economic analysis. The major focus is on the development of theoretical economic models that examine the interrelationships within the economic system. Once these models have been developed, they are used extensively to examine the current macroeconomic problems in the economic system, e.g., inflation, unemployment, economic growth, international balance of payments, the business cycle, and others. Prerequisite: ECON 160, and two 100- or 200-level electives. (*Offered each semester*)

**301 Microeconomic Theory and Policy** A study of pricing and resource-allocating processes in the private economy, this course examines the theories of demand and production, and the determination of prices for commodities and factors of production in competitive and

non-competitive markets. The concept of economic efficiency is central to the course. Prerequisites: ECON 160 and two 100- or 200-level electives. (*Offered each semester*)

**304 Econometrics** The subject of this course, broadly speaking, is regression analysis. After a brief review of the simple linear model presented in ECON 202, the course develops the theoretical framework for the multivariate linear model. Various special topics are studied while students complete individual research projects. Prerequisites: ECON 202 and ECON 300 or ECON 301. (*Offered each semester*)

**305 Political Economy** This course analyzes alternative ways of understanding economics and political economy. It investigates debates on economic theory and discourse within a broad context of critical issues in the foundations and development of the social sciences. Theoretical foundations of major schools of economic thought (e.g., neoclassical, Keynesian, Marxist) are explored, as well as questions of ideology and method in economic thought. Feminist economics is introduced. Prerequisites: ECON 300 and ECON 301, or permission of the instructor. (*Offered each semester*)

**306 Industrial Organization** The course is intended to demonstrate how microeconomic theory applies to industrial markets. An examination and evaluation of the theoretical predictions of price theory is considered in a real world context, with surveys of recent empirical evidence. Such areas as theories of motivation of the firm, identification and measurement of monopoly power, economies of firm size, concentration (definition, measurement, and effects), and oligopolistic behavior are examined. Prerequisite: ECON 301. (Waller, *offered alternate years*)

**307 Mathematical Economics** This course has two objectives. First, to acquaint the student with the various mathematical tools widely used in theoretical economics today. These tools include simple linear algebra, matrix algebra, and differential calculus. Second, to utilize these tools to demonstrate and examine the fundamental concepts underlying microeconomic and macroeconomic theory. Prerequisites: ECON 300 and ECON 301. (Frishman, *offered alternate years*)

**309 Portfolio Analysis** This course addresses the principles and practice of managing personal financial wealth. It presumes a basic understanding of the main forms of personal monetary wealth and the markets for financial investments. Each student is required to manage a mock portfolio with specific predetermined objectives

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## ECONOMICS

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in mind. The exercises of inside-information, gaming, and competition are used to stimulate the analysis. Prerequisites: ECON 218 and ECON 301. (*Offered alternate years*)

**310 Economics and Gender** This course focuses on attempts to integrate gender into economic analysis. The course includes discussion of the economics of the family, household production and the allocation of time, gender and the labor supply, and gender differences in occupation and earnings. A discussion of gender in economic methodology and the history of economic thought provides the context for these issues. Prerequisite: ECON 301 or ECON 305. (Waller, *offered alternate years*)

Typical reading: Humphries, *Economics and Gender*

**316 Labor Market Analysis** This course focuses on the application of microeconomics, macroeconomics, and Marxist theories to the study of labor markets, income distribution, occupational structure, returns to education, etc. It also examines the impact of unions on wages, labor's share, inflation, discrimination, and other labor economics questions. Prerequisite: ECON 301. (ECON 300 and ECON 305 are also recommended). (Mertens, *offered alternate years*)

**317 The Economics of Sports** Sports has become a multi-billion dollar industry in the U.S., worthy of its own economic analysis. This course applies the techniques of microeconomic theory to the sports industry and examines the following issues: the financing of sports teams and sports facilities; the effects of sports franchises on local economic development; racial and gender discrimination in sports and the effects of Title IX; the role of labor unions in professional sports; and how colleges and professional sports teams profit from the "amateur" athlete. Prerequisite: ECON 301. (Mertens, *offered alternate years*)

Typical readings: Hamilton, Barton H., "Racial Discrimination and Professional Basketball Salaries in the 1990s," *Applied Economics*; Leeds, Michael and Peter von Allmen, *The Economics of Sports*

**319 Forensic Economics** This course introduces one of the newest areas in the field of economics. The principal focus is on the methodology employed by economists to determine the economic losses suffered in cases involving death and disability. It also addresses conventional and unconventional approaches to an evaluation of personal income and wealth in cases involving dissolution of marriage and business contracts. Special attention is devoted to the evaluation of household production and other income that does not typically go through a market. In addition, the way that an economist or other

professional is currently used as an "expert witness" is explored, with at least one field trip to view an actual courtroom appearance. (McGowan, *offered alternate years*)

**324 Money and Financial Markets** This is a basic money-and-banking course that integrates macroeconomic theory and monetary theory. Special emphasis is placed on the changing structure and function of financial markets, the changing role of the Federal Reserve System, and the new relationships between the domestic monetary system and the international monetary system. Prerequisites: ECON 300. (*Offered annually*)

**326 Public Finance** This course uses microeconomic analysis to study the major public sector issues. The course begins with a discussion of various economic theories of the government's place in a market economy; considers the evaluation and impacts of government programs such as Social Security; studies the theory of taxation and of tax legislation, such as, the U.S. tax reform of 1986; and, finally, takes a look at state and local government issues, such as how best to provide education. Prerequisite: ECON 301. (Mertens, *offered alternate years*)

**331 Institutional Economics** This course directs its attention to the contributions to economic thought by the movement referred to as American Institutionalism. The course introduces the interdisciplinary approach employed by institutional economists in their analysis of economic processes. The course also focuses on the institutionalists' critique of neoclassical economic theory. In order to understand these criticisms, the student needs a good understanding of intermediate economic theory. Prerequisite: ECON 305 or permission of instructor. (Waller, *offered annually*)

**338 Third Sector Economics** This course investigates economic institutions that are given little attention in the normal approaches to microeconomics and macroeconomics, but that are significant to the economy of the U.S. Not-for-profit organizations such as colleges and universities, hospitals, and philanthropic organizations; cooperatives and collectives; and public/private partnerships are investigated. Their role in the U.S. economy is assessed, as are the wide variety of nongovernmental organizations (NGOs) in other economies of the world. Prerequisites: ECON 300, ECON 301 or permission of instructor. (Gunn, *Fall, offered alternate years*)

**344 Economic Development and Planning** This course examines both the theory and practice of Third World countries in their attempts to modernize and industrialize. Some topics that are

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## ECONOMICS

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discussed include: the roles of agricultural and industrial development, investment, urbanization, infrastructure, foreign trade, foreign aid and debt, and government planning. The course evaluates the importance of the distribution of income, education, the transfer of technology, population control, and neo-colonialism. Countries from Africa, Asia, and Latin America are used frequently and extensively as examples. Prerequisite: ECON 300. (*Fall, offered annually*)

**348 Natural Resource and Energy Economics**  
Designing winning solutions to the complicated issues affecting the environment requires a strong interdisciplinary approach. The course covers the basic theoretical models of natural resource use as well as the implications of these models for policy decisions. Topics include opposing views of natural resource use and depletion; basic criteria and methods for decision analysis; property rights and externalities; the linkage between population growth, resource use, and environmental degradation; energy options; successes and limitations of recycling; resource scarcity; economic growth and resource use; and sustainable development. Students construct simple simulation models to explore the basic relationships discussed in this course. Prerequisite: ECON 301. (*Drennen, offered alternate years*)

**372 Keynes, Keynesians, and Post-Keynesians**  
This course considers the economic writings of John Maynard Keynes and the interpretations that have been offered of both his theories of the macroeconomy and the importance of his contributions. The course includes examination of Keynes' early writings as well as a careful reading of *The General Theory*, his most important work. Following these discussions, students examine the evolution of Keynesian theory within the orthodox economic tradition, considering both what was added to Keynes, and what was taken away. They also address the "revolutionary" nature of Keynes's contributions. Finally, they explore the development of Keynes's ideas by the post-Keynesian economists in the U.S. and Great Britain to see how this interpretation of Keynes differs from the standard approach to his work. Prerequisites: ECON 300 and ECON 305. (*McGuire, offered alternate years*)

**425 Seminar: Public Macroeconomics** This course looks at the role government plays in stabilizing and destabilizing the macroeconomy by means of its expenditures and taxes, its monetary policy, and its exchange rate policy. The course focuses on the experience of Latin America, where mismanagement, heterodox policy, shock treatment, and the "Chicago Boys" have brought the consequences of government policy into sharp

relief. Prerequisites: ECON 202 and ECON 300. (*S. McKinney, offered alternate years*)

**435 Political Economy of Latin America** This course studies the interaction of domestic economic structure, political processes, and international pressures in Latin America by means of case studies of specific periods in Mexico, Central America, the Andean region, and Brazil. Prerequisite: ECON 135 or ECON 305. (*S. McKinney, offered alternate years*)

Typical readings: Paige, *Coffee & Power*; Haber, *Industry and Underdevelopment*; Evans, *Embedded Autonomy*

**450 Independent Study** An upper-level elective by arrangement with faculty members.

**461 Seminar: Environmental Economics** This seminar focuses on one or two key environmental issues. Readings are from both economic and environmental literature. Past class topics have included international energy strategies, Western water issues, negotiation of major international environmental agreements (climate change, ozone depletion, and biodiversity), and free trade and the environment. Students are expected to complete a major term paper and class presentation. (*Drennen, offered occasionally*)

**466 Seminar: Population Issues** This course examines in depth the political economy of population issues. It explores the origins of population theory, the history of world population, demographic projections for the 21st century, social and environmental impacts, and population policy. A substantial research paper is required. (It may serve as the "policy brief" course required of Public Policy majors and minors.) Prerequisite: ECON 305. (*Gilbert, offered annually*)

Typical readings: Malthus, *Essays on the Principle of Population*; Livi-Bacci, *A Concise History of World Population*; Ross, *The Malthus Factor: Poverty, Politics and Population in Capitalist Development*; and Worldwatch Institute, *After Malthus: Nineteen Dimensions of the Population Challenge*

**468 Seminar: Veblen** This seminar focuses its attention on the contributions of Thorstein Veblen to economic thought. In particular, Veblen's contributions in the areas of economic methodology, consumption theory, production theory, and economic development are examined. In addition, Veblen's critique of the accepted economic theory of his day and his critique of Marxian economics are examined. Prerequisites: ECON 301 and ECON 305, or permission of instructor. (*Waller, offered alternate years*)

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## EDUCATION

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### 474 Seminar: Current Issues in Political

**Economy** This course focuses on different topics each year, such as the changing nature of work, and globalization. Prerequisite: ECON 305, or permission of instructor. (Gunn, *Fall, offered alternate years*)

### 480 Seminar: Current Issues in Macroeconomics

In this seminar, students read a variety of current books and articles dealing with the macroeconomy. Examples of issues that arise include: the federal budget, deficit and debt, the Fed and monetary policy, future prospects of the U.S. economy, and the economic position of the U.S. in the world economy. Students are expected to be active participants, write a substantial paper, and make a presentation to the seminar. (McGuire, *offered alternate years*)

**495 Honors** The Honors program usually consists of one course per term for two or three terms. These courses can be used by student majors to fulfill an upper-level core requirement and the department's senior seminar requirement.

## EDUCATION

Patrick Collins, Ed.D.; Professor,  
Department Chair  
Cerri Banks, Ph.D.; Assistant Professor  
Sherry Gibbon, M.S.Ed.; Assistant  
Professor  
Lois Judson, Teacher Certification and  
Student Placement Director  
Paul Kehle, Ph.D.; Assistant Professor  
Helen McCabe, Ph.D.; Assistant  
Professor  
James MaKinster, Ph.D.; Assistant  
Professor  
Lilian Sherman, M.S. Ed.; Assistant  
Professor  
Charles Temple, Ph.D.; Professor

The Department of Education offers courses within the Colleges' liberal arts curriculum and programs that prepare students to become certified teachers. Courses are open to all students and address areas such as the psychology, philosophy, and history of education; multi-cultural education; the dynamics of learning language, mathematics, sciences, social sciences, and the arts; and issues regarding people with special needs.

In addition to its several teacher preparation programs, the education department offers both a disciplinary and interdisciplinary minor and a Master of Arts in Teaching.

### UNDERGRADUATE TEACHER CERTIFICATION PROGRAMS

The department offers programs leading to New York State initial certification in childhood education, childhood and special education (1-6), visual art (p-12), and several disciplines in adolescent education (grades seven through 12). By reciprocal agreement, New York State certification is recognized in many other states.

In all Hobart and William Smith certification programs, students learn to

teach by teaching and devote the majority of their course concentrations to academic study outside of the department. Students in teacher certification programs may major in almost any discipline or program offered by the Colleges, with the proviso that those seeking adolescent certification must major in the subject area in which they wish to be certified (*i.e.*, mathematics, chemistry, English, etc.).

Students must apply for admission to the undergraduate certification programs in the spring of their first year. Those admitted to a program begin in their sophomore year. The only exception to this policy is in the case of students who transfer into the Colleges. Admission to the program is competitive and is based on good academic standing, demonstrated interest in teaching, and personal traits such as initiative, punctuality and responsibility.

All students admitted to a certification program are required to complete four semesters of fieldwork (education practica) in local classrooms. Students must spend at least 40 hours per semester working in a classroom in which they are placed by the department.

Tutors (sophomores) are expected to observe their cooperating teachers, work with individuals and small groups, and occasionally teach a whole class.

Assistant teachers (juniors) take on increased responsibilities and regularly teach whole classes. Students are supervised as they teach and are offered personal guidance and encouragement to develop their own best teaching styles.

In addition, all students must complete five teacher seminars that run concurrently with the fieldwork. Teacher seminars generally meet once a week and address issues of pedagogy.

One semester in the senior year is devoted to full-time student teaching. Three course credits are granted for student teaching and an accompanying seminar.

Student teaching is the only part of the certification program that is awarded course credit. Tutoring, assistant teaching, and the teacher seminars are all undertaken outside of the normal curriculum and are carried in addition to a full course load in other subjects. However, students may elect to take courses offered by the department leading toward a minor. All candidates for teacher certification in New York State must also pass the appropriate New York State Teacher Certification Examinations and be fingerprinted at their own expense.

#### **Distribution Requirements for Certification**

In addition to completing the education practica and teacher seminars as noted above, all students pursuing certification must fulfill the following distribution requirements: one natural science course (biology, chemistry, geoscience or physics, lab recommended), one social science or history course (two recommended), one fine arts course (art history is acceptable), one literature course (English, French, Spanish, German or classics) and two courses in a language other than English (or placement at or above the second year level in a language). *Note:* Distribution requirements are subject to change as New York state publishes new rules for certification.

#### **Childhood Teacher Certification**

Students may prepare to teach at the childhood level (grades one through six) by completing the childhood teacher certification program. Education practica in this program are completed in a variety of public and private elementary settings in the Geneva area. Student teaching must be completed at the sixth grade level or below. In addition to the distribution requirements noted above, students pursuing childhood certification must also complete a college-level course in mathematics (or receive placement into

MATH 130 on the Colleges' Math Placement exam). Students may pursue most majors offered at the Colleges.

**Childhood and Special Education (1-6) Teacher Certification**

Certification in special education along with elementary education is available by completing the program in childhood and special education (1-6). In addition to completing all of the requirements described above for childhood certification, students pursuing special education certification must take at least four courses in special education offered by the education, psychology, and sociology departments, and must complete three additional teacher seminars in special education. Student teaching is carried out in both general elementary classrooms and in special education settings. The special education program at the Colleges is intended to prepare students to work in a variety of school settings with children with disabilities.

**Adolescent Teacher Certification**

Students may prepare to teach at the secondary level (grades seven through 12) by completing the adolescent teacher certification program. The fieldwork in this program is conducted in the subject area in which students are preparing to teach. The department is licensed to prepare teachers of English, social studies, biology, chemistry, physics, earth science, general science, French, Spanish, Latin, and mathematics.

Secondary certification candidates must meet certain requirements regarding their areas of concentration and must student teach at the seventh-grade level or higher in the subject area in which they seek certification.

**Teacher Certification in Art**

Students may prepare to teach art in preschool through grade 12. Students pursuing certification in art complete their fieldwork in art classrooms in kindergarten through high school and student teaching

is carried out at both the elementary and secondary levels. In addition to the distribution requirements noted above, students pursuing certification in art must also complete a 12-course major in studio art as described elsewhere in the Colleges' *Catalogue* with the proviso that the major include either four art history courses, or three art history courses and a course in aesthetics (PHIL 230); and that the art history courses address at least two historical periods or cultures.

**Labor Market for Graduates**

Of the 32 Teacher Education Program graduates from the Classes of 2004 and 2005 who were seeking full-time teaching positions, 28 secured teaching positions.

**REQUIRED TEACHER SEMINARS**

The following teacher seminars are professional seminars that generally meet weekly. In order to register for any of these seminars, students must be enrolled in a teacher certification program. Teacher seminars carry no academic credit, but do appear on transcripts and are counted toward teacher certification by New York state.

**Tutor Seminars**

- 081 Teaching for Equity
- 082-01 Teaching Reading and Writing—Elementary
- 083-02 Teaching Secondary Science
- 083-03 Teaching Secondary Social Studies
- 083-04 Teaching Secondary English
- 083-05 Teaching Secondary Foreign Language
- 083-06 Teaching Secondary Math
- 083-07 Teaching the Arts

**Assistant Teacher Seminars**

- 082-02 Teaching Reading and Writing—Secondary
- 083-01 Teaching Elementary Science and Math
- 084 Curriculum and Instruction
- 085 Protecting Children: Policies and Practices

**TEACHER SEMINARS IN SPECIAL EDUCATION**

In addition to the required teacher seminars listed above, students pursuing certification in special education must complete the following three seminars:

**Tutor Seminars**

072 Introduction to Special Education

**Assistant Teacher Seminars**

073 Assessments and IEPs

074 Collaboration and Management

**EDUCATION PRACTICA**

The following education practica must be completed by all students planning to complete a teacher certification program. Students must be enrolled in a teacher certification program in order to register for any of these practica. Education practica carry no academic credit, but do appear on transcripts and are counted toward teacher certification by New York state. Students in these practica are required to spend at least 40 hours a semester working in local classrooms.

**Tutor Practica**

091 Tutor Practicum I

092 Tutor Practicum II

Tutor practica are completed by students during their first two semesters in a teacher certification program. These practica provide students with field experiences in local classrooms. Students are required to spend at least 40 hours a semester in a local classroom. In addition to observing master teachers at work, tutors are expected to help individual students with academic work, monitor the completion of guided practice by students, and plan and teach lessons to small groups of students. These practica run concurrently with teacher seminars, and provide the field component for those seminars.

**Assistant Teacher Practica**

093 Assistant Teacher Practicum I

094 Assistant Teacher Practicum II

Assistant teacher practica are completed by students during their third and fourth semesters in a teacher certification program. These practica provide students with field experiences in local classrooms. Students are required to spend at least 40 hours a semester working as assistant teachers in local classrooms. Assistant teachers are expected to teach lessons to small groups of students and to help individuals as needed. While taking on further responsibility for the entire classroom, they are expected to teach an increasing number of large group lessons. These practica run concurrently with teacher seminars, and provide the field component for those seminars.

**MINORS**

Any course used in meeting requirements for the minor must be passed with a grade of C- or better.

**REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

Six courses, at least two, but not more than three, in education. Courses in this minor must contribute to a theme grounded in education courses; courses outside education must be conceptually related to the education courses. At least four of the six courses must be at the 300 level or above. Only one independent study may be counted toward the minor. At least three courses must be unique to the minor.

**REQUIREMENTS FOR THE MINOR**

*disciplinary, 5 courses*

Any five education courses with at least two courses at the 200 level, and at least two at the 300-400 level. Only one independent study may count toward the minor. SOC 261 *Sociology of Education* may substitute for one of the 200-level education courses; WRRH 322 *Adolescent Literature*, and AEP 335 *Arts and Human Development* may substitute for 300 or above education courses. At least three courses must be unique to the minor. Students majoring in arts and education may not minor in education.

**THE MASTER OF ARTS IN TEACHING PROGRAM**

The MAT program is open on a competitive basis to students who are enrolled in an undergraduate Teacher Education Program at Hobart and William Smith Colleges. The program is designed to be completed in one academic year, during which students continue their liberal arts studies at the same time they prepare for teaching certification.

Students in the MAT program pursue graduate-level study in a discipline or

program of their choice. They apply that study to teaching by completing a graduate-level education course, by student teaching, and by producing a master's thesis.

At the conclusion of the program students are eligible for a temporary New York State teaching certificate, which may be raised to the professional level after two years of full-time teaching.

#### **REQUIREMENTS OF THE MAT PROGRAM**

The MAT program consists of eight graduate course credits. Candidates must pass all of the courses in the graduate program with a grade of B- or better and maintain a 3.0 GPA during the graduate year. In the spring semester of the senior year, students take EDUC 420 *Research in Education*. During that semester, they identify a graduate adviser, propose a graduate course of study, and prepare a proposal for a master's thesis. In the fall semester of the graduate year, students carry out their student teaching, and take an accompanying seminar. They also register to begin their master's thesis. In the spring of the graduate year, students continue to work on the master's thesis, and take EDUC 720 *Graduate Seminar in Education Research*, along with three other graduate courses in liberal arts disciplines or programs. Toward the end of the spring semester students complete their master's thesis and defend it before their graduate committee.

#### **MAT SCHEDULE**

**Spring Semester Undergraduate Senior Year**  
EDUC 420 *Research in Education*. This course is a survey of educational research methods with a special emphasis on qualitative and teacher-generated research. Students are expected to carry out field-based investigations during the course.

#### **Fall Semester Graduate Year**

Students pursuing teacher certification at the Childhood level (grades one through

six) take EDUC 604 *Analysis of Teaching in Elementary and Special Education, Graduate Level* (one graduate course credit) and EDUC 605 and 606 *Graduate Practicum in Elementary School Teaching* (two graduate course credits). Students pursuing dual certification in Childhood and Special Education take EDUC 604 *Analysis of Teaching in Elementary and Special Education, Graduate Level* (one graduate course credit), EDUC 605 *Graduate Practicum in Elementary School Teaching* (one graduate course credit) and EDUC 607 *Graduate Practicum in Special Education* (one graduate course credit).

Students pursuing teacher certification at the Adolescent level (grades seven-12) take EDUC 601 *Analysis of Teaching in the Secondary School, Graduate Level* (one graduate course credit) and EDUC 602 and 603 *Graduate Practicum in Secondary School Teaching* (two graduate course credits).

Students pursuing art certification (p-12) take EDUC 612 *Analysis of Teaching the Arts, Graduate Level* (one graduate course credit), EDUC 602, *Graduate Practicum in Secondary School Teaching* (one graduate course credit) and EDUC 605 *Graduate Practicum in Elementary School Teaching* (one graduate course credit). All students take EDUC 702 *Master's Thesis* (one graduate course credit).

#### **Spring Semester Graduate Year**

EDUC 720 *Graduate Seminar in Education Research* (one graduate course credit). Three upper level (300- or 400-level) liberal arts courses that are thematically related. At least one of these courses is taken in a department other than Education. All three courses are taken at the graduate level (three graduate course credits). EDUC 703 *Master's Thesis* (one graduate course credit).

#### **ELIGIBILITY FOR ADMISSION**

The MAT program at Hobart and William Smith Colleges combines with the work students complete during their undergradu-

ate years in the Colleges' Teacher Education program to convey all of the credits and experiences needed for teaching certification in New York State. Admission is therefore limited to students who will have entered the Teacher Education program at Hobart and William Smith Colleges during their sophomore year, and will normally have completed all of the requirements for that program by the end of their junior year, with the exception of student teaching and the student teaching seminar.

**APPLICATION PROCEDURE**

Students apply for admission to the MAT program in the fall of their junior year. Acceptance into the graduate program is selective and is based on the following:

- Completion of the application for admission to the MAT program.
- An analytical essay in which the applicant reflects on teaching, drawing on experience acquired in the teacher education program.
- Demonstrated success in teacher seminars and practica completed to date.
- A superior academic record, especially in the major subject, and a cumulative grade point average of at least 3.0.
- A written recommendation from the student's major adviser.
- A written recommendation from a professor in the Education Department.

To remain in good standing, students must meet the following requirements by the end of the senior year.

- A grade of B- or better in EDUC 420 *Research in Education*.
- Completion of an appropriate B.A. or B.S. degree from Hobart College or William Smith College.
- Completion of all undergraduate teacher education seminars and practica.
- A cumulative overall GPA of 3.0.

**COURSE DESCRIPTIONS**

*Note: Courses numbered 072 to 094 (teaching seminars and education practica) may be taken only by students who have been admitted to a teacher certification program. They carry no academic credit but are recorded on the student's official transcript.*

091 **Tutor Practicum I** (*Offered annually*)

092 **Tutor Practicum II** (*Offered annually*)

093 **Assistant Teacher Practicum I** (*Offered annually*)

094 **Assistant Teacher Practicum II** (*Offered annually*)

**072 Teaching Students With Special Needs** In this course students examine a variety of ways that teachers understand learners and design instruction in response to those learners. Students explore a range of strategies used by teachers to accommodate the needs of all students and discuss ways to evaluate student learning strengths and needs. (McCabe, *Spring, offered annually*)

**073 Assessments and IEPs** This seminar focuses on the appropriate uses and limitations of some of the assessment tools used in special education. Alternate and adaptive assessment approaches are considered. Students are also introduced to the process of developing an IEP. (Staff, *Fall, offered annually*)

**074 Collaboration and Management** This seminar investigates a variety of collaborative and management approaches effective teachers utilize. Students first explore the special education teacher's participation as a member of school district and building level interdisciplinary teams and as a team collaborator with general education teaching colleagues. Students then carefully consider the special education teacher's role as an advocate for students with special needs and their families. Finally, students examine classroom management strategies that promote a positive teaching-learning environment that supports all students. (Staff, *Fall and Spring, offered annually*)

**081 Teaching for Equity** This seminar establishes the foundations for effective teaching. As students develop keen observation skills they examine human development processes as manifested in classrooms. They explore the teacher's complex role as well as the social context of schools. They are introduced to learning processes as they relate to motivation, lesson planning, and classroom management, and

they also study student diversity issues to insure that the needs of all students are met. In addition, the seminar outlines a framework for special education, IDEA, and curricular and instructional adaptation. (Banks, Collins, Sherman, *Fall*, offered annually)

**082-01 Teaching Reading and Writing—Elementary** This seminar, in conjunction with the accompanying field placement, shows students contemporary approaches for assessing and teaching reading and writing in elementary schools. Topics include emergent literacy and beginning reading, as well as encouraging reading for pleasure and promoting reading and writing to learn. Attention is given to issues of vocabulary, phonological awareness, phonics, word recognition, fluency, and comprehension as encouraged by New York State Learning Standards and the No Child Left Behind Act. (Temple, *Spring*, offered annually)

**082-02 Teaching Reading and Writing—Secondary** This seminar shows students how to use reading and writing to learn in secondary classrooms, including English as well as other disciplines. By taking the seminar and trying out the techniques in their accompanying field placement, students consider how to teach study skills, how to teach reading for meaning and for application, and how to promote writing in a range of genres, including as an aid to learning content subjects. (Temple, *Fall*, offered annually)

**083-01 Teaching Elementary Science and Math** This seminar focuses on how children develop mental and manipulation skills that help them construct science and math meanings. Emphasis is on process skills, employing a variety of teaching models, and technology. Students assess, analyze, and adapt curriculum for science and math. They are encouraged to be reflective about their practice. Local, state, and national resources are available with emphasis on New York State Learning Standards. (Kehle, MaKinster, *Fall*, offered annually)

**083-02 Teaching Secondary Science** This seminar focuses on inquiry teaching and learning approaches to science. Students engage in a variety of science activities designed to model different teaching strategies. They analyze their lessons, incorporate technology where appropriate, and adapt curriculum to meet the needs of all students. Students are encouraged to be reflective about their practice. Local, state and national resources are addressed with an emphasis on New York State Learning Standards. (MaKinster, *Spring*, offered annually)

**083-03 Teaching Secondary Social Studies** The purpose of this seminar is to acquaint students with social studies teacher certification requirements, the literature and professional organizations that serve as resources in social studies instruction, the process and substance of curriculum (with emphasis on New York State Learning Standards), and issues that are central to social studies instruction in the United States. Included in the course are the use of instructional technology in teaching, evaluative techniques, and integrating the social dimension into geographic concepts. Readings include the *New York State Resource Guide*, Llewellyn's *Fragments from the Fire*, selected literature for young people, and selected articles from social studies journals. (Banks, Gibbon, *Spring*, offered annually)

**083-04 Teaching Secondary English** This seminar examines the theoretical and practical applications of effective teaching and learning in secondary English classrooms. Students reflect on their field-based experiences in secondary school settings and make connections to the reading and writing processes. They design, assess and analyze lessons that incorporate the New York State Learning Standards, adapting the curriculum to meet the needs of all students when appropriate. They review the journals and organizations that support the profession and develop an understanding of educational technology and its function in the English classroom. (Staff, *Spring*, offered annually)

**083-05 Teaching Secondary Foreign Language** This seminar addresses teaching, learning, and curriculum for students pursuing adolescence certification to teach a foreign language. After studying second language acquisition, students explore methods and techniques of teaching a language other than English as well as ways of developing cross-cultural understanding among adolescents. In addition to becoming familiar with New York State Learning Standards for teaching foreign language and other resources for teaching language, students explore ways to utilize technology and discuss means of assessing student achievement. (Staff, *Spring*, offered annually)

**083-06 Teaching Secondary Math** This seminar focuses on mathematics pedagogy that emphasizes problem solving, connections between mathematics and other disciplines, student-centered discourse, and authentic assessment in the contexts of New York State and national standards. Students develop and analyze lessons that incorporate appropriate technology to meet the needs of diverse student populations. Students reflect on their experiences in the concurrent field placement. (Kehle, *Spring*, offered annually)

**083-07 Teaching the Arts (P-12)** This seminar addresses the theory and practice of teaching the arts. After examining the artistic development of students in preschool through high school, students concentrate on developing methods of teaching the arts at all grade levels. Students design and critique arts lessons which meet the New York State Learning Standards for the Arts. Students also examine methods and techniques for assessing student performance in the arts, discuss ways of adapting arts activities to meet the needs of all students, and explore means of teaching the arts across the curriculum. (Staff, *Spring, offered annually*)

**084 Curriculum and Instruction** In this seminar, students examine long-term curriculum development. After discussing curriculum theory students choose a theme in an area of the curriculum which they wish to explore and develop a “curriculum project” (short course or teaching unit) which could be used to teach their specific theme over a period of several weeks. Attention is given to aligning curricula with New York State Learning Standards and developing integrated curricula as well as adapting curricula for students with special needs. Students also examine a number of models of teaching. Groups of students are assigned different models of teaching, design lesson plans illustrating those models, and present those lessons for analysis. Assessment is also discussed in terms of the curriculum projects which students develop. (Collins, Sherman, *Spring, offered annually*)

**085 Protecting Children: Policies and Practices** This seminar focuses on three main areas of special need: substance abuse, identification and reporting of child abuse and maltreatment, and families in conflict. Students are informed about alcohol and other drugs, the physical and behavioral indicators of substance abuse, and mandated reporting procedures. The seminar provides an array of options for teachers who are confronted by problems raised by substance abuse. Students are given alternative means for creating safe and nurturing learning environments for all students, including instruction in fire and arson prevention, preventing child abduction, and providing safety education. Family dynamics, factors in the home, and the development of a sense of community and mutual respect are given special consideration. (Staff, *Fall and Spring, offered annually*)

**200 Philosophy of Education** This course is designed to help students articulate and critically examine their own philosophical notions of education. It addresses questions such as: What is education? What are the aims of education? What

does it mean to be educated? What are the processes of education? What should be the relationship between education and society? Throughout the course, an emphasis is placed upon conceptual analysis of the problems of education in terms of contemporary educational practice. This course is run as a seminar; with the guidance of the instructor, students are responsible for preparing and presenting units of study to be discussed by the entire class. (Collins, *Fall, offered alternate years*)

**201 History of Education** The public school system of today—its organizational style, systems of values and meanings, and social relationships and conflicts—is the present manifestation of historical trends. This course takes a critical look at how the schools came to assume their particular character and functions in contemporary mass society by tracing the roots of school back to the colonial period. It deals briefly with the development and extension of the American common school in the 19th century, before focusing upon the transformation of the schools during the progressive era in the early 20th century and upon the aftermath of progressivism. The course ends with an effort to make sense of a number of contemporary educational issues, conflicts, and trends of historical developments. (Staff, *offered occasionally*)

**202 Human Growth and Development** This is a survey of the major theories of human development. Topics include the progression and determinants of the development of personality, intelligence, language, social competence, literacy, and artistic and music ability. Readings are taken from works by Freud, Erikson, Piaget, Gardner, Gilligan, and others. (Sherman, *Fall, offered annually*)

**203 Children with Disabilities** The intent of this course is for students to develop a thorough understanding of and sensitivity to children and youth who experience disabilities. The course examines the following questions: How does society determine who is disabled? What impact does labeling have on children’s lives? How special is special education? What are the various disabilities children experience? How do children with disabilities fit in the mainstream of American life? (Staff, *Fall, offered annually*)

**208 Teaching, Learning and Popular Culture** This course examines the spaces where school, youth, and popular culture intersect. It looks at the ways popular culture and education oppose each other and investigates reasons why. Since young people are often at the center of this disconnect, students explore how they shape and reflect popular culture, how the meaning of

youth shifts over time, how they use popular culture to learn, and how they negotiate disconnects between their lived experiences outside of school and what goes on in school. This course also looks at the multiple ways youth and teachers are constructed in various pop culture forms. Students examine how markers of identity like, race, class, gender, ability, age and sexuality are represented and what this means for educational practice and policy. (Banks, *Fall*, offered alternate years)

**220 Storytelling and the Oral Tradition** Storytelling is the oldest form of teaching; knowing how to marshal words, voice, gestures and sense to steer an audience's collective imagination is still a useful part of any communicator's competence. The scholarship concerning story and the oral tradition is hefty and interesting. In this course students develop and refine their skill as story tellers, as they consider dozens of stories from many traditions, and read scholarly analyses of the oral tradition. Students perform several stories in the course of the semester, both in class and for out-of-class audiences. The course is intended to fulfill a performing arts goal. (Temple, offered occasionally)

Typical readings: Campbell, *The Hero With 1,000 Faces*; Hearne, *Beauties and Beasts*; Luthi, *The European Folktale*; MacDonald, *Storyteller's Start-Up Book*; Bettelheim, *The Uses of Enchantment*; Rodari, *The Grammar of Fantasy*; Zipes, *The Brothers Grimm*; Yolen, *Favorite Folktales From Around the World*

**221 Understanding Autism** This course provides an introduction to the complexities and controversies surrounding Autism Spectrum Disorders. The course begins with an examination of behavioral, social, language, and cognitive characteristics of Autism, Aspergers, and other conditions referred to under the umbrella of Pervasive Developmental Disorders. The controversy surrounding possible causes of autism is discussed. The course also involves an in-depth study of research regarding current educational and behavioral intervention strategies for Autism, including the controversies surrounding various treatment approaches. (McCabe, *Fall*, offered alternate years)

**222 Learning, Teaching, Schools, and Mathematics** Contemporary society—through the sciences, many jobs, industries, health issues, economic theories, and technologies—depends upon mathematics and quantitative literacy. Mathematical knowledge has also been part of human culture since the earliest civilizations. Being more informed about mathematics education helps students be more responsive to contemporary educational issues. Student

interest determines topics selected from: effective pedagogy, the cognitive nature of mathematical problem solving, the roles of mathematics in education and society, state and federal standards, comparative education, curriculum, assessment, and equity. Crosslisted with Cognition, Logic and Language. (Kehle, *Spring*, offered alternate years)

**270 Social Class, Consumption and Education** This course explores multiple theoretical spaces that surround the concept of social class in the U.S. It examines the many ways histories, biographies, and societies intersect to inform economic relationships and institutions like schools. This course investigates social class in a variety of contexts and as lived experience. It differentiates between systemic and individual responsibility, recognizing that each stance is represented in social and political discourse. Students pay close attention to how identity markers like race, ability, sexuality, and gender intersect with social class to form complex layers that infiltrate policy and pedagogy at all levels of schooling. (Banks, *Fall*, offered alternate years)

**295 Theatre and the Child** Students in this course examine both the theoretical and practical dimensions of producing theatre for and by young people. Students examine the production process in terms of the developmental needs of children and critically review a wide range of dramatic literature written for young people. Students are required to make a substantive contribution to a theatre education project in the local schools. The emphasis throughout is upon exploring the educational potential of theatre as an art form. (Collins, offered occasionally)

**301 Drama in a Developmental Context** Students in this course study the relationship between dramatic experience and human development with an eye toward examining the educational potential of drama. In addition to exploring various perspectives on drama in education, students complete readings that analyze the functions of drama in human development. The course runs as a workshop/seminar in which students experience and analyze various methods of using drama for educational purposes. Students also develop a drama project with a group of local children. (Collins, *Spring*, offered annually)

**302 Disability in China** This course uses the lens of state and society reform to examine disability in mainland China. The course begins with an introduction to limited services for individuals with disabilities before 1949 (establishment of the People's Republic of China), and then examines reforms in society that impacted this

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population since 1949. A significant portion of this course is spent studying disability and society in China after 1978, the beginning of the reform period. While the course focuses on disability, readings include more broadly focused works to introduce students to the context of China in which persons with disabilities live. (McCabe, *Fall, offered alternate years*)

**304 Representations, Inferences, and Meanings** Learning, teaching, research, artistic expression, and everyday life all involve making sense of aspects of the world around us. In these activities, and across diverse disciplines, humans employ the same fundamental cognitive mechanisms and processes but generate very different results: mathematical proofs, poetry, scientific or historical explanations, paintings, etc. Students use cognitive science frameworks to trace the roles played by different ways of representing and connecting thoughts, and to explore how they simultaneously enable and constrain understanding. Students analyze episodes of sense-making and become more aware of their own cognition and better able to help others construct meaning. (Kehle, *Spring, offered alternate years*)

**320 Children's Literature** This course considers contemporary works that represent the main forms of literature for children: tales and poems from the oral tradition; picture books; "easy readers"; chapter books; young audiences. Participants in the course are expected to tell and read stories in local schools and day care centers. (Temple, *Fall, offered alternate years*)

**332 Disability, Family, and Society** In this course, students examine the experiences of individuals with disabilities and their families. Students learn about issues of family and disability at the individual, school, and societal level, including an introduction to multicultural and international perspectives on these issues. Students learn about different ways to understand families that incorporate environmental and social influences. Both the challenges and unique positive impacts of having a family member with a disability will be discussed. Family experiences are explored through readings that include research reports, family accounts, and first-person narratives. (McCabe, *Spring, offered annually*)

**333 Literacy** Sixty million adult Americans are said to be functionally illiterate. This course examines reasons why and considers what literacy contributes to ways of thinking and seeing the world. Students explore methods of teaching reading and writing, and carry out an extended practicum in the local schools, where

they tutor children, young people, or adults in literacy. The course has an accompanying laboratory. (*Spring, offered alternate years*)

**334 Science and Cognition: Ways of Thinking in Science** Students in this course study the psychological foundations of learning science and how these ideas are revealed in standard school science curricula and practice. Topics include science as a specific way of thinking and acting, the content of science, the relationship between the construction of science meanings and learner discourse, and current trends in science education. Students consider the role of social and aesthetic components of science, as well as gender and global perspectives on science and science learning. (MaKinster, *offered occasionally*)

**336 Special Topics in Education** The purpose of this series of courses is to investigate a variety of specific, salient social issues in the field of education. Prerequisite: faculty recommendation. (Repeatable) (Staff)

**338 Inclusive Schooling** This course focuses on children with special needs within the larger context of general education and public school. Students discuss and debate the following issues: Who are schools for? How has society historically perceived children with disabilities? In what ways has the creation of special education impacted the field of education? Are inclusionary schools too idealistic to work? Is the merger of general and special education beneficial for all students? The class examines models of inclusive classrooms and schools with teachers, parents, students, and administrators who presently work in inclusive settings. Site visits are included. (Staff, *Spring, offered alternate years*)

**346 Technology in Education: From the Chalkboard to Online Communities** This course explores the relationship between the evolution of educational technology and the pedagogical purposes that technology serves. Beginning with an examination of educational technology throughout the 20<sup>th</sup> century (radio, television, film, etc.) students explore ways in which computers and online communities are currently used, and might be used, to create opportunities for meaningful learning. Some of the topics explored are historical patterns of technology use, identity in online environments, communities of practice, the digital divide, apprenticeship, discourse, and conflict management. (MaKinster, *Spring, offered alternate years*)

**348 Our National Parks** The U.S. National Park Service functions to preserve unique and invaluable cultural resources throughout the country. At the same time, our parks serve a

number of more personal purposes. They renew our spirits, provide endless formal and informal educational opportunities and are diverse settings for recreational activities. Students explore our National Park system from educational, historical, sociological, cultural, scientific, political and economic perspectives. Controversies abound when one examines the history and current state of our parks. At the same time, contemporary threats to our parks include financial troubles, overuse by the public, pollution, industry pressures and political agendas. The complexity of these situations create a series of educational challenges in terms of helping visitors, regional citizens and politicians make well-informed personal and political decisions. This course requires at least two weekend field trips. (MaKinster, *Fall, offered alternate years*)

**360 Teaching for a Sustainable Environment**  
Teaching to help solve environmental problems must occur across all segments of society: homes, schools, places of work, business and industry, laboratories, political arenas, and recreational venues. Teaching is defined very broadly as any action directed at people or institutions to promote a sustainable environment. Students examine the roles of ethical reasoning and critical pedagogy in helping address educational challenges posed by conflicting value systems. Students design projects to meet related environmental education needs on campus or in the surrounding community. Prerequisites: At least one course in environmental studies. Crosslisted with Environmental Studies. (Kehle, *Fall, offered annually*)

**370 Social Foundations of Multiculturalism**  
This course examines the institution of schooling, broadly conceived, as it is positioned in a multicultural and diverse society. It looks at historical and contemporary debates surrounding the concept of multiculturalism and explores how the ideas are played out in U.S. education systems and in our everyday, public and private social experiences. Students examine the relationship of schooling to other societal institutions in order to understand the academic, political, and social effects on students and society. Throughout the course students tackle topics with an eye for meaningful incorporation of personal and systemic dimensions of diversity and broaden their knowledge about being responsible citizens of the world. (Banks, *Spring, offered annually*)

**401 Analysis of Teaching in Secondary School**  
This seminar accompanies EDUC 402-403, student teaching in the secondary schools and is open only to adolescent teacher certification

participants engaged as full-time student teachers. It provides a structure within which participants critically examine their classroom experiences of teaching, learning, and curriculum development, with the goal of becoming reflective practitioners. Texts and readings are selected from those that provide analysis of the experience of secondary school education, as well as those that provide rationales for the methods and purposes of the academic disciplines. This course must be passed with a C or better in order to be recommended for certification. (Staff, *offered each semester*)

**402-403 Practicum in Secondary School Teaching**  
The practicum experience includes supervised observation and teaching of an academic subject in a secondary school. Students spend the entire day at a secondary school for the complete term. EDUC 402-403 must be taken on a credit/no credit basis. EDUC 401 is taken concurrently. This course is open only to candidates seeking secondary-school teacher certification. The readings for this course are determined by the subject and grade level being taught. (Staff, *offered each semester*)

**404 Analysis of Teaching in Elementary and Special Education**  
This course is a required complement to EDUC 405-406 and 407 and is open only to elementary and special education teacher certification program participants engaged as full-time student teachers. It provides student teachers with an opportunity to critique education as it is offered in school settings for all children. Participants focus upon self-evaluations, curriculum development and enrichment, and the diagnosis of learning problems. Emphasis is placed on application of the above to the teaching of reading. Recent research pertaining to education is discussed. Students must pass EDUC 404 with a grade of C or better in order to be recommended for certification. (Sherman, *offered each semester*)

**405-406 Practicum in Elementary School Teaching**  
Students plan and direct instructional and ancillary activity in an elementary school classroom setting for an academic term. It is expected that the student take on all responsibilities normally accepted by elementary teachers. These include supervision of children, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, participation in professional conferences or in-service training sessions, and budgeting. EDUC 405-406 is open only to seniors who participate in the elementary teacher certification program. This course must be taken on a credit/no credit basis. (Staff, *offered each semester*)

**407 Practicum in Teaching Children with Special Needs** This practicum is open to seniors who have completed all other requirements of the department's program in special education. Participants carry out full-time student teaching with children who have special needs. This practicum is taken in tandem with EDUC 405 and must be taken on a credit/no credit basis. (Staff, offered each semester)

**412 Analysis of Teaching the Arts** This course is open only to students pursuing certification in art who are engaged in full-time student teaching. It provides a structure within which students critically examine their classroom experiences of teaching, learning, and curriculum development within the arts, with an eye towards helping students become reflective practitioners. Emphasis is placed upon helping students meet the developmental needs of all students (p-12) while also exploring means of helping all learners meet the New York State Learning Standards in the Arts. This course must be passed with a grade of C or better in order to be recommended for certification. (Offered each semester)

**420 Research in Education** Open only to students enrolled in the Master of Arts in Teaching Program, this course is a survey of educational research methods with a special emphasis on qualitative and teacher-generated research. The course is intended to support students as they prepare and present a proposal for a master's thesis. (MaKinster, McCabe, Spring, offered annually)

Typical readings: Bogdan and Biklen, *Qualitative Research for Education*; Wolcott, *Writing Up Qualitative Research*

**450 Independent Study**

**460 Baccalaureate Seminar: Moral and Ethical Issues in Education** The course focuses on ethical and moral issues central to the process of education and the experience of schooling. Participants are expected to develop a position paper in which a point of view pertaining to a specific issue is articulated. (Sherman, Spring, offered alternate years)

Typical readings: Dewey, *Experience and Education*;Sizer, *The Students are Watching*; Coles, *The Call of Stories*; Garbarino, *Lost Boys*

**495 Honors**

**601 Analysis of Teaching in the Secondary School, Graduate Level** Open only to students enrolled in the Master of Arts in Teaching program and taken concurrently with student teaching, this seminar provides a structure within which students critically examine their classroom

experience in planning, teaching, assessing, and managing a productive environment. Students focus on successfully teaching all learners, including responding to those with diverse needs and from diverse backgrounds. Emphasis is placed on using instructional technology, as well as using reading and writing to learn. (Fall, offered annually)

**602-603 Graduate Practicum in Secondary School Teaching** Open only to students enrolled in the Master of Arts in Teaching program, this practicum engages students in a full-time practice teaching experience in a secondary school classroom. Students take on all of the responsibilities expected of secondary school teachers, including planning and carrying out lessons and assessments, managing productive classrooms, assisting with extra-curricular activities, collaborating with other school staff, and reporting to parents. (Staff, Fall, offered annually)

**604 Analysis of Teaching in the Elementary School, Graduate Level** Open only to students enrolled in the Master of Arts in Teaching program and taken concurrently with student teaching, this seminar leads students to reflect on their teaching experience in light of readings and discussions of literature about teaching. Students consider additional methods of teaching and assessing learning, with special emphasis on teaching reading. Students focus on successfully teaching all learners, including responding to those with diverse needs and from diverse backgrounds. Emphasis is placed on using instructional technology, as well as using reading and writing to learn. (Sherman, Fall, offered annually)

**605-606 Graduate Practicum in Elementary School Teaching** Open only to students enrolled in the Master of Arts in Teaching program, this practicum engages students in a full-time practice teaching experience in an elementary classroom. Students take on all of the responsibilities expected of elementary school teachers, including planning and carrying out lessons and assessments, managing productive classrooms, collaborating with other school staff, and reporting to parents. (Staff, Fall, offered annually)

**607 Graduate Practicum in Special Education** Open only to students enrolled in the Master of Arts in Teaching program, this practicum engages student in a full-time practice teaching experience in an elementary school, working with children who have special needs. This practicum is taken in tandem with EDUC 505. (Staff, Fall, offered annually)

**612 Analysis of Teaching the Arts, Graduate Level** This course is open only to students in the Master of Arts in Teaching Program who are pursuing certification in art and who are engaged in full-time student teaching. It provides a structure within which students critically examine their classroom experiences of teaching, learning, and curriculum development within the arts, with an eye towards helping students become reflective practitioners. Emphasis is placed upon helping students meet the developmental needs of all students (p-12) while also exploring means of helping all learners meet the New York State Learning Standards in the Arts. Additional emphasis will be placed upon using the arts across the curriculum and examining the artistic development of children and youth. (*Fall, offered annually*)

**702 Master's Thesis** (*Fall*)

**703 Master's Thesis** (*Spring*)

**720 Graduate Seminar in Education Research** In this seminar, which is limited to the students enrolled in the MAT program, students continue their study of research paradigms and procedures that can be used in preparing, organizing and presenting a master's thesis or project. Topics for reading and discussion are drawn from the research interests of the students, those having been identified when the students wrote their proposals for master's theses and projects at the end of the previous spring semester. (*Banks, Spring, offered annually*)

Typical readings: textbooks on research such as Carspecken, *Critical Ethnography in Educational Research* or Creswell, *Research Design* are used. Other readings are drawn from journals and from books chosen in response to the students' research interests.

## ENGLISH AND COMPARATIVE LITERATURE

Biman Basu, Ph.D.; Assistant Professor,  
Department Chair

Melanie Conroy-Goldman, M.F.A.;  
Assistant Professor

Anna Creadick, Ph.D.; Assistant Professor

James Crenner, Ph.D.; Professor, The  
John Milton Potter Chair

Peter M. Cummings, Ph.D.; Professor

Laurence Erussard, Ph.D.; Assistant  
Professor

Robert F. Gross, Ph.D.; Professor

Grant I. Holly, Ph.D.; Professor

Elisabeth Lyon, Ph.D.; Associate Professor

Daniel O'Connell, Ph.D.; Professor

Nicola Minott-Ahl, Ph.D.; Assistant  
Professor

Eric Patterson, Ph.D.; Associate Professor

Lee Quinby, Ph.D.; Professor, The Donald  
R. Harter '39 Chair

Deborah Tall, M.F.A.; Professor

David Weiss, M.F.A.; Professor

The Department of English offers a wide variety of courses open to all students. Students not majoring or minoring in English or comparative literature and students not yet certain of their major may take courses for their own interest without prerequisites. Some courses are specifically designed for non-majors.

The department offers disciplinary majors and minors in both English and comparative literature. Within the English and comparative literature majors, a student is required to choose a concentration within the major in consultation with his or her adviser.

Concentrations consist of at least three courses which serve to provide focus within the larger discipline. Concentrations may be defined by literary history, genre or field of study. A genre concentration could, for example, include three courses on poetry, while a literary history concentration might provide an overview